

The Effect of Full Day and Regular Programs on Islamic Religious Education Learning Achievement in Students of Sdit Ar-Rasyid and SDN 6 Kampung Baru

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Abstract: This study explores the effect of Full Day School (FDS) and Regular School models on learning achievement of Islamic Religious Education (PAI) in students of Integrated Islamic Elementary School and Public Elementary School. Using a comparative case study qualitative design in SDIT Ar-Rasyid (FDS) and SDN 6 Kampung Baru (Regular School), data were collected through participatory observation, in-depth interviews, focus group discussions, and school documents. Data analysis used a reduction-display-verification framework (Guba & Lincoln & Guba, 1985) and triangulation of methods and sources to increase credibility. The results show that FDS provides longer duration for intensive learning, but without adequate time management and teaching strategies, it can lead to fatigue and decreased PAI motivation. In contrast, Regular School forces teachers to optimize short teaching methods with concise modules, but time constraints limit the depth of cognitive understanding and worship practices. Supporting variables-instructional and transformational leadership, availability of religious facilities, and management of learning duration-acted as the main mediators affecting cognitive, affective, and psychomotor achievement outcomes. This study recommends strengthening the capacity of PAI teachers and improving religious facilities in FDS, as well as regulating remediation schedules and co-curricular activities in Regular School, so that both models can optimize the learner profile of Pancasila. The findings offer insights into the need for adaptive strategies and policies that are more responsive to local contexts, and emphasize the importance of the quality of the learning experience beyond simply increasing duration.

Keywords: Learning duration, full day school, school leadership, PAI learning achievement

1. Introduction

National policies emphasize the importance of quality religious education services. The Law on the National Education System (Law No. 20/2003) guarantees students' right to religious education (Government of the Republic of Indonesia, 2003), but its implementation varies in the field, especially regarding the time allocation for PAI. A study of policy implementation in integrated Islamic primary schools revealed that the time allocation for PKP (Morning Religious Learning) in FDS is more flexible but requires the support of school leadership and adequate teacher resources.

Comparative research between the Full Day School (FDS) and Regular School models is very important considering the changes in global education policies that emphasize the extension of learning time to strengthen students' holistic capacities (Siregar & Widiastuti, 2021). FDS-which extends the duration of school activities to the afternoon-is expected to provide more time for intensive learning, value habituation and extracurricular activities, including Islamic Religious Education (Pendidikan Agama Islam) which demands the integrated application of religious practices. On the other hand, Regular School remains a common choice in many public primary schools, with a focus on optimizing core learning hours without extending formal time, leaving open the question of whether the additional duration really has a significant impact on PAI achievement.

The urgency of this topic first arises from the void of empirical studies that specifically compare FDS and Regular School in the domain of PAI. Most of the FDS literature highlights the effects on science or mathematics subjects (Nugroho & Widodo, 2022), while research on the impact of school duration on the internalization of PAI values is still

very limited. Even a brief study in an integrated Islamic school such as SDIT Ar-Rasyid (FDS) and public school SDN 6 Kampung Baru (Reguler School) has not produced an in-depth analysis of how duration affects students' religious motivation and spiritual competency achievement (Putra, 2019).

Within the framework of the Merdeka Curriculum, which prioritizes the Pancasila Student Profile, including aspects of religiosity, PAI has a strategic role in shaping the nation's character (Safitri, 2021). Longer school duration is believed to provide space for worship habituation, spiritual guidance, and reflection on Islamic values, which in the theory of sustainable character learning shows a positive correlation with the formation of moral values (Putra, 2019). However, without comparative research, it is unclear whether FDS is truly more effective than Reguler School in achieving these character goals.

Finally, practical challenges in the field reinforce the urgency of this research. Principals and teachers at SDN 6 Kampung Baru (Reguler School) reported limited time for PAI value building outside core class hours, while at SD Ar-Rasyid (FDS) teachers expressed student fatigue when the duration was too long without curriculum adjustments. This condition raises a critical question: how can the balance of duration and quality of PAI learning be optimized in both models?

By filling the gap in the literature, linking the needs of the national curriculum, and responding to the dynamics of integrated Islamic primary school practices, this study is expected to provide evidence recommendations for curriculum developers, school principals, and policy makers. The results will help formulate learning time allocation strategies that balance the extension of duration and effectiveness of PAI learning, while strengthening students' character in the spirit of Pancasila and Islamic teachings.

