



The Impact of Extended Studying Time in the Full-Day School Program on Students' EFL Learning Concentration

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ARTICLE INFO ABSTRACT

There has been a long-standing debate about the significance of extending school hours in many parts of the world. In Indonesia, an extended school time up to ten hours a day, the so-called Full-Day School (FDS), has been executed by the government for the last few years. The present study aimed to investigate the effect of the program particularly on students' learning concentration. A survey study with the causal comparative design was adopted for this purpose. The study randomly recruited a 15-percent sample of students from two schools (one FDS and one non-FDS), while four teachers of English working at the FDS voluntarily participated in the study. Data were gathered through questionnaire and interview. A five-point Likert scale questionnaire was administered to student respondents to collect data on their learning concentration. A semi-structured interview with teachers was conducted to elicit data on their perspective on students' learning concentration in classroom. Result of questionnaire data analysis has shown that the extended school time in FDS program brings no impact on students' learning concentration, it has diminished students' learning concentration instead. Teachers' pros and cons and two-folded views of FDS program and their students' learning concentration neither support nor oppose the program with its impact. Thus, the implementation of FDS can be considered fruitless and, therefore, not recommended. However, further studies with larger sample and that utilize observations are encouraged to see consistency of this research finding.

Keywords: extended, studying time, full-day school, learning concentration

1. Introduction

Indonesia's government and schools have an important role to educate human resources in Indonesia. One of the government efforts is the implementation of the so-called "Full-Day School" program (henceforth abbreviated as FDS) at several schools in Indonesia. Minister of Education and Culture, Muhadjir Effendy, has recently put forward the idea to run an FDS for primary and secondary schools to provide students with additional time for character building and minimize their away time from school (Marwani, 2016). The FDS policy, according to the Indonesia's Government Regulation Number 23, Year 2017, has been adopted

throughout the Archipelago for some reasons. It needs to be re-evaluated in its implementation due to some weaknesses (Risnita & Asvio, 2019).

FDS is a school program which is very popular in education world today. With this program, students have longer time to learn and practice at school. Normally, it takes students seven hours a day in the school. However, within FDS implementation, students spend up to ten hours per day at school. The implementation hopefully can develop students' cognitive, psychometric and affective skills better than ever before, because a deeper exploration of material is made possible with longer school time (Nanda & Mudzakkir, 2013). FDS is implemented full day from morning to afternoon, and the school condition is made fun, flexible, and less formal to allow for a better learning to take place in the part of students (Wicaksono, 2018). In addition, FDS may support the students' character building through both practice and extracurricular activities (Sarima et al., 2020).

As studies reveal, an FDS offers several benefits. Firstly, it can support the religious character building, discipline, hardworking, independence, and nationalism spirit (Riris et al., 2020). Secondly, within FDS, the spiritual attitudes and social attitudes can also be shaped through good planning programs of student character development (Pranjia et al., 2020). FDS can influence the students' academic achievement if the school fits the program with supported facilities based on students' need, curriculum, teacher's creativity and students' condition (Soapatty, 2014). Other benefits are reported by Asyhar & Susiati (2018) saying that the FDS' children get more variant learning methods than those learning in regular system. Besides, parents will not be worried about their children, as their children will be full at school, meaning that most of their time is supposed to be for learning. Further, with FDS the parents will not be too much worried about their children regarding negative outside home influences. Lastly, according to some research, parents' obsession of their children's success in education is more likely to be achieved within FDS.

Despite the positive side values as stated earlier, the FDS has disadvantages. One of the disadvantages is the learning boredom it might bring about. It may arise if the program is not managed well (Wahyuli & Ifdil, 2020). Academic stress may also exist if the program does not run smoothly (Della, 2019). Similarly, low social connectivity happens as students have longer time in school than in their community (Asyhar & Susiati, 2018; Risnita & Asvio, 2019). Breaking the learning concentration for having longer learning time can also be counted for as the bad side of FDS. Learning concentration itself is mind centralization of something by eliminating unrelated things (Gie, 1983). Similarly, low interest in learning for longer time may cause lower concentration (Li & Yang, 2016).

