

THE ELEMENTARY STUDENTS' CONCEPT OF ISLAMIC EDUCATION: THE IMPACT OF THE FULL DAY SCHOOL

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Abstract

The purpose of this study is to teach and learning in the Elementary School as a Elementary School involved in education and teaching is to use full day school system to provide feedback to students through Islamic Education. The qualitative-based research methodology is characteristic evaluation involving non-participant observation, interview, and documentation. This study aims to find out how the implementation of full day school affects the level of involvement of student participation. The survey items selected for this study are authorized and the field research of activity. In the aspect of student involvement, it is generally reported to have a positive attitude involved in education and teaching is to use full day school system. Participating in full day school using the full day school is a strong positive experience for students from the Elementary School. The student's vision of the benefits of full day school learning through Islamic education was very good. The students as prospective teachers in the sample as a whole tend to assess program of the government the use of student response systems in improving learning

Keywords: Islamic education, full day school, character building



Introduction:

One important aspect for humans as God's creatures is that they are equipped with instincts to become natural educators in the form of encouragement to protect, nurture and educate students as well as possible. Maintaining students as a generation of excellence, quality and excellence brilliantly is the main goal in realizing a progressive Indonesian civilization. Human nature is often referred to as homo education, and homo *educandum* (beings who can educate) in realizing good quality and character integrity. The main target is to form a generation from the start, namely Islamic students with morality. The example of the generation that needs to be formed from the start is Divine love, anti-corruption, anti-nepotism, drug-free, innovative towards the generation of Indonesia.

Quality education in realizing the golden generation through the concept of Islamic education is a powerful weapon against elementary schools. Islamic religious education and quality character in learning at primary schools in the Ajatappareng area are the development of hidden and hidden potentials in students. Thus, quality education is expected in the learning process of Islamic religious education and character that is transferring knowledge, culture to the next generation, especially elementary school students, so that later they can develop themselves according to their respective responsibilities. However, there is a gap in the quality of learning in Islamic education and character as expected for the application of Full day school in elementary schools through government policy.

The concept of learning Islamic education and character oriented on character education has led to discrepancies in students' morals as expected in elementary schools in the Ajatappareng area. This is due to the fact that the learning process of Islamic religious education and character is still limited to moral knowing and moral training (Olsen & Zigler, 1989). The implementation of the learning process of Islamic religious

education and character in elementary schools should be implemented in full to provide opportunities for students to worship God more and improve their personalities.

The introduction of the learning process of Islamic religious education and character taught only theory without being driven by a sense of *ubudiyah* (servitude) to God, so that it is less realized in physical and spiritual movements of elementary school students to fulfill religious requirements and demands, such as studying, jihad and the like. While in the area of practical worship in the form of servitude to God through physical and spiritual movements the implementation of the five pillars of Islam, (Mustaqim, M., 2013).

Integrated elementary schools from various aspects can facilitate the maximum implementation of education sector, so that the process of Islamic education and character can minimize problems in the instrumental input sector (teachers, methods, curriculum) and environmental inputs (culture, tradition, myths, scientific progress, and technological development, (Fullan, M. 2002).

The implementation of elementary school in the instrumental input sector and the policy of environmental input is not optimal, thus giving rise to the idea of applying full day school from the public and the government, (Herman, 1984) . However, the problem in elementary school has not been maximal in implementing Full day School's policies, namely the integration of committee administrators, parents, community leaders, academics (education experts), doctors, psychologists and various related elements in interpreting Full day school policies. One example of activities in elementary schools, namely compiling the School Expenditure Budget Plan, sometimes does not involve the committee and academics (elementary school experts) as a whole, just sign the report from the committee chairman administratively and the most phenomenal problem namely the morality of elementary school students is very apprehensive, (Zahn, M. A., Day, J. C., Mihalic, S. F., & Tichavsky, L., 2009).

The poor morality of elementary school students is the forerunner to the emergence of the Full day school education policy system which begins with the proliferation of the term superior schools, which are mostly spearheaded by private schools including schools affiliated with the concept of Islam, . The expected superior schools are schools that focus on the quality of the learning process, not on the alumni input of their students. The quality of the learning process is seen from the learning process, but the gap that occurs in leading schools is synonymous with the high cost of education from facilities and all luxurious, elite and others as well as competent and professional teaching staff even though the real situation does not guarantee the quality of education resulting from, (Grotberg, E. H., 1971)

The term superior which was later developed by managers in schools became a more diverse form and became a trademark, including Full day School. Full day school policy program that was implemented starting at 7:00 a.m. to 3:30 p.m. made students spend a lot of time in the school environment with their friends. In addition to a lot of time in the school environment, with the system making students spend more expensive tuition fees for students who take part in the Full day school policy program. This is because the quality and quantity of primary schools with a policy system is far more complete and better.