2. Research Objectives

This study aims to comprehensively describe and deeply analyze the differences in the influence of Full Day School (FDS) versus Reguler School models on Islamic Religious Education (PAI) learning achievement in elementary school students, so as to support the improvement of the quality of religious learning at the elementary level through evidence-based policies and practices. While the specific objectives of this research are:

- a. Measuring and mapping the differences in average PAI scores (rote learning, verse understanding, and worship application) between FDS students at SDIT Ar-Rasyid and Reguler School students at SDN 6 Kampung Baru, by considering the scores of daily tests, midterm tests, and memorization portfolios.
- b. Analyze how three supporting variables-school leadership, professional capacity of PAI teachers, and availability of religious infrastructure-mediate the relationship between school duration (FDS vs Reguler School) and PAI achievement.

3. Problem Formulation

This research has two problem formulations, namely:

- a. How does the Full Day School model affect the learning achievement of Islamic Religious Education (PAI) of elementary school students?
- b. What supporting variables mediate the relationship between school model (Full Day vs Reguler) and Islamic Education achievement?

4. Literatur Review

4.1 Definition of Full Day School According to Some Experts

Full Day School (FDS) is described as an educational delivery model that extends students' attendance time at school-with a comprehensive and integrated structure of learning hours between academics, character, and well-being. Some experts emphasize holistic aspects (academic + character), integration of soft skills, and structuring the curriculum so that the extra time becomes meaningful (Siregar & Widiastuti, 2021; González-Gómez et al., 2018; Nugroho & Widodo, 2022).

- a. Holistic Academic-Character Model

Siregar and Widiastuti (2021) define FDS as an effort to align “quality learning time that is balanced between academics and character development” (p. 72), where general class hours are combined with character building programs-such as leadership, sports, and spiritual guidance-in one continuous framework. They emphasize that FDS is not about extending class time, but redesigning the curriculum so that every hour “contains elements of values and life skills”.

- b. Integration of Soft Skills and Morals

According to González-Gómez, Jeong, and Spector (2018), the essence of FDS lies in the “integration of formal learning time with soft skills development programs” (p. 513), including moral values coaching, arts, and religious activities. They point out that FDS for a minimum of eight hours per day provides “a broader platform for the practice of collaboration, creativity and ethical reflection”, which has been shown to increase student motivation and engagement.

- c. Five-Day School Day Policy

Nugroho and Widodo (2022) view FDS as the implementation of the five-day school day policy, where “schools organize a schedule of six to nine hours each day, including robust personal development sessions such as character learning and spiritual guidance” (p. 95). They assert that FDS demands a restructuring of the curriculum so that the distribution of time between academics, spirituality and well-being is optimal, not just adding hours.

Combining these three perspectives, we understand FDS as a comprehensive effort to:

- 1) Integrate academics and character in every class hour (Siregar & Widiastuti, 2021).
- 2) Develop soft skills and moral values through integrated programs (González-Gómez et al., 2018).
- 3) Reorganizing the curriculum according to the five-day school day policy with balanced time allocation (Nugroho & Widodo, 2022).

4.2 Test Instrument Analysis Results

4.2.1 Learning Motivation Theory

Self-Determination theory emphasizes the importance of intrinsic motivation - the internal drive to learn for personal interest and satisfaction - built on three basic psychological needs: autonomy, competence and relatedness (Deci & Ryan, 2000). When students feel free to choose how to learn (autonomy), feel competent through positive feedback (competence), and have supportive relationships with teachers and friends (relatedness), their intrinsic motivation increases and academic engagement and achievement tend to be higher (Ryan & Deci, 2000).

Keller's ARCS (Attention, Relevance, Confidence, Satisfaction) model offers a practical framework for designing learning that spurs student motivation: arouse attention through cognitive challenge (Attention), relate the material to students' needs (Relevance), build confidence through graded tasks (Confidence), and facilitate satisfaction through feedback (Satisfaction) (Keller, 1987). The implementation of ARCS in PAI can be in the form of using inspirational stories (Attention), project assignments on the application of Islamic values (Relevance), mini-formative tests (Confidence), and group reflection (Satisfaction).

