AL-WIJDÁN
JOURNAL OF ISLAMIC EDUCATION STUDIES
AL-WIJDÁN: *Journal of Islamic Education Studies.*
Volume 8, Nomor 2, April 2023, p-ISSN: 2541-2051; online -ISSN: 2541-3961
Available online at http://ejournal.uniramalang.ac.id/index.php/alwijdan

Received: Maret 2023	Accepted: Maret 2023	Published: April 2023

The Urgency Of Teacher Competence In Understanding The Psychological Characteristics Of Students In Full-Day School System

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Abstrak

Pembelajaran berdiferensiasi berbasis pada karakteristik peserta didik menjadi salah satu kunci sukses dalam pembelajaran khusunya pada sekolah dengan sistem Full Day School. Pembelajaran menjadi efektif apabila guru dapat memilih dan menentukan pendekatan yang didasarkan pada analisis karakteristik peserta didik, karena jam belajar pada sekolah sistem Full Day School waktunya lebih lama dari pada sekolah pada umumnya. Subyek penelian adalah siswa MTs. Ahmad Yani Jabung kelas 9 yang jam belajarnya menggunkan sistem Full Day School. Penelitian ini mendiskripsikan pentingnya kompetensi pedagogik guru terutama aspek pemahaman karakteristik psikologis peserta didik, melipiuti; (1) Kompetensi Guru dalam mengenali karakteristik psikologis siswa di dalam kelas. (2) Kompetensi Guru dalam memilih pendekatan dan metode berdasarkan karakteristik psikologis siswa. Apabila dua kompetensi guru yang mengajar pada sekolah dengan sistem Full Day School tidak maksimal maka akan tibul dampak perubahan karakteristik psikologis pada siswa selama belajar di dalam kelas. Hasil penelitian ini menggunakan penelitian kualitatif deskriptif degan variabel Karakteristik Psikologi Siswa. Hasil penelitian menjiunjukkan bahwa (1) masih lebih banyak guru yang belum memahami karakteristik psikologis siswa, (2) terdapat 50% siswa yang tidak dapat mengikuti proses pembelajaran dengan serius, dan (3) secara psikologis timbul dampak yang tejadi pada siswa seperti jenuh, kelelahan dan lemah dalam menangkap pelajaran.

Kata Kunci: Full Day School, Karakteristik Psikologis

Abstract

Differentiated learning based on student characteristics is one of the keys to success in learning, especially in schools with a Full Day School system. Learning is effective when the teacher can choose and determine an approach based on an analysis of the characteristics of the students because the study hours in Full Day School systems are longer than in general schools. The research subjects were MTs students. Ahmad Yani Jabung class 9 whose study hours use the Full Day School system. This study describes the importance of teacher pedagogical competence, especially aspects of understanding the psychological characteristics of students, including; (1)

Teacher competence in recognizing the psychological characteristics of students in the class. (2) Teacher competence in choosing approaches and methods based on students' psychological characteristics. If the two competencies of teachers who teach at schools with the Full Day School system are not optimal, there will be an impact on changes in the psychological characteristics of students while studying in class. The results of this study used descriptive qualitative research with the variable Student Psychological Characteristics. The results of the study show that (1) there are still more teachers who do not understand the psychological characteristics of students, (2) there are 50% of students cannot take the learning process seriously, and (3) psychologically the impacts that occur on students such as boredom, fatigue and weak in capturing lessons.

Keywords: Full Day School, Psychology Characteristics

Introduction

Teachers are one of the important elements in carrying out the educational process. Because the teacher has the main role during the learning process in the classroom. But in fact, until now the success rate of teachers as professionals are still in the low category. This is because the facts were found, quoting what was conveyed by the former Secretary of the Directorate General of GTK M.Q. Wisnu Aji, that the current problems in realizing professional teachers, seem to be far from expectations.[1] Many teachers are not yet under graduate (S-1), there are about 300 thousand civil servant teachers who have not met the S-1 qualifications. Even if there are approximately three million and ten thousand teachers (civil servants and non-civil servants) that we have, almost 50% of them have not been certified or certified. Even though the certificate is proof of the confession of a teacher is said to be professional. Various efforts have been made by the government in increasing the professional level of teachers, such as the existence of the Learning Competency Improvement (PKP) program, which is still not evenly distributed. (Source; Performance Achievements of the Ministry of Education and Culture, 2014-2019). This means that there are still many teachers who can show their professionalism when they are involved in educational institutions. Whereas in the categorization of education, it is said to be ideal if you have professional competence that is well educated and trained and has rich experience in their field.[2]