In FDS program, the learning takes longer time than usual, which means taking more energy to attend it. As a result, it could lead to tiredness, inattentiveness, and lack of social interaction. One school in a big town of Purwokerto, Indonesia, has been implementing FDS system. In the school, the schedule of learning activity comprises ten 40 minute-periods a day starting from 7 AM until 3.30 PM. As it becomes routine, after classroom's teaching and learning activity finishes, it continues with extracurricular activity. It goes on from 3.30 PM to 5 PM.

In the context of Indonesia, FDS is part of the new curriculum "2013 Curriculum" (equivalent to Discovery Learning) system, that creates an environment for students to stay longer and study better at school. Thus, the FDS implementation is one of the government solutions to create a better education in Indonesia. The education philosophy of the Indonesian government for the increased studying time in the 2013 Curriculum is to add students' knowledge volume and improve students character building, as it holds that the longer students are under the teacher's control, the more knowledge they gain.

Studies on FDS have touched on many aspects like the effectiveness (Zafar & S, 2020), the character building (Suyatno & Wantini, 2018), social awareness (Muti'ah & Sholeh, 2020), academic achievement (Rahman, 2018), learning management (Rahman, 2018), and self-regulated learning (Priskila & Savira, 2019). However, research on influence of increased studying time in the FDS context on students' learning concentration is still a few in number. The current research has tried to fill the gap by revealing the answers to these questions: (1) Is there any difference in learning concentration between students of FDS program (with increased studying time) and those of regular school? (2) Is the difference in students' learning concentration significant? To these queries, a couple of hypotheses to be tested were formulated as follows:

H1: There is a difference in learning concentration between the two groups being compared.

H2: The learning concentration of the two groups differs significantly.

Thus, the current study aimed to investigate whether there is a significant difference in learning concentration between the two groups of students under investigation. Such an evaluative goal would make a worthwhile contribution especially to the authorities or decision makers for either present or future education policy.

2. Method

2.1 Research Design

In line with purpose of the study, survey research was adopted. Survey is a research method which is very popular in the field of social sciences and humanities. The aim of a survey study is to gather factual information used to describe an existing phenomenon (Patton, 2002). More specifically, the present study adopted the causal comparative design intended to investigate the group of students under study (students of

FDS) in comparison to those of non-FDS. By doing so, the researcher can seek information as to why a causal relationship occurs and try to trace the relationship back (Tanner, 2018).

2.2 Participants

The population of this survey study was students and teachers of two senior high schools in the town of Purwokerto, in Central Java Province, Indonesia. One of the schools implemented the FDS program, whereas the other one did not. A 15-percent sample were randomly recruited from each of the schools. Forty-five respondents from the FDS and sixty-three other respondents from the regular school participated in the survey. Four teachers working at the FDS voluntarily involved themselves in the study.

2.3 Data Collection

Data of this research were collected through questionnaire and interview. To obtain data on students' learning concentration, the 5 point-Likert scale questionnaire was utilized in this regard. The questionnaire was carefully constructed according to the prepared blue-print, covering 2 aspects related to learning concentration, which were broken down into 29 items. The blue-print was made available to assure the minimum parameters for instrument quality, i.e., validity measure (content and construct validities) and reliability measure. In terms of reliability measure, the instrument was tried out as a standard procedure (e.g., Akmam et al., 2022) and the elicited data were analyzed using an SPSS software. The reliability coefficient turned out to be 0.905 or very high. Thus, the questionnaire was ready to be administered to student respondents. The recorded interview was conducted to elicit teachers' perspective on FDS implementation and their students' learning concentration.

2.4 Data Analysis

The quantitative data gathered through the questionnaire were analyzed through the Independent Samples *t*-Test inferential statistics using an SPSS software. While, the qualitative data were analyzed using a thematic analysis method, where the interviewees' experiences, views, and opinions were grouped according to similarities under themes (Warren, 2020).