Expectancy-Value theory Eccles & Wigfield (2002) states that motivation to learn is determined by the expectation of success (expectancy) and the value students feel towards the task (value). In the context of PAI, if students believe they are able to master the material (expectancy) and understand the importance of religious values for their lives (value), the motivation to learn PAI will be strong, which in turn contributes to better achievement.

4.2.2 School Time Management Theory

Time Management in education is defined as the ability to plan, organize, and control the efficient use of learning time (Macan et al., 1990). Key strategies include setting daily learning goals, dividing blocks of time according to priorities, and daily reflection to assess the effectiveness of time allocation. Empirical studies show that students who implement time planning and monitoring their actions achieve higher learning outcomes than those who do not (Zimmerman, 2000).

In the context of Full Day School, time management becomes crucial as students face longer school duration; without this skill, the additional hours of study can lead to fatigue and demotivation (Dessy et al., 2022). Research at SMAN 62 Jakarta found that the effectiveness of student time management - measured by the ability to avoid procrastination and utilize breaks between lessons - had a significant impact on learning outcomes, including intrinsic motivation that mediated the relationship between school duration and achievement (Dessy et al., 2022).

By integrating the theories of motivation (Self-Determination, ARCS, Expectancy-Value) and time management, this study will explore how the two aspects reinforce each other in the context of FDS versus Regular School, especially in the achievement of elementary school students' PAI learning achievement.

4.3 School Leadership Theory and Education Policy Implementation

4.3.1 School Leadership Theory

School leadership plays a crucial role in the implementation of educational policies, including the Full Day School (FDS) model, which affects the quality of learning and student learning outcomes. Leadership theories relevant to this context are instructional, transformational and distributed leadership, each of which focuses on a different aspect of school management and its influence on educational success.

Instructional leadership focuses on improving the quality of teaching and learning through leadership practices directly related to the teaching and learning process. Robinson et al. (2008) in their meta-analysis found that instructional leadership has significant positive effects on student achievement, especially through practices such as goal setting, curriculum planning, and teacher professional development. They stated that “instructional leadership has a direct positive effect on student achievement through monitoring teaching quality and coaching teachers” (Robinson, Lloyd, & Rowe, 2008, p. 635). In the context of Full Day School (FDS) implementation, principals who apply instructional leadership can ensure that additional time at school is used effectively to improve the quality of Islamic Religious Education (PAI) learning. For example, by designing a schedule that allows for regular classroom observations and providing constructive feedback to PAI teachers.

Transformational leadership emphasizes the leader's ability to inspire and motivate staff and students through a shared vision, individual empowerment, and intellectual stimulation. Leithwood et al. (1999) in their study showed that transformational leadership practices have a significant impact on organizational conditions and student engagement in schools. They found that “transformational leadership had significant, albeit weak, effects on the affective or

psychological and behavioral dimensions of student engagement” (Leithwood et al., 1999, p. 34). In implementing FDS, principals who apply transformational leadership can create a school culture that supports all-day learning. For example, by developing a shared vision of the importance of character education in PAI and empowering teachers and students to actively participate in these activities.

Distributed leadership sees leadership as a collective practice that involves various individuals in the organization. Gronn (2002) argues that “leadership responsibilities are shared among various school actors-not centered on a single individual-to foster collaboration and collective capacity” (Gronn, 2002, p. 423). In the context of FDS, the application of distributed leadership can be seen in the collaboration between principals, PAI teachers, and other staff in designing and implementing effective learning programs. This allows the utilization of diverse expertise and perspectives to improve the quality of education.

By adopting these leadership theories, principals can manage and optimize the implementation of Full Day School which not only focuses on academic improvement but also on student character building through more comprehensive learning. The application of effective leadership in the context of FDS is expected to support the achievement of more holistic educational goals.

4.3.2 Implementation of Education Policy

In translating educational policies-especially the implementation of Full Day School-into daily practice, principals act as a “bridge” between macro regulations and micro dynamics in the classroom. As Fullan (2007) asserts, the success of FDS depends on a clear moral purpose-a collective commitment to advance religious learning as a moral mission-as well as continuous capacity building through teacher training, guided supervision, and professional learning communities that strengthen collaboration (Fullan, 2007).

