

## THE IMPACT OF FULL-DAY SCHOOL IMPLEMENTATION ON ELEMENTARY SCHOOL STUDENTS' LEARNING MOTIVATION

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**Abstrak** - Penelitian ini bertujuan untuk mengetahui pengaruh penerapan Full Day School terhadap motivasi belajar siswa di SDN 111 Palembang. Penelitian menggunakan pendekatan kuantitatif deskriptif asosiatif dengan sampel 92 siswa yang dipilih melalui teknik proportional random sampling. Data dikumpulkan menggunakan angket dan dianalisis dengan uji regresi linier sederhana menggunakan SPSS versi 26. Hasil penelitian menunjukkan bahwa penerapan Full Day School berpengaruh positif dan signifikan terhadap motivasi belajar siswa, dengan persamaan regresi  $Y = 24,128 + 0,586X$ , serta nilai  $t_{hitung} = 5,746 > t_{tabel} = 1,986$  dan  $Sig. (0,000) < 0,05$ . Nilai  $R^2 = 0,268$  menunjukkan bahwa penerapan Full Day School berkontribusi sebesar 26,8% terhadap motivasi belajar siswa. Dapat disimpulkan bahwa penerapan Full Day School yang terencana dengan baik mampu meningkatkan motivasi belajar siswa, terutama dalam hal kedisiplinan, tanggung jawab, dan semangat belajar di sekolah.

**Kata kunci:** Full Day School, Motivasi Belajar, Siswa SD

**Abstract** - This study aims to determine the effect of implementing the Full Day School system on students' learning motivation at SDN 111 Palembang. The research employed a quantitative descriptive associative approach with a sample of 92 students, selected using the proportional random sampling technique. Data were collected through questionnaires and analyzed using simple linear regression with SPSS version 26. The results showed that the implementation of Full Day School had a positive and significant effect on students' learning motivation, with the regression equation  $Y = 24.128 + 0.586X$ , a  $t$ -value of  $5.746 > t$ -table value of  $1.986$ , and a significance level of  $0.000 < 0.05$ . The  $R^2$  value of  $0.268$  indicates that the Full Day School program contributes 26.8% to students' learning motivation. It can be concluded that a well-planned implementation of the Full Day School system can enhance students' motivation, particularly in aspects of discipline, responsibility, and enthusiasm for learning at school.

**Keywords:** Full Day School, Learning Motivation, Elementary Students

### 1. INTRODUCTION

Education is one of the strategic sectors that plays a vital role in shaping superior and well-characterized human resources (Hasan et al., 2021). Through education, individuals can undergo positive changes in behavior, mindset, and knowledge (Peterson, 2013). Education also functions to improve the quality and quantity of human resources, making it a key pillar in national development (Keeley et al., 2019; Ummah, 2019). One way to enhance educational quality is by fostering a culture of critical thinking among students during the learning process (Rubiyanti et al., 2020).

The success of educational implementation is largely determined by the quality of teachers as educators. Teacher competence plays a significant role in the effectiveness of learning since teachers act not only as transmitters of knowledge but also as facilitators who help students develop new skills and values (de Putter-Smits et al., 2013; Celik et al., 2021). The learning process itself is an activity of acquiring information and constructing meaning through systematic and meaningful approaches (Liu et al., 2020; Hamidah et al., 2020; Gabriel et al., 2020). For learning to be optimal, information should be presented engagingly, encouraging students to actively seek solutions to problems they encounter (Keeley et al.,

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2019;Hermansyah et al., 2021). One educational innovation aimed at improving learning effectiveness and quality is the implementation of the Full-Day School (FDS) system. In simple terms, FDS refers to a learning system that extends the duration of study throughout most of the day (Siregar, 2017; Deming, 1986;Nielsen et al., 2020). More specifically, it is a model designed to lengthen school hours to deepen students' understanding of subject matter while also nurturing creativity, discipline, and character. Under this system, activities such as homework can be completed at school under the supervision of teachers, allowing for more structured and guided learning time (Benawa et al., 2018;Harmer, 2017). According to Rudyani et al. (2018), FDS also integrates formal and informal learning, including outdoor and experiential learning activities, to help reduce student fatigue and boredom.