Even though it has a longer full day school time, which is morning to evening, the system is still applied in the Ajatappareng area and does not conflict with existing laws and regulations. With the policy of Full day School is a breath of fresh air on the subjects of Islamic Education and character because of the increasing time for moral development for students. This is related to Permendiknas Number 22 Year 2006 concerning content standards that every level of education has been determined for the allocation of school hours. In the full day school policy, which is a government policy in the learning process that is carried out in full with the participants' routines, more students are conducted in elementary school. Thus, a more intense learning process in elementary school does not only take place in the classroom, because the initial concept of the establishment of the full day school program does not intend to add teaching material and lessons set by the Ministry of National Education as in the curriculum, but additional hours schools are used to enrich teaching materials delivered with creative and innovative learning methods and are fun to add insight and deepen knowledge, complete teacher guidance assignments, mentally, mentally and morally fostering learners that

are closely related to Islamic education. With the concept that the Full day School policy leads to an integrated curriculum orientation and integrated activity.

The goal of the Full day School policy program expected by elementary schools is to intensify education factors in the school learning process, (Plucker& Zapf2005). With the program through the Full day school system that is basically integrated curriculum and integrated activity is a form of learning that shapes students in developing various skills that are integrated with Islamic characters. The program that is expected through full day school system lines is achieved in elementary schools namely; form an Islamic attitude and knowledge and skills, (Rathbun, 2010). For example in Islamic attitude formation (basic knowledge of Faith, Islam and Ihsan, noble character, love of God, and pride in Islam) and habituation of Islamic culture (likes to worship, likes to study, discipline, creative, independent, clean and healthy life) and knowledge and skills (the subject matter of education, skilled in worship, skilled in reading and writing the Koran, the content of the daily amaliyah).

Autonomy of primary schools in the Ajatappareng Area is in Sidenreng Rappang District, Enrekang Regency, Pinrang Regency, Barru Regency and Parepare City which is given the authority to regulate whether or not Full day school policies in Sidenreng Rappang District, Enrekang Regency, Pinrang Regency, Barru Regency and Parepare Regency . With policy Full day school can develop in managing elementary schools in accordance with the background of the elementary school culture. On the basis that it still refers to the national standard curriculum set by the central government. But in the development sector it is left entirely to the regions, especially in determining local content.

Government policy in elementary school through Full day School in Ajatappareng area is very well applied in strengthening the moral of students. The application of Full day School's policy is very interesting to be studied carefully because of the pros and cons among the community. The responsibility of education in Full day school policy is imposed on three environments, namely; family, school and community. Educational autonomy is welcomed by elementary school institutions to improve the quality of education. So as a contra consequence of the policy, some schools in the regions have not implemented full day school programs and some have even canceled the program, Sidenreng Rappang District, but there are still two schools that implemented initially in all schools in the district. Then the application of the Full day School program should apply effective learning time, structured teaching and opportunities for learning, (Levine, 1978).

Full day school policy is imposed on three environments, namely family, school and community. Education center as the foundation of the study of phenomena becomes the hope of Full day school in realizing the goals and objectives of education, (Brewster & Railsback, 2002). The goals and objectives of elementary schools in implementing Full day school can integrate aspects of skills and knowledge of good and Islamic attitudes that can not be separated from the education center namely family, community, and school, (Saam, & Nowak, 2005).

Along with the dynamics of life that increasingly demands speed, accuracy, alertness, intellectual development, emotional, spiritual and creativity of students, conventional methods are not yet able to meet the educational needs of the present and future so that a new education concept called full day school emerges. Full day school is a school where the implementation of learning is carried out for a full day from morning to evening with part of the time used for lessons that are informal, not rigid, pleasing to students, requiring creativity and innovation from the teacher. The characteristic of full day school is promoting morality and academic achievement. Full day school aims to provide a strong foundation for students and develop their interests and talents as well as improve students' intelligence in all aspects. The advantages of full day school compared to regular schools are that children get whole education including cognitive, affective, and psychomotor, more learning than play, high productivity, and potential children channeled through extracurricular activities at school. Full day school-related studies that have been conducted show that full day school has a positive effect on improving student character, moral, morality, and academic achievement.

Primary schools in the Ajatappareng area, namely Sidenreng Rappang Regency, Enrekang Regency, Pinrang Regency, Barru Regency and Parepare City are given criteria in determining the character of schools that are effective and capable of managing and utilizing all available resources to achieve successful primary school objectives in the form of qualified graduates and efficient. The application of quality and efficient education in the Ajatappareng area requires the need for a family curriculum that cannot be separated from elementary school as well as the community, so that it can go hand in hand. The need for curriculum synchronization in pre-school age and education of students in elementary schools is a golden period imposed by parents, communities, teachers and the government to support full day school policy programs.