However, administrative and cultural challenges often impede this agenda. Anderson and Dexter (2005) note that principals must be able to manage teacher workload and foster a culture of innovation, overcoming resistance to long schedules by enforcing non-academic load reduction structures and professional incentives (Anderson & Dexter, 2005). Similarly, Spillane et al. (2011) emphasize the importance of “policy enactment”-the process by which school actors interpret and adjust policies according to local contexts-so that FDS does not become just an extension of hours, but rather a holistic learning framework (Spillane et al., 2011).

4.4 Research Variables

4.4.1 PAI Learning Achievement

PAI Learning Achievement is defined as the level of student achievement in understanding Islamic concepts, practical worship skills, and internalization of Islamic moral values, which are described through cognitive, affective, and psychomotor dimensions (Putra, 2019; Safitri, 2021). The following is an explanation of the dimensions of PAI learning achievement indicators:

- a. Cognitive Dimension:
 - 1) Concept Understanding: measured through PAI daily and midterm test scores that assess the mastery of fiqh, tafsir, and akidah materials. An average score of ≥ 80 is considered adequate (Nugroho & Widodo, 2022).
 - 2) Interpretation Analysis: Essay assignments that ask students to explain the meaning of Qur'anic verses or hadith related to the learning theme. A rubric score of 1-4 is used to assess the completeness of the argument and the accuracy of the interpretation (González-Gómez et al., 2018).
- b. Affective Dimension:
 - 1) Attitude and Internal Motivation: measured by a 1-5 Likert scale on a questionnaire assessing interest in learning PAI, perseverance in completing tasks, and willingness to participate in religious activities at school. Content validity was tested by PAI experts and Cronbach's $\alpha \geq .80$ reliability.
 - 2) Worship Habituation: the frequency of student attendance in morning prayer, dhikr, or extra recitation activities recorded in the school daily log. Attendance $\geq 80\%$ in a month indicates high affective commitment (Siregar & Widiastuti, 2021).
- c. Psychomotor dimension:
 - 1) Worship Practice Skills: PAI teacher observation using a checklist of ablution, prayer, and Qur'an recitation skills. Each component is scored 0 (not yet), 1 (sufficient), 2 (good), and 3 (very good), with a maximum score of 9 per student (Darling-Hammond, 2010).
 - 2) Religious Creativity Portfolio: student works such as devotional journals, group presentations, or social projects with PAI themes are measured with rubrics on the aspects of originality, depth of reflection, and value application (Eccles & Wigfield, 2002).

There are several procedures for measuring PAI learning achievement, namely:

a) Documentation of Academic Grades

Data on daily test scores, midterm scores, and essay portfolios were collected from school report cards and PAI teacher assessment results (Nugroho & Widodo, 2022).

b) Affective Questionnaire

Distributed to the entire student sample; scores were processed with descriptive analysis (mean and standard deviation) and Cronbach's α reliability test.

c) Psychomotor Observation

Conducted by two independent observers to ensure inter-rater reliability ($\kappa \geq .75$), using a checklist format that has been tested for validity (Darling-Hammond, 2010).

d. Portfolio Analysis

Scored by a panel of PAI teachers using a written rubric and moderated discussion to reach score agreement. With these indicators and measurement procedures, the PAI Learning Achievement variable can be captured thoroughly, reflecting students' mastery of knowledge, attitudes, and skills in Islamic religious education. Religious Creativity Portfolio: student works such as devotional journals, group presentations, or social projects with PAI themes are measured with rubrics on the aspects of originality, depth of reflection, and value application (Eccles & Wigfield, 2002).

4.4.2 Supporting Variables

In addition to the dependent variable of PAI Learning Achievement, this study identified three key supporting variables school leadership, educational facilities, and learning duration-that are believed to mediate the relationship between the Full Day School (FDS) versus Regular School model and students' PAI achievement.

a. School Leadership

School leadership refers to the principal's ability to design a vision, direct learning strategies, and motivate staff to achieve educational goals. Robinson et al. (2008) found that "instructional leadership has a direct positive effect on student achievement through monitoring instructional quality and coaching teachers" (p. 635). Leithwood et al. (2008) added that "transformational and distributed leadership increase teachers' collective capacity and professional learning community engagement" which impacts learning outcomes (pp. 30-31). In this study, leadership was measured through instructional, transformational, and distributed leadership questionnaires on school principals, validated by Cronbach's $\alpha \geq .85$.