In the context of learning at SDN 111 Palembang, one crucial factor influencing the success of FDS is students' learning motivation. Learning motivation is the internal and external drive that encourages individuals to actively engage in learning activities (Nurrita, 2018;Sapan, 2020). It may stem from intrinsic motivation, such as curiosity and interest in learning, or extrinsic motivation, such as rewards or achieving good grades (Asri, 2015;Nasution, 2000). Motivation can be observed through students' persistence, enthusiasm, and active participation in achieving learning goals (Pramono et al., 2020;Jones et al., 2012). The implementation of the Full-Day School system at SDN 111 Palembang is expected to have a positive impact on students' learning motivation, particularly due to longer learning hours, diverse learning activities, and opportunities to develop non-academic skills such as social interaction and discipline. Students gain more time to interact with teachers and peers in a conducive learning atmosphere. However, challenges also arise, such as student fatigue due to extended study hours or declining concentration toward the end of the school day (Wahyuli & Ifdil, 2020).

Preliminary observations at SDN 111 Palembang indicated that some students experience boredom during the last lesson period, arrive late to school, or show reduced focus during classes. Such conditions can negatively affect students' motivation to learn if not addressed through engaging teaching strategies and effective time management. Therefore, this study aims to analyze the impact of Full-Day School implementation on the learning motivation of elementary school students at SDN 111 Palembang. The research seeks to provide a comprehensive understanding of how FDS influences learning motivation and to offer recommendations for schools and educators to create an effective, enjoyable, and character-oriented learning environment.

## **2. METHOD**

### ***2.1 Type and Research Approach***

This study employs a quantitative approach with an explanatory research method (Sugiyono, 2021;Creswell & Creswell, 2017). This approach is used to explain the causal relationship between two variables: the implementation of the Full Day School (FDS) program (independent variable, X) and students' learning motivation (dependent variable, Y) at SDN 111 Palembang.

The quantitative approach was chosen because the data obtained are numerical, derived from students' responses to a Likert-scale questionnaire. The data were then statistically analyzed using SPSS version 26 to determine the extent of the influence of Full Day School implementation on students' learning motivation.

## 2.2 Population and Sample

### a. Population

The population in this study consisted of all fourth and fifth-grade students at SDN 111 Palembang for the 2019/2020 academic year, totaling 120 students who were enrolled in the Full Day School system.

### b. Sample

The sample was selected using a proportional random sampling technique to ensure equal opportunity for each class to be represented. Based on the Slovin formula with a 5% margin of error, the sample size was determined to be 92 students.

## 2.3 Research Variables

**Table 1. Variables**

No	Variable	Type	Operational Definition
1	Implementation of Full Day School (X)	Independent	The learning system at SDN 111 Palembang that extends study hours to deepen material understanding, develop character, and promote active learning throughout the day.
2	Students' Learning Motivation (Y)	Dependent	Internal and external drives that influence students' enthusiasm for learning, including persistence, interest, and activeness during the learning process.

## 2.4 Research Instrument

The main instrument used in this study was a Likert-scale questionnaire with four response options:

- 1 = Strongly Disagree (SD),
- 2 = Disagree (D),
- 3 = Agree (A),
- 4 = Strongly Agree (SA).

**Table 2. Instrument Blueprint**

No	Variable	Indicators	Item Numbers	Total Items
1	Implementation of Full Day School (X)	1. Additional learning activities 2. Time discipline 3. Character and religious development 4. Non-academic (extracurricular) activities	1-4, 5-8, 9-12, 13-16	16
2	Learning Motivation (Y)	1. Learning persistence 2. Enthusiasm for learning 3. Desire to achieve 4. Learning independence	17-20, 21-24, 25-28, 29-32	16
	<b>Total Items</b>			<b>32</b>

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## ***2.5 Data Analysis Techniques***

Data analysis was performed, through the following steps:

1. Normality Test – using the Kolmogorov–Smirnov test to determine whether the data were normally distributed.  
*Criterion:* Sig. > 0.05 indicates a normal distribution.
2. Linearity Test – to verify whether the relationship between variables X and Y was linear.  
*Criterion:* Sig. < 0.05 indicates a linear relationship.
3. Simple Linear Regression Analysis – used to determine the effect of Full Day School implementation (X) on students' learning motivation (Y), with the regression equation:

$$Y=a+bX$$

where:

Y = students' learning motivation,  
X = implementation of Full Day School,  
a = constant,  
b = regression coefficient.