Methodology

The type of research conducted is qualitative research. Viewed from the level of explanation, in-depth study of the results of the application of Full day School policy as one of the psychological behaviors of humans in reviewing the aspects of its benefits, while the sociological approach is based on the development of basic education research which includes part of Social Sciences research. Research that is classified as Islamic education research uses a case study approach on Full day school policy and the urgency of the issue of the quality of learning in Islamic religious education and Budi Pekerti in reviewing the moral development of the elementary school students in the Ajatappareng area. The research paradigm that has been used is the qualitative research classification paradigm. The ontological assumption of the research paradigm examines the reality of a full day school policy and the quality of learning in Islamic Education and character. An overview for the epistemologist is that researchers interact with those studied about student morality, the quality of learning in Islamic Education and stakeholders that have relevance to the object of research. For axiological review that is not free of value and bias in assessing the reality of Full day school policies and the quality of learning in Islamic Education and character. In the rhetorical assumption of the qualitative research paradigm, information develops personally and information is acceptable. The object of the study was elementary school in the Ajatappareng area. The research locations were Enrekang regency, Sidenreng Rappang, Pinrang, Barru, and Parepare. Sources of data in finding the truth of the problem raised, then to obtain accurate data sources taken by means, namely field research (field research) that is down to the location of research to obtain concrete data about the problem that has been discussed in a way, namely: Observation, which is to go to the research location by recording data in order to find the data sources needed in the study at the elementary school in the Ajatappareng area namely Bilokka 4 Elementary School, 11 Pangkajene Public Elementary School, Bilokka 1 Elementary School. Questionnaire, which is to carry out activities to find data sources in the form of data collection by asking questions in written form to respondents in primary schools in the Ajatappareng area. Interview to find data sources by holding question and answer with informants who are considered to know about the issues discussed, namely the moral of students in elementary schools in the Ajatappareng area. Documentation study, which is to examine carefully the original documents as a source of data on Full day school policies and the quality of learning in Islamic Education and Character in the Ajatappareng area. The data sources are concentrated on Full day school policies that are operationally measurable through research activities at elementary schools in the Ajatappareng area, which are measured by an in-depth study of the implementation of Islamic education and character after a semester of Full day school activities, covering the area set at elementary school namely 15 elementary schools in the Ajatappareng area. The sample was taken by purposive sampling technique, namely the technique of determining the sample with the consideration that schools that apply Full day school, so determined, 3 schools in Enrekang district, 3 schools in Sidenreng Rappang district, 3 schools in Pinrang district, 3 schools in Barru district, and 3 schools in the city of Parepare.

Research that starts from the interest of researchers on phenomena that occur routinely and periodically, is taken through the steps commonly taken in conducting research, namely (1) formulating research problems and determining research objectives, (2) determining concepts and hypotheses, and exploring literature, (3) sampling, (4) preparation / preparation of research instruments, (5) field work, (6) data processing, and (7) analysis and reporting.

The steps of the research that have been transformed using the method control components in this research process, are further simplified through the research phase as follows: a. The stage of participant observation, which is a process that starts from the researcher in reviewing the formulation of a clear problem, reviewing library data and the results of relevant research, and formulating the research hypothesis (Gullo, 2000). Then it has made observations to participants as the object of research in finding tangible evidence from the field using audio or video recordings. b. The depth interview stage is conducting interview activities with a maximum in accordance with the interview guide and equipped with a voice recorder (tape recorder). The documentation phase starts from the determination of research methods, preparation of research instruments, and collecting and processing data to draw conclusions.

Data that has been used in the discussion of processing and analyzing data with qualitative analysis methods. Data analysis is described through the process of systematically tracking and managing interview transcripts and field notes. Furthermore, it is interpreted in the form of concepts that can support the object of management and data analysis. Data analysis has used data reduction techniques, namely; the process of selecting, simplifying and transforming data found in the field. After making a reduction, the presentation of data is applied in the form of a set of information that gives the possibility to draw conclusions and take action. In this case, the presentation of the data is done in the form of short and logical descriptions, charts and in the form of narratives about Full day school policies at the elementary school level in the Ajatappareng area. For conclusions and verification, that is the final process that is carried out after going through the stage of giving meaning to the data synthesis in the search for patterns, configurations or structures of important matters, the flow of causality in determining what is reported and propositions regarding the object of research objectives. The data validity testing technique that has been used is dependability testing by conducting an audit of the entire research process. Stages that have been carried out systematically in accordance with the rules of field research, which is done by determining the problem, entering the field, determining the source of data, conducting data analysis, testing the validity of data, and making conclusions. Then, the reliability of a data if several repetitions are held in the same condition and the results are essentially the same.