b. Educational Facilities

Educational facilities include the availability of space, equipment, and learning support facilities-such as prayer rooms, computer laboratories, libraries, and information technology. According to Siregar and Widiastuti (2021), "adequate infrastructure is one of the crucial factors in the success of FDS, especially for co-curricular and extracurricular activities" (p. 74). Nugroho and Widodo (2022) emphasized that schools with a facility rating above 75% showed a 10-15% increase in PAI academic scores. The measurement of facilities in this study used a facilities documentation checklist and an index of teachers' perceptions of facility quality (Likert scale 1-5), with a reliability of $\alpha = .88$.

c. Duration of Learning

Learning duration refers to the number of effective hours students are in school for academic and non-academic activities. González-Gómez, Jeong, and Spector (2018) concluded that "extending the school day to eight hours per day has a positive effect on student engagement, although it must be accompanied by good time management" (p. 515). Dessy, Siti, and Zahra (2022) add that without time planning, additional learning hours risk decreasing motivation. In this study, duration was measured from the official school timetable (in-out hours) and students' daily attendance logs, then converted into total hours per week to be analyzed as a numerical variable.

By including these three supporting variables-school leadership, educational facilities, and learning duration-the study is expected to capture the complex dynamics that influence the effectiveness of the FDS versus Regular School model in the context of PAI achievement of elementary school students.

5. Research Procedure

5.1 Research Design

This research uses a qualitative comparative case study approach, which allows researchers to examine in depth the phenomenon of Full Day School (FDS) and Regular School implementation in the context of Islamic Religious Education (PAI) learning in integrated Islamic elementary schools and public elementary schools: SD IT Ar-Rasyid (FDS) and SDN 6 Kampung Baru (Regular School).

The selection of the two schools is based on the similarity of the religious context, the 2013 curriculum, and the location in Tanah Bumbu Regency, but they differ in the duration of the implementation of learning activities which is the main variable of the research. These two cases were chosen to reveal how changes in school duration (FDS vs Regular

School model) interact with leadership variables, facilities, and learning duration in influencing PAI learning achievement. The comparative analysis will utilize interview data, observations, and school documents to explore the uniqueness of practices and contexts in each school.

5.2 Research Sample

The population of this study comprised all elementary school students participating in PAI learning at two schools: SDIT Ar-Rasyid (Full Day School) and SDN 6 Kampung Baru (Regular School). For the 2024/2025 academic year, SDIT Ar-Rasyid had 445 students (230 boys and 215 girls), with an average of 74 students per grade, while SDN 6 Kampung Baru had 213 students (112 boys and 101 girls), averaging 33 students per grade, resulting in a total population of 658 students. Using purposive sampling, 40 students were selected as the study sample 20 from SDIT Ar-Rasyid and 20 from SDN 6 Kampung Baru consisting of 10 students each from Grades IV and V. These grades were chosen because students at this level possess more stable PAI skills and show varied achievement levels. The sampling considered gender balance and differences in achievement (high, medium, low) to ensure diverse perspectives. Following Creswell and Creswell's (2018) recommendation, this small yet representative sample allows for an in-depth qualitative analysis, ensuring that data collected through interviews, observations, and questionnaires are rich in context and provide meaningful insights into how Full Day School and Regular School models influence students' PAI learning outcomes.

5.3 Research Instruments

This study utilized several qualitative data collection techniques, namely participatory observation, in-depth interviews, focus group discussions, and questionnaires, to achieve robust data triangulation. Participatory observation is a method in which the researcher participates in field activities while systematically recording behaviors, interactions, and conditions at the research site (Kawulich, 2005). In the context of this case study, observation aims to capture the dynamics of Full Day School (FDS) implementation at SDIT Ar-Rasyid and Regular School at SDN 6 Kampung Baru directly: from the entry schedule, PAI sessions, teacher-student interactions, to extracurricular activities or short worship. In this way, the researcher can understand the process of "policy enactment" according to Spillane, Parise, & Sherer (2011) that policies at the macro level are only seen in their implementation through daily practices in schools.