4. **t-Test (Partial Test)** – used to determine the significance of the influence of variable X on Y.  
*Criteria:*
  - If **t<sub>calculated</sub> > t<sub>table</sub>** and **Sig. < 0.05**, there is a significant influence.
  - If **t<sub>calculated</sub> < t<sub>table</sub>**, the influence is not significant.

## ***2.6 Data Collection Techniques***

Data were collected using three techniques:

1. **Observation** – conducted to observe directly how the Full Day School program was implemented in the school environment.
2. **Questionnaire (Survey)** – used to measure students' perceptions and motivation regarding the Full Day School system.
3. **Documentation** – included the school profile, student lists, and learning schedules at SDN 111 Palembang.

## ***2.7 Instrument Validity and Reliability Tests***

Before being used for the main data collection, the questionnaire was tested for validity and reliability on 30 students outside the main sample (sixth-grade students from SDN 112 Palembang).

- Validity Test was conducted using Pearson's Product-Moment Correlation:  
An item was declared valid if **r<sub>calculated</sub> > r<sub>table</sub> (0.361)**.

- **Reliability Test** used **Cronbach's Alpha**, where the instrument was considered reliable if  $\alpha > 0.70$ .

The results showed that 30 out of 32 items were valid and reliable, while 2 items were discarded due to low correlation values.

### 3. RESULT AND DISCUSSION

#### 3.1 Result

##### a. Normality Test

The normality test aims to determine whether the data of both variables are normally distributed. This test was conducted using the Kolmogorov-Smirnov Test.

**Table 3. Results of the Normality Test**

Variable	Kolmogorov-Smirnov Z	Sig. (p)	Description
Full Day School Implementation (X)	0.078	0.200	Normal
Learning Motivation (Y)	0.085	0.200	Normal

##### **Interpretation:**

The significance value (Sig.) for both variables is  $0.200 > 0.05$ , indicating that the data in this study are normally distributed and meet the requirements for regression analysis.

##### b. Linearity Test

The linearity test was conducted to determine whether there is a linear relationship between the implementation of the Full Day School (X) and students' learning motivation (Y).

**Table 4. Results of the Linearity Test**

Variable Relationship	Sig. Deviation from Linearity	Description
X toward Y	0.112	Linear Relationship

##### **Interpretation:**

The significance value of  $0.112 > 0.05$  indicates that the relationship between Full Day School implementation and learning motivation is linear, meaning that the data can be further analyzed using simple linear regression.

##### c. Simple Linear Regression Test

A simple linear regression analysis was conducted to determine how much influence variable X has on variable Y.

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**Table 5. Results of the Simple Linear Regression Test**

Model	Unstandardized Coefficients (B)	Std. Error	t	Sig.
Constant (a)	24.128	2.512	9.607	0.000
Full Day School (X)	0.586	0.102	5.746	0.000

**Regression Equation:**

$$Y=24.128+0.586X$$

**Interpretation:**

The regression coefficient is positive, meaning that the better the implementation of the Full Day School system, the higher the students' learning motivation. The calculated t-value = 5.746 and the table t-value = 1.986 ( $\alpha = 0.05$ ;  $df = 90$ ). Since  $t_{\text{calculated}} > t_{\text{table}}$  ( $5.746 > 1.986$ ) and  $\text{Sig.} < 0.05$ , it can be concluded that the implementation of Full Day School has a significant effect on students' learning motivation at SDN 111 Palembang.

**d. Coefficient of Determination ( $R^2$ )**

**Table 6. Results of the Coefficient of Determination Test**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.518	0.268	0.260	4.982

**Interpretation:**

The R Square value of 0.268 shows that the implementation of Full Day School contributes **26.8%** to students' learning motivation, while **73.2%** is influenced by other factors outside this study, such as family environment, peers, and students' psychological conditions.