3. Results and Discussion

Since the aim of this research is to investigate whether a difference in learning concentration exists between students of FDS and those of regular school, a comparison between both groups of data on students' learning concentration should be made. For this purpose, first, the quantitative data elicited from the questionnaire was made ready for statistical analysis.

With a sample of FDS students (N_1) = 45, and that of regular students (N_2) = 63, it reveals from the two sets of data that average score of FDS students' learning concentration is 64.8444, whereas, surprisingly, that of the regular school students' learning concentration is 74.7143. The highest score of FDS students' learning concentration is 125 with standard deviation = 12.04528, while that of the regular school students' learning concentration is 126 with standard deviation = 7.55716. Comparison of the two sets of data obtained from the sample using an SPSS software ended with some resulted values as can be seen in Table 1 below.

Table 1. Summary of Independent Sample Test Result

		Levene's Test for Equality of Variances		t-Test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Interval Difference	Confidence of the Difference
Concentra tion scale	Equal Variances assumed	7.191	.009	-5.226	106	.000	-9.86984	1.88861	-13.61420	-6.12549
	Equal Variances not assumed			-4.856	68.384	.000	-9.86984	2.03242	-13.92505	-5.81463

As can be seen from Table 1, the mean scores of FDS' and regular school's students' learning concentration differ by -9.86984 (the sign 'minus' indicates that FDS mean score is smaller than non-FDS mean score) and the sig. value (2-tailed) = .009. This means there was difference in average scores of learning concentration between the two groups of students. Thus, H1 which says there is a difference in learning concentration between the two groups being compared is accepted.

To determine whether the difference in learning concentration between those two groups under investigation is significant or not, further step was taken to consult the result to t-table values. In this case, the t-value \geq t-table value at $\alpha = .009$. Thus, H2 which says the learning concentration of the two groups differs significantly

is accepted. This was based on the fact that the sig value (2-tailed) = .009 was smaller than the alpha value = .05. It can be concluded that there is a significant difference in learning concentration between the students of FDS and those of non-FDS. However, given the fact that the FDS students' learning concentration scores average is smaller than the non-FDS students', it indicates that the implementation of FDS is counter-productive in respect to students' learning concentration. In other words, the implementation of FDS does not bring a positive impact on students' learning concentration. It has made it worse instead.

With regard to impact of the increased studying time implemented in FDS on students' learning concentration, result of interview with the teachers is reported below. The interview was conducted to explore the teachers' perspective on impact of the increased studying time implemented in FDS on students' learning concentration. It was carried out after the questionnaire administration was complete. The interview took around 30 minutes per teacher. Four questions (originally in native language) were addressed to the interviewees.

The researcher asked the first question to the participating teachers: "Does number of periods and studying duration at school per day influence the students' learning concentration?" Teachers (Ts) 1, 2, 3 and 4, respectively, responded as follows:

Excerpt 1

"Iya tentu saja mempengaruhi, khususnya pada jam yang ke-9 dan 10." (T1)

(Yes, it does, especially at the ninth and tenth periods)

"Jelas sangat mempengaruhi konsentrasi, karena disitu siswa kan belajar sehari penuh di sekolah, mungkin pada capek." (T2)

(Sure, because the students learn the full day at school, it is likely that they feel tired).

"Pasti berpengaruh, apalagi kalau jam-jamsehabis Dzuhur." (T3)

(Definitely, especially at the periods after Muslim noon prayer time)

"Iya tentu saja mempengaruhi, apalagi jam 7-10." (T4)

(Yes, it does, especially from seven to ten)

As can be seen, all the teachers had the similar opinion that studying time affects students' learning concentration, particularly within the last hours. As T1 stated, longer studying duration affects students' learning concentration at periods 9 and 10. Then, T2 commented that longer studying duration affects students' learning concentration because they learn the 'whole' day. While T3 and T4 have the same opinion that longer learning duration affects students learning concentration, mainly after the noon prayer time. Here, each student has different learning concentration, some learners have long duration of concentration, whereas others have short concentration time (Kamsa et al., 2018).