5.3.1 In depth interviews (instruments: questionnaire, informed consent sheet)

To explore the subjective meaning and dynamics of Full Day School (FDS) and Regular School implementation in PAI learning, in-depth interviews were used with school principals, PAI teachers, and student representatives. These interviews aimed to obtain rich narratives about the experiences, perceptions, and adaptation strategies of the school actors (Kvale & Brinkmann, 2009).

a. Instrument: Questionnaire

The questionnaire was designed based on the conceptual framework and research questions, covering the main themes:

- 1) Implementation of the School Model
 - a) "Could you explain the main motivation and purpose of implementing Full Day School (or Regular School) in this school?"
 - b) "What are the administrative and cultural challenges faced in implementing this model?"
- 2) PAI Teaching Practice
 - a) "How do you utilize the extra time (or limited time) to design PAI teaching methods?"
 - b) "Can you give examples of specific modules or activities that were implemented?"
- 3) Supporting Variables
 - a) "What is the role of school leadership in supporting the FDS/Regular School program?"
 - b) "To what extent do religious facilities (worship space, books, multimedia) affect the implementation of PAI?"
 - c) "How do you assess the effectiveness of learning time management in this school?"
- 4) Impact on Students
 - a) "In your experience, how do students respond to this difference in learning duration in terms of motivation, engagement, and well-being?"
 - b) "Are there any changes in achievement or religious behavior that you have observed since the implementation of this model?"

Questions were open-ended to facilitate in-depth exploration, as recommended by DiCicco-Bloom and Crabtree (2006) that open-ended questions improve the quality of narrative data. All interviews were audio-recorded (with permission) and fully transcribed for thematic analysis using the Miles & Huberman (2014) approach.

b. Instruments: Informed Consent Sheet

Prior to the interview, each participant was provided with an informed consent form that included:

- 1) Purpose of the Study: Explaining briefly the purpose and benefits of the research for the development of PAI practices.
- 2) Interview Procedure: The duration of the interview (± 45 -60 minutes), the use of a recorder, and the participants' right to withdraw at any time without consequences.
- 3) Confidentiality: Data confidentiality is guaranteed-the names and identities of participants will be pseudonymized, and results will only be used for academic purposes.
- 4) Researcher Contact: Contact information for the principal investigator and the university ethics committee for further questions.

This informed consent form was adapted from Creswell and Poth's (2018) template and followed the ethical standards of qualitative research in Indonesia (Menristekdikti, 2018). Participants signed the consent form before the interview began. With systematic in-depth interview instruments and informed consent, this study ensured the data generated were valid, ethical, and context-rich, enabling an in-depth analysis of how FDS and Regular School affect PAI learning achievement from the perspectives of school authorities, teachers, and students.

5.3.2 Focus Group Discussion

Focus Group Discussion (FGD) is a method of focused discussion between 6-8 participants to explore their perceptions, experiences, and opinions on a particular topic (Krueger & Casey, 2015). In this study, FGD was used to collect complementary data regarding the collective perceptions of PAI students and teachers about the influence of Full Day School (FDS) and Regular School on PAI learning, as well as the context of social dynamics and adaptation strategies that emerged in the group.

Participants

a. Students

Two separate FGDs, each consisting of 6-8 students in Grades IV and V from SD IT Ar-Rasyid (FDS) and SDN 6 Kampung Baru (Regular School), were purposively selected to represent variations in PAI achievement (high, medium, low).

b. PAI teachers

One FGD per school with 6 PAI teachers handling Grades IV and V, as practitioners' reflections on the challenges and solutions of PAI teaching in each school model.

Implementation Procedure

a. Preparation

- 1) The moderator prepared a discussion guide containing 5-7 main questions, organized based on the conceptual framework and the findings of the observation and interview phases (Morgan, 1996).
- 2) The discussion room was arranged comfortably, with circular chairs, audio-video recording (with permission), and a special FGD informed consent sheet was provided.

b. Question Guide

- 1) "How does the difference in school duration (FDS vs Regular School) affect your motivation to attend PAI lessons?"
- 2) "What PAI activities were most useful, and how did the group discussion format affect your understanding?"
- 3) "What strategies do you use when you feel bored or unfocused in PAI sessions?"
- 4) "How does cooperation between friends and teachers affect your enthusiasm for learning religion?"

c. Moderator and Assistants

- 1) A neutral moderator leads the discussion, keeps all participants talking, and facilitates group dynamics.
- 2) The assistant records non-verbal cues (expressions, interactions), timing of speech, and ensures quality recordings for transcription.

d. Duration and Analysis

Each FGD session lasted 60-90 minutes. The recorded data were transcribed verbatim, then analyzed using thematic analysis Braun & Clarke (2006) to identify central themes - e.g. "mental readiness", "coping strategies", "role of peer support".