**3.2 Discussion**

**a. Full Day School Implementation and Increased Learning Perseverance**

Regression results show that students participating in the Full Day School system tend to have a higher level of perseverance. This is due to longer study hours and a more varied set of activities, including structured academic and extracurricular programs. These activities help students use their time effectively, reduce unproductive free time, and develop disciplined study habits. This finding aligns with Sari et al. (2017), who stated that the FDS system helps students build discipline and learning responsibility.

**b. The Role of Non-Academic Activities in Enhancing Intrinsic Motivation**

An important aspect of the FDS implementation at SDN 111 Palembang is the inclusion of non-academic activities such as religious practices, morning literacy routines, and skill training. These activities have been shown to increase students' intrinsic motivation, as they find learning more engaging and meaningful. This supports the findings, who emphasized that intrinsic motivation grows when individuals perceive their activities as meaningful and supportive of personal development.

### c. The Impact of FDS Implementation on Students' Psychological and Social Aspects

Although extended study hours have the potential to cause fatigue, observations indicate that students still demonstrate enthusiasm for school activities. This is because teachers apply varied teaching methods such as project-based and group learning, which help prevent boredom. This finding is consistent with Rahmawati (2020), who found that fatigue effects in FDS can be minimized through enjoyable and interactive teaching strategies.

### d. Relationship Between FDS Implementation and Academic Achievement

The study also found that students with higher attendance and participation in FDS activities tend to have greater learning motivation and academic performance. This suggests that when the FDS system is implemented consistently and supported by a conducive learning environment, it can improve students' academic achievement. These findings reinforce those emphasizing the importance of educational systems that promote critical thinking, discipline, and learning responsibility.

### e. Other Factors Influencing Learning Motivation

Although this study found that FDS implementation significantly affects learning motivation by **26.8%**, there remain **73.2%** of influencing factors beyond the scope of this study. These factors include parental support, home environment, socioeconomic conditions, and teachers' roles in creating an engaging classroom atmosphere.

## 4. CONCLUSION

Based on the results of data analysis, discussion, and field findings in the study entitled *The Impact of Full-Day School Implementation on Elementary School Students' Learning Motivation*, several conclusions can be drawn as follows:

### 1. The implementation of the Full Day School (FDS) program at SDN 111 Palembang has been effective and well-structured.

The program is carried out by extending study hours and integrating both academic and non-academic activities such as literacy programs, religious habituation, and character development. This implementation has a positive impact on students' learning behavior, particularly in improving discipline, responsibility, and time management in the learning process.

### 2. There is a positive and significant influence of Full Day School implementation on students' learning motivation.

Based on the results of simple linear regression analysis, the equation obtained was:

$$Y=24.128+0.586X$$

$T_{\text{calculated}} = 5.746 > t_{\text{table}} = 1.986$  and  $\text{Sig.}(0.000) < 0.05$ . This indicates that the better the implementation of FDS, the higher the students' learning motivation.

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### **3. The contribution of Full Day School implementation to students' learning motivation reached 26.8%.**

The coefficient of determination ( $R^2 = 0.268$ ) shows that FDS plays a fairly strong role in shaping students' learning motivation, while the remaining 73.2% is influenced by other factors such as family support, psychological condition, social environment, and teachers' teaching strategies.

### **4. The implementation of FDS increases students' intrinsic motivation.**

Students become more enthusiastic about learning because school activities are not limited to academic matters, but also include meaningful experiences such as religious activities, skill development, and group work. These activities enhance students' sense of responsibility, personal satisfaction, and active engagement in learning.

### **5. However, the implementation of FDS also presents several challenges.**

Some students experience fatigue and decreased concentration during the last learning sessions. This indicates the need for innovative learning strategies such as *project-based learning* or *experiential learning* to help students remain motivated and engaged throughout the school day.

**Overall**, the implementation of the Full Day School system at SDN 111 Palembang has been proven to have a positive and significant impact on improving students' learning motivation. This system can serve as an effective educational model if supported by competent teachers, efficient time management, and strong collaboration between schools and parents in creating a conducive learning environment oriented toward character development.

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