The researcher posed the second question to the interviewed teachers: "What do you think about full-day school system?" Each of the teachers answered as follows:

Excerpt 2

"Bagus, karena anak berada di sekolah sehari penuh sehingga dapat mengurangi hal-hal negatif dari lingkungan luar. Tapi ya demikian, kalo jam-jam terakhir 9-10 itu anak-anak sudah mulai lelah sehingga kurang bisa mengikuti pelajaran dengan baik, jadi pelajaran yang ada di jam akhir kurang dapat diserap siswa. Kalau untuk memilih, saya lebih memilih yang FDS." (T1)

(Good, because the students stay at school the whole day, so that it minimizes negative influences from outside the house. But, within the last periods nine and ten they start to feel tired and cannot join the class well. So, the last period lessons cannot be absorbed well by the students. If I am to choose, my choice is FDS)

"Saya kira FDS untuk persiapan kerja sangat bagus sekali, tetapi kalau untuk konsentrasi belajar siswa ya ada pengaruh negatifnya. Tapi saya lebih memilih sistem regular dibandingkan FDS." (T2)

(For work preparation, I think FDS is very good; however, for students' learning concentration, it has negative influences. Anyway, I favor regular over FDS).

"Ya kalau menurut saya pribadi sih ya ada sisi baik dan buruknya. Sisi baiknya ya itu kita punya waktu libur 2 hari dan sisi buruknya itu ya waktu jam pelajaran yang ke 7-10 di kurangi jadi materi kurang bisa tersampaikan kepada siswa. Saya lebih setuju dengan yang FDS." (T3)

(In my opinion, there are negative effects and positive effects. The positive side is that we have 2-day holiday and the negative side relies on the fact that the time allotment of the seventh to tenth periods is reduced, and the materials cannot be delivered well, consequently. I can accept FDS more).

"Ya lebih milih FDS sih, anak-anak juga banyak yang lebih suka 5 hari kerja, karena Sabtu dan Minggu bisa libur, tapi ya itu kalau udah jam 7-10 mereka sudah terlihat lelah, jadi kurang bisa fokus terhadap materi pelajaran." (T4)

(I like FDS better; majority of the students also like weekdays school activities, because they become free on Saturdays and Mondays; however, when the clock on the wall strikes seventh to tenth periods, they look exhausted and are unable to focus on the lesson).

From the result, all of the teachers interviewed gave positive responses regarding FDS system, while, at the same time they also mentioned negative side. As stated by T1, FDS can minimize negative influences that arise outside school. According to the teacher, the problem often faced is that the students begin to lose

attention in the middle of the day due to longer remaining hours.

T2 replied that it is very good for the students in terms of future work preparation. Further the teacher said that it disturbs their learning concentration. T3 mentioned that FDS can give positive impact because they have more free time. At the same time, the teacher said that the increased studying time leads to shortage of time for teaching due to reduced time allotment in seventh to tenth periods. While for T4, the students seem to be more excited in FDS system because, again, they have 2 free days. The negative side the teacher mentioned is that the students look tired in seventh to tenth periods, and therefore the class is not conducive. One of the teachers expressed preference over regular system. Thus, there are pros and cons to the FDS, where it still arouses different views for those who implemented it. Some admitted that regular school system is still preferable to be implemented in Indonesia (Irayasa et al., 2018; Rahmawati, 2020), and others noted FDS offers promising value as well (Kuritz et al., 2020; Nasution & Fauziah, 2020).