The above conditions must be of special concern to the government, especially for schools that use the Full Day School curriculum. After the passing of the COVID-19 period, almost all schools are conducting online learning. Schools that use Full Day School certainly feel a different atmosphere that affects their habits and behavior when learning online models. This

is a task for teachers to be more difficult because the future of the nation is imposed on guru One of the efforts to raise the spirit of student learning in the Full day School system school, by equipping teachers in the Full day School system school with comprehensive, creative, innovative, and synergistic abilities by the progress of the times. With this ability, students will be able to interact well with the teacher during the learning process.[3] One of the abilities that need to be mastered is the development of competence characteristic of psychology. These competencies should be possessed by teachers so that learning objectives can be achieved effectively and optimally. Competence according to, "Is a thing that describes a person's qualifications or abilities, both qualitative and quantitative". The competencies possessed by the teacher will be manifested in the form of mastery of knowledge and professionalism in carrying out their functions as teachers. Government Regulation Law Number 78 of 2008 article 1, explains that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing,g and evaluating students in formal education, basic education, and secondary education. An already competent teacher can show his level of professionalism.

In schools that use the Full day school curriculum, the teacher's ability to recognize the psychological characteristics of students is an absolute requirement because the study hours are longer. If the teacher does not recognize the psychological characteristics of the students in their class, there will be an impact that can be experienced by students during the learning process. The results of the study (Hornby G., 2011), show that grouping classes based on almost the same or the same abilities (homogeneous classes) are not one of the effective ways to improve overall student academic performance. More specifically the results of the study[4], classroom management is closely related to recognizing the character of students. The efforts of a teacher to create and maintain optimal conditions for the occurrence of the learning process (cessation of student behavior that misappropriates class attention, rewarding, completion of tasks by students promptly, setting productive group norms, including the arrangement of people (learners) and existing facilities must still be carried out optimally. The negative impact of applying a system full day school in student learning is that it is difficult for students to adjust their physical condition during learning in the last hours, some students are sleepy and tired so they experience concentration disturbances while studying. In these conditions, the role of the teacher becomes important in managing the state of the classroom so that learning remains

comfortable and not rigid. Similar research conducted[5] concluded that problems that often occur in the implementation of full-day school system learning include that there are still some students who cannot adjust to the additional hours imposed by the school and a small percentage of students experience fatigue and boredom with its learning environment. In research conducted by Septianawati and Nurhamlin[6], two negative impacts were found arising from the full-day school system for students. First, students become exhausted due to busy school schedules. Although the full-day school system has many The results of the study show that the full-day school program in its implementation still has weaknesses despite the many advantages that can also be felt by students.

From some of these studies, a common thread can be drawn that the full-day school program is inseparable from the role of teachers in managing learning in the classroom well. If the teacher is unable to manage a class whose learning hours are almost a full day, there will be many problems and negative impacts of the full-day program. The teacher's ability to understand the character of students is one of the important elements for schools that choose a full-day school program. Guru will be able to manage the class well and will create creative, active, fun, and weighty learning conditions. A full-day school is a school with a learning model that is carried out within a day from morning to evening, part of which is used for learning but with an informal learning atmosphere, not rigid, fun so that students are not menu Teachers must be creative and innovate as much as possible. The policy on full-day school, Sekolah can manage the lesson schedule freely and freely which has been adjusted to the portion of subjects according to the provisions and coupled with the deepening of the material that has been taught. School policies for a long time will certainly have an impact on students, so researchers must discuss more deeply "The impact of the full-day school system on the formation of students' psychological characteristics". It is not uncommon to find that students who go to school with a full-day school system experience saturation and seem gloomy because learning still uses a teacher-centered model (*teacher center).* It should be with the concept of independent learning at this time that students play an active role *(student center)* in the learning process in the classroom. Teachers should understand the psychological characteristics of students so that when the learning process takes place the teacher can choose approaches and methods based on the psychological characteristics of students.

The purpose of this study is to explain the impact of the full-day school system on the psychological characteristics of students. As a teacher in a school with a full-day school system, a teacher should be competent in understanding the psychological characteristics of students so that the learning carried out runs effectively, pleasantly, and meaningfully. Students do not experience burnout. Competent teachers in choosing approaches and methods based on the psychological characteristics of students will affect the effectiveness of learning. This has implications for the closeness of feelings between teachers and students which can make learning more interesting and enjoyable.