Validity and Reliability

1) Source Triangulation

Combining FGD results with observations and in-depth interviews to strengthen data credibility (Creswell & Poth, 2018).

2) Peer Debriefing

Transcriptions and initial themes were verified with the research team to reduce interpretive bias.

3) Member Checking

Summaries of FGD results were sent to several participants for confirmation of meaning (Lincoln & Guba, 1985).

e. Benefits of FGDs

FGDs provide collective insights that are not achieved through individual interviews, such as group dynamics, consensus of experiences, and differences of views that emerge in interactive discussions. The FGD findings were helpful in uncovering the social nuances and shared strategies of students and teachers in facing the challenges of FDS vs Reguler School, thus completing the in-depth qualitative picture of PAI achievement.

6. Discussion

6.1 Problem Formulation 1: How does the Full Day School model affect the learning achievement of Islamic Religious Education (PAI) of elementary school students?

This study took two integrated Islamic primary schools as comparative case units: SDIT Ar-Rasyid which implements Full Day School (FDS) and SDN 6 Kampung Baru which follows the Reguler School model. The selection of the two schools is based on the similarity of the religious context, the 2013 curriculum, and the location in Tanah Bumbu Regency, but they differ in the duration of learning activities, which is the main variable of the research.

School operational activities at SDIT Ar-Rasyid take place from 06:30 to 15:30 (9 hours a day), including morning prayer sessions, intensive PAI lessons, and afternoon extracurricular activities (Dok. School, 2024). The PAI time allocation reaches 2 hours per day (1 hour intracurricular + 1 hour extracurricular), with memorization portfolios and essay reflections as assessment instruments (Putra, 2019). Meanwhile, at SDN 6 Kampung Baru, the school operates from 07:00 to 13:00 (6 hours a day), covering all PAI subjects in the core curriculum without additional sessions in the afternoon (Dok. Sekolah, 2021). PAI learning is integrated in 60 minutes per day, with a balance between theory (akidah, fiqh) and practice (prayer, Qur'an recitation) according to the competency standards of the Ministry of Religious Affairs (Permag Menag No. 35/2019).

During the observation period, additional activities at SDIT Ar-Rasyid included morning prayer routines, PAI extracurricular activities, and afternoon remidi, which qualitatively increased the depth of internalization of students' spiritual values. In contrast, SDN 6 Kampung Baru allocates intensive time during core hours but is limited in religious activities outside the main curriculum. The allocation of PAI activities at SDIT Ar-Rasyid is more extensive, including morning sessions for prayer and memorization as well as afternoon extracurriculars such as "Sahabat Qur'an" and "Talaqqi Hadith", while at SDN 6 Kampung Baru, PAI is only provided in the main class hours with no additional dedicated time. Student participation rates at SDIT Ar-Rasyid were also high, with 95% attendance in the morning session and 80% engagement in afternoon activities. In contrast, SDN 6 Kampung Baru recorded 90% attendance in core PAI hours and only 40% participation in religious activities outside school hours.

This difference is also reflected in academic performance, where SDIT Ar-Rasyid students recorded an average PAI score of 85 with 65% of students achieving a score ≥ 80 , while at SDN 6 Kampung Baru the average score was only 78 with 45% of students achieving a similar score. Teachers at SDIT Ar-Rasyid also recognized that the additional time was beneficial for students' spiritual and character development, while some parents at SDN 6 Kampung Baru felt that the time for religious guidance at school was insufficient, so it needed to be continued at home.

Thus, the Full Day School model is proven to provide advantages in the duration, intensity, and results of PAI learning, while the reguler model, although effective in core time, tends to have limitations in strengthening students' spiritual competence. Research by Suyatno and Wantini (2018) at SDIT Salsabila, Yogyakarta, found that although FDS has the potential to bore students, the application of humanizing the classroom principles-including interactive learning, group discussions and creative activities-successfully maintained students' enthusiasm throughout the day (Suyatno & Wantini, 2018). This confirms that the success of FDS depends on the quality of the learning experience, not just the duration. In addition, Nafilasari and Darminto (2020) compared the burnout levels of primary school students in FDS and Reguler School. They noted that FDS students showed significantly higher levels of learning burnout, which may have implications for decreased motivation and learning satisfaction. These findings emphasize the need for stress management strategies and adequate rest intervals in the FDS model.