Next, the researcher addressed another question to the participating teachers: "What is your opinion about regular school system?" The following are their responses:

Excerpt 3

"Regular school ya bagus, tapi mungkin yang masih memakai sistem reguler mungkin bisa mencoba memakai sistem FDS." (T1)

(Regular school is good. However, it is a good idea for the regular schools to initiate the implementation of FDS)

"Ya sebenarnya saya dulu condong ke sistem reguler, selain siswa bisa pulang sekolah lebih awal siswa juga bisa mnggunakan waktu siangnya untuk istirahat di rumah, sehingga untuk keesokan harinya mereka bisa lebih fresh dalam mengikuti KBM." (T2)

(Actually, I preferred regular system earlier. Besides students go home early, they also can spend the noon time to take a rest, and so, are able to attend the next day's class with fit body and mind)

"Anak-anak kan pulang lebih awal, jadi mereka siangnya malah seringkali pada banyakmainnya." (T3)

(The students go home early, don't they? At noon, they go playing most of the time)

"Ya waktunya saja sih yang lebih singkat, ngga beda jauh sebenarnya sama FDS." (T4)

(Only the time, which is shorter. Actually, there is no significant difference between regular system and FDS system)

From the interview result, it was found that the teachers have different responses. T1 perceived that regular school is already good. Even T2 confidently argued that in the context of regular school system students can have more time to take a rest at home. On the contrary, T3 softly disagreed with regular school system by saying that it allows a chance for students to go playing around and spend unfruitful time at noon. Then, T3 viewed that regular school system is not significantly different from FDS and, so, implementing it will make no difference.

The last main question asked to the teacher interviewees is: "Do the students look tired while joining the lessons the next day? Responses to the question can be criticized through the following interview excerpt.

Excerpt 4

"5 hari kerja mungkin sudah terbiasa bagi siswa, jadi hal tersebut tidak begitu berpengaruh pada konsentrasi belajar siswa di keesokan harinya."

(The students may have become accustomed to weekdays activity. So, this does not significantly affect their learning concentration on the next day.)

"Pada awalnya iya mereka terlihat lelah, tapi dengan seiring berjalannya waktu, mungkin karena sudah terbiasa jadi ya biasa saja."

(At the beginning, they looked tired. However, over time, they seem to get used to it and things seem as usual)

"Iya, mereka sering terlihat lelah. Karena kan mereka pulang sore. Ditambah ekskul, jadi ya mungkin kurang istirahat, kalau dikasih tugas juga mengeluh karena tidak ada waktu buat mengerjakannya."

(Yes, they frequently look tired, because they go home late in the afternoon. Besides, they also have extracurricular activities. That is why they may lack resting time. The students often complain when given assignments/homeworks, as they said to have no time to do so)

"Iya terlihat lumayan lelah sih, jadi kayanya gampang cape mereka."

(Exactly, they look rather tired. I think they become easily tired)

From the interview excerpt above, it can be concluded that the students do not feel tired on the next day according to T1 and T2. While, according to T3 and T4, the students look tired on the next day. Based on the results of the interview with the teachers, the increased studying time in FDS only influences students' learning concentration a little. With regard to the results of regular teachers' interview, the increased studying time in FDS implementation influences students learning concentration.

Criticizing the questionnaire and interview results, it can be concluded that the increased learning time in FDS influences students learning concentration. Statistically speaking, there is a significant difference in learning concentration between the two groups being compared. The difference is also partially supported by data elicited from the interviews, where the teachers testified the students' learning performance at school.

Nonetheless, not all those teachers within the same implementing FDS had similar opinions about it. Some thought FDS positively affects students' learning concentration, while others thought it negatively influences it due to tiredness. Given that the primary data source of this study is the questionnaire, then the study result is based mainly on the questionnaire rather than interview result. Of those four teachers, the intensity of idea that the students' learning concentration tends to increase versus decrease post-implementation of FDS seems equal. It would have been better if some student respondents who completed the questionnaire had been recruited for interview to cross-check their response.

4. Conclusion and Suggestion

Quantitative data analysis has shown that the extended studying time in FDS program gives no positive impact on learning concentration, it has diminished students' learning concentration instead. Qualitative data has revealed that among teachers there has been pros and cons and two-folded views of FDS in respect to its impact on students' learning concentration. As a survey study, the present study covered too small sample. Future studies are encouraged to involve a larger sample size. Interview with students to get a better insight into their open-ended response is also a good idea. Another methodological suggestion is the inclusion of observation for collecting data. It would be convincing, as the data has something to do with behavior as well.

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