From this research emerged a belief that by recognizing the psychological characteristics of students in the classroom the teacher will be able to manage his class well according to the plan that has been designed so that learning objectives can be achieved jointly between the competencies of attitudes, knowledge, and skills that cover part or all aspects of development at the level of their respective educational units. For schools with full-day schools, teacher competence is the most important thing because the duration of study hours is quite long. The next hope is that schools will not only require children to be smart and perfect in their morals but to form a generation that is tough, responsible, and ethical and produces competently competent students.

B. Literature Review

1. Full Day School Policy

A full day means a full day. A full day also means a busy day. While school means a school[7] Full-day school is a school policy that requires students to be present at school from morning to evening to carry out learning activities. Full-day school is a policy issued by the Ministry of Education and Culture (Kemendikbud). The Ministry of Education and Culture issued a school policy of five days a week with a duration of 8 hours of learning in one day since the 2017/2018 school year. The policy is contained in the Regulation of the Minister of Education and Culture (Permendikbud) Number 23 of 2017 concerning school days. To emphasize the study of the term, etymologically, the word Full Day School (FDS) comes from English. Full contains the maximum meaning, full, and Day (Irma, 2019, p. 46)has the meaning of the day. Full Day also has the meaning of a busy day. While School is a translation of the school. So that the definition of Full Day School (FDS) can be interpreted as a school all day long or can be called the process of teaching and learning activities

(KBM) which is carried out from 06.45-15.00 WIB. The learning process with sufficient class hours makes the Full Day School program considered perfect to serve the interests of student learning. The emergence of education with full-day school program learning is expected to be an alternative to meet educational needs in the present and future.[8]

The Impact of Implementing Full-Day School on Student Learning Through the learning of full-day school programs, students are equipped with high religious values or morality so that they do not participate in the increasingly alarming global flow of information. With the full-day school program, student's character can be formed by instilling the habit of living independently, skills, and upholding moral values. This can be done because of the integration and interaction that occurs between students and teachers in learning, which occurs more intensely than in regular schools so that student activities and activities can be controlled according to a predetermined schedule. Such learning conditions show that good and quality learning management can be achieved with a full-day school program. Good learning management will improve the success of the quality of students

2. Psychological characteristics of students

The thing that has to do with characteristics is personality. Personality refers to a separate way of thinking, emotional mastery, and behavior that describes the way the individual adjusts to the world. Understanding the characteristics of students as a whole will make a significant contribution to educators, especially in choosing models or methods that will be carried out in the learning process and can adjust teaching materials according to student needs proportionally and conditionally. Temperament is closely related to personality and learning and thinking styles.[9]

Temperament is a style of behavior and a typical way of giving a person a response. There are three basic styles or groups of temperament, namely[10]: 1. Easy *children* are generally in a positive mood, quickly form a fixed routine in childhood and easily adapt to new experiences 2. Difficult *children* react negatively and often cry, engage in a non-fixed daily routine, and slowly accept changes 3. *Slow-to-warm-up children* have a low level of activity, are somewhat negative, and show low mood intensity.

A teacher who can recognize the temperament, characteristics, learning styles, and intelligence of students well will certainly be easy in carrying out and managing the learning process in his class. In the Full Day School program, teachers who understand the competence of students' psychological characteristics are important. Teachers are implementers of education who are in direct contact with students every day, even teachers must know the needs of students in learning so that students will feel comfortable and close to the teacher. For fellow students, it is also necessary to know to tolerate fellow students who have different characteristics. Psychological characteristics affect students' learning styles and intelligence. Therefore, teachers must be able to create conditions or learning environments that are comfortable, and attractive and make students happy in the classroom. Teachers who do not understand the characteristics of students in their class will find it difficult to create such learning conditions or atmospheres. In addition, if the teacher understands each student's characteristics, the student will feel cared for and follow the learning process well without feeling the pressure.

Method

This research was conducted using descriptive qualitative research with class management variables. This study reports the state of the object or subject under study according to the real state and as it is. Descriptive research in general is carried out with the main objective of systematically describing the facts and characteristics of the object or subject precisely. The subject of the study was a grade 9 MTs student. Ahmad Yani Jabung[11]. The type of data obtained is qualitative data in the form of words, interview results, observations, analysis results, and documentation that supports this research.[12] Data collection techniques with data collection through passive participation observation, interviews, and documentation.