6.2 Problem 2: What supporting variables mediate the relationship between school model (Full Day vs Reguler) and PAI achievement?

The success of improving achievement (including in PAI) is highly dependent on the quality of implementation, resources, and student context. In this study, three main variables were analyzed as factors influencing the effectiveness of Full Day School (FDS) and Regular School models on Islamic Religious Education (PAI) learning achievement of elementary school students. First, school leadership plays an important role in directing learning strategies and building academic culture. In contrast, at SDN 6 Kampung Baru, distributed leadership - where senior teachers took on the role of coordinating the religious program - helped close the gap of short learning duration, by utilizing break times and intensive guidance services outside formal hours.

Previous studies by Robinson et al. (2008) showed that instructional leadership has a direct positive effect on student achievement through monitoring teaching quality and coaching teachers. Meanwhile, Leithwood et al. (2008) found that transformational and distributed leadership increased teachers' collective capacity and professional learning community engagement which impacted on learning outcomes.

Supporting variables such as infrastructure and learning environment also influence the effectiveness of FDS. SDIT Ar-Rasyid has various facilities such as prayer rooms, ICT laboratories and integrated digital libraries to support learning activities and spiritual reflection. In contrast, SDN 6 Kampung Baru has school facilities including adequate classrooms but limited worship space, so religious sessions are more often held in the multi-functional hall for schedule efficiency. Siregar & Widiastuti (2021) showed that FDS schools with adequate facilities were able to show an increase in achievement of up to 10% compared to FDS with limited facilities. The lack of prayer rooms, rest areas, and comfortable learning facilities in the FDS system can exacerbate student fatigue.

Furthermore, the main variable that distinguishes FDS from regular schools is the duration of learning hours. SDIT Ar-Rasyid implements a Full Day School model with a duration of activities from 07:30 to 15:30, while SDN 6 Kampung Baru (Regular School) operates from 08:00 to 13:00, creating a difference in total effective learning hours of ± 2 hours per day. During the observation period, additional activities at SDIT Ar-Rasyid included morning prayer routines, extracurricular PAI and afternoon remediation, which qualitatively increased the depth of students' internalization of spiritual values. In contrast, SDN 6 Kampung Baru allocated intensive time during core hours but was limited in religious activities outside the main curriculum.

Studies by Ikhsani et al. (2020) and Irayasa et al. (2018) showed that longer learning hours in FDS did not necessarily improve academic achievement; instead, regular school students showed significantly higher scores. This indicates that too long a study duration can reduce cognitive effectiveness due to mental fatigue, especially if not balanced with varied learning methods and adequate rest. Academic stress and burnout can significantly affect student achievement. Heru et al. (2020), Kusuma et al. (2018), and Nafilasari & Darminto (2020) consistently report that students in the FDS system experience higher levels of stress and burnout than regular students. This condition contributes to a decrease in students' motivation, concentration, and enthusiasm for learning, which in turn has a negative impact on achievement, including in Islamic Religious Education (PAI) lessons. This is in accordance with Dessy, Siti, and Zahra (2022) who argued that without time planning, additional study hours risk reducing motivation.

The learning method used at school is a crucial determinant. Suyatno & Wantini (2018) emphasize the importance of the "humanizing the classroom" approach in the FDS system. When learning is made fun, democratic and involves students actively, boredom can be suppressed and learning outcomes remain optimal despite the long learning duration. This shows that the quality of learning has a stronger influence than just the quantity of learning time.

7. Conclusion

This study shows that the Full Day School model at SDIT Ar-Rasyid provides benefits in terms of duration and engagement of PAI activities, which are reflected in students' academic scores and participation. In contrast, Regular School at SDN 6 Kampung Baru is still effective in core hours, but limited in additional spiritual activities, creating a potential gap in the achievement of PAI competencies. Then, school leadership, educational facilities, and learning duration are the main variables that affect the success of the Full Day School system compared to regular schools. Without serious attention to these factors, the FDS program risks reducing the effectiveness of learning, including in teaching PAI.

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Conflict of Interest

The authors declare no conflicts of interest.

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