Observations are made to determine the habits of teachers and students in their classes during the learning process, and the teacher's ability to recognize the character of their students. Interviews are used to explore information and understand the positive and negative responses of students involved in the learning process by choosing the methods used by the teacher. While the documentation is used as additional information on whether students show an open attitude by the way the teacher chooses the approach used by the teacher at the time of learning so that it will be seen

the impact of the approach taken by the teacher in whether or not teaching is appropriate

Results and Discussion

The results of observations in the study obtained teacher data from the results of learning supervision that has been carried out by each madrasah head in the even semester of the 20th academic year 21/2022 with several criteria by the evaluation instrument. The data taken is the data of MTs. Ahmad Yani Jabung teacher who teaches in grade nine 9. The supervision carried out aims to evaluate the mastery of teacher competency standards during the learning process. Hasil obtained that most teachers are still weak in mastering pedagogic competence. The data can be read in the following table:

Table 1: Grade 9 Teacher Competency Data

No.	Grade 9 Teacher Name	Prominent competencies	Lack of competence
1.	Moroikhatul Jannah	Personality	Pedagogy
2.	Ani Suharti	Classroom Management / Pedagogic	Social
3.	Hartoyo	Social and Personality	Pedagogy
4.	Ahmad Subandi	Personality	Pedagogy
5.	Khoirul Anam	Personality	Pedagogy
6.	Nur Aminah	Classroom Management / Pedagogic	Social
7.	Rahayu Ningsih	Social	Pedagogy
8.	Only Amin	Classroom Management / Pedagogic	Personality

The data above illustrates that teachers in teaching are still lacking in preparing good and interesting learning plans/scenarios. Because it should be the first step that needs to be done by the teacher before making a learning design, the teacher must understand the psychological characteristics of his students. This is the opinion of Kadir[13] The pedagogic concept is a very important competence for teachers, especially to understand the characteristics of students who will follow the learning process, manage which includes (planning, implementing, evaluating, and following up) learning, and developing various student potentials effectively and optimally. Therefore, if a teacher who teaches in a school with a full Day School system must master pedagogic competence well so that

the learning process in the classroom has no obstacles and learning in his class runs effectively.

The teacher in the classroom, especially in the middle hours / during the day, still does not pay attention to behavior and Student motivations. This condition is shown by some students who feel tired and excited when they follow the learning process. There were a few students who started yawning and squealing. Teachers who do not understand the condition of the students have an impact on the attitude of rejection of students in the classroom during the learning process. The student's attitude of rejection can be in the form of no serious attention to the learning material presented, and students are not enthusiastic in responding to the learning carried out by the teacher at that time.

The diagram below is the distribution of student attitudes in the middle or noon hours during the learning process

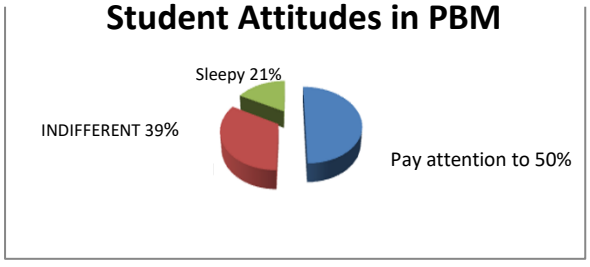

Figure 2. Diagram of Student Attitudes in PBM

The Impact of Teachers Not Recognizing Students' Psychological Characteristics

From the table of supervision results, it can be measured that more than 50% of grade 9 teachers are less competent in recognizing the psychological characteristics of students who will follow the learning process in the classroom. Teachers who teach tend to emphasize ethics and authority in front of their students. The conditions in the classroom can also be seen from the attitude of students studying in the classroom. There are still students who are not enthusiastic about learning. Teachers still consider that students' abilities in following the learning process are the same, so students who are less enthusiastic and tired of learning cannot follow the learning optimally. From the diagram picture above, it can be analyzed that in general, the teacher has not been able to recognize the psychological characteristics of students. In the condition of students who are already saturated and tired, teachers should have a more effective way or approach to the learning process. In addition, teachers can give short breaks by doing ice breaking to restore student concentration and students' physical fitness that has begun to decline. If the student's condition is ignored, the teacher will have difficulty engaging the class and the learning

becomes less meaningful and is considered unattractive by the students.

According to Munawar[14] Teachers are required to have high competence to carry out their duties properly. Teachers who have recognized the psychological characteristics of students well from the beginning can the right approach and learning method. However, on the contrary, teachers who have not recognized the psychological characteristics of students well from the beginning are considered inappropriate in determining the approaches and methods used in the learning process. The psychological characteristics of students are very influential on their student's learning styles. The styles-day school system has prepared many facilities to meet the learning needs of its students. Students are educated in such a way as to be comfortable and happy while studying at school. Classes in the full-day school system are designed with an adequate number of students and have almost the same learning style. Kinesthetic students certainly have different characteristics from audiovisual students. For kinesthetic students, learning methods can be carried out in the form of experiments or experiments, where students will actively carry out activities in the learning process. However, for students who mostly have an audiovisual learning style, teachers can use learning media in the form of videos or films that illustrate the learning material to be taught.

Psychological characteristics of students

From the diagram above, it can be seen that only 50% of students can follow the learning well. 21% of students start to get sleepy and 39% of students are indifferent or not enthusiastic about learning. Such an indifferent attitude can be interpreted as an attitude of student rejection of learning that is considered unattractive. The attention of students in the learning process has different levels of concentration due to differences in student characteristics. Psychological characteristics affect students' learning styles and intelligence. One is temperament. Those who do not recognize the temperament of the students in their classrooms will find it difficult to manage the learning conditions conducive. Teachers must be able to create conditions or learning environments that are comfortable, and attractive and make students happy in the classroom. Temperament is closely related to the personality and learning and thinking style of students during the learning process in the classroom.

Student characteristics are aspects or individual qualities of students consisting of interests, attitudes, learning motivations, learning styles, thinking abilities, and initial

abilities possessed. This understanding provides a significant picture of the complexity of student characteristics which certainly have differences from one another. Each subsection that builds these characteristics certainly requires serious attention from educators so that the interaction process that occurs in the classroom can be interpreted positively without any indifferent or passive attitude. This indirectly plays a role in building students' enthusiasm and self-confidence, both physically and psychically.[15]

In schools with a full-day school system, it is a must for the teacher or teacher to understand the psychology of each student. The difference in psychological characteristics possessed by students with various factors that influence them will greatly determine the success or failure of a teacher in managing classes well and enjoyably. The existence of discomfort and dislike of a subject is one example of the cause of the condition. If the teacher is constantly unconcerned and does not learn to understand the emotional character of the students in his class, then the attitude of rejection will remain and continue to take place in every learning process. Therefore, the existence of teachers in the classroom is necessary to provide, create, and maintain conducive conditions in the classroom, so that optimal learning objectives can be achieved.[16]

The concept of ideal learning is effectively manageable learning that should generally be centered on the learner and not on the learner. Therefore, every implementation of teaching and learning activities in schools must be by the characteristics, learning styles, and intelligence possessed by each student. This is in line with the opinion of Sutama[17] which states that students in educational activities are the main objects to which everything related to educational activities is addressed.[18] That is, to become an ideal teacher, requires a standard of competence that must be met by the teacher, that is, a teacher who has truly mastered his pedagogical competence thoroughly and comprehensively.[19] Explained that the basic concept of education management standards is national education standards related to planning, implementing, and supervising educational activities at the education unit level.[20]

Conclusion

Based on the results of the analysis and discussion, it was concluded that *first,* the pedagogical competence of teachers in the full-day school system school was still lacking so students were still found to experience saturation during the learning

process. Teachers do not recognize the psychological characteristics of students in the classroom. Teachers tend to generalize students' level of understanding in accepting and understanding the subject matter. Teachers are still unable to create a learning environment that is especially closed towards the end of the lesson, so students consider learning to be monotonous; Second the impact of the full-day school system psychologically for students causes burnout and fatigue during the day. Students lack enthusiasm and enthusiasm for learning. To generate enthusiasm for student learning, teachers must be able to choose a learning approach that is by the psychological characteristics of students. learning takes place including (1) some students experiencing burnout and feeling sleepy when the teacher explains the learning material, (2) some students do pay attention to the teacher's explanation and are engrossed in their activities (talking to their deskmates, making pictures at will) and (3) Most students find learning uninteresting and meaningless so they behave indifferently when completing tasks.

From the description above, it is considered very important to improve teacher competence in recognizing the psychological characteristics of current students to improve the quality of learning outcomes. Competency improvement can be done in various ways, for example, the principal conducts serious academic supervision of his teachers and recommends several teachers attend two workshops and seminars on psychological education in children. In addition, teachers can also take part in continuous competency improvement (PKB) training held by related agencies, especially about pedagogic competency standards (classroom management). If these efforts are consciously carried out by teachers and schools, then the hope of improving teacher competence in recognizing students' psychological characteristics will be achieved. If the teacher's competence has increased, the learning objectives can be optimally achieved.

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