Findings

One of the efforts to implement Islamic education is refresher and renewal of Islamic values in people's lives in facing various challenges in various dimensions of life: socio-economic, cultural, political, science and technology, and so on (Kauerz, 2010). Where the challenges will be quantitatively good in the future. Polemic challenges in the education system are specifically presented by government policies with the term Full day School. Important steps in the implementation of Islamic education carried out systematically and planned in response to Full day School policies are as follows: 1) Education is one of the most important aspects in Muslim life. Because education is a process that must be taken by humans from birth to adulthood and even to a lifetime. And through the education process, it is the greatest asset and the most important condition for realizing the Islamic mission, namely rahmatan lil alamin; 2) Educational assets owned and held by Muslims are quite significant, both in terms of quantity (quantity) and in terms of quality (quality) of human resources, physical and non-physical facilities and facilities are scattered throughout the country, both those managed by the government or the private sector (community), (Hough & Bryde, 1996).

The challenges and threats as well as opportunities for the development of Islamic education. The development of Islamic education in the future is highly dependent on the ability to tame threats, can manage challenges and take advantage of existing opportunities (Gananathan, 2011). Therefore, the actualization of Islamic education through Full day school is an effort to strengthen the resilience of Islamic education in order to be able to overcome threats, manage challenges and take advantage of existing opportunities, (Gullo, Clements & Bayless 1986).

The implementation of Islamic education is a process of civilizing humans, so that their existence is beneficial both for themselves, family, environment, society, nation and state. Indeed, the existence of humans in this world is nothing but to serve God Almighty (Reynolds, 2014). Worship Allah in a special form where the types and methods have been determined. Like prayer, fasting, alms and pilgrimage. In addition to worship in a special form directly to God, humans have an obligation to worship indirectly in the general form of society, namely to carry out life as stipulated by Allah SWT. among others, in the form of implementing the function of the Caliphate. The duties of the Caliphate are to preserve, prosper the earth and everything in it, as a realization that the Qur'an is revealed on earth to grace the whole world.

According to the etymology the word full day school comes from English. Full means full, and day means day. If combined, it will mean a full day. While the school has the meaning of school (John M. Echols & Hassan Shadily, 1996: 259). Baharudin (2010: 221) gives the understanding that full day school is a school all day or a teaching and learning process that is applied from morning to evening, starting at 06.45-15.30 WIB, with a rest period every two hours. Thus, the school can manage the lesson schedule freely, adjusted to the weight of the subjects and coupled with the deepening of the material.

Setting schedule subjects and deepening is a priority in full day school. While full day school according to Sukur Basuki (2007: 4) is a school that is partially used for learning programs that are informal, not rigid, fun for students and require creativity and innovation from the teacher. This Sukur refers to a study that states that affective learning time for children is only 3-4 hours a day (in a formal setting) and 7-8 hours a day (in an informal setting). Whereas Sismanto (2007: 8) in the article "Menakar Kapitit Full Day School" also revealed that full day school is a school all day with a learning process that starts from 06.45-15.00 WIB with a duration of rest every 2 hours of subjects. Based on the expert opinion above, it can be concluded that full day school is a school which in the implementation of learning is carried out for a full day from morning to evening with part of its time being used for learning which is informal, not rigid, pleasant for students and requires creativity and innovation from the teacher .

Schools can arrange the schedule of lessons freely and freely, according to the weight of the subjects and coupled with the deepening of the material. Educational autonomy is welcomed by private education institutions by fixing existing conditions with the aim of improving the quality of education, besides that there are also community needs mentioned with daily work assignments and wanting quality education, this kind of situation is responded by holding a full day school learning model , in the sense that teaching and learning activities are extended until the afternoon, (Rokhman, W., & Rivai, H. A. 2014)

Similar research was conducted by Azizah Afni Rizky (2015) who concluded that the problems that often occur in the implementation of full day school system learning are those that are still found by students who have not been able to adjust to the additional hours imposed by the school and a small number of students feel tired or bored because all day in school. The study shows that full day school still has weaknesses in its implementation despite many advantages. This must be overcome by the full day school manager in the school so that the implementation can run smoothly. Other research has been conducted by Umi Robi'ah Mutsana Fajrun Nisa '(2014) concluded that the evaluation of a full day school program at Ngemplak Boyolali MTs Negeri shows that it can be seen that there is actually no deep difference between a full day school program and a regular program. During this time the full day school program was only different in the Full Day School Phenomenon in the ISSN-P System: 2549-1725 Indonesian Education Journal of Educational Communication, vol. 1 (1) 2017, p: 10-18 17 the learning process and do not have specific targets. According to the management of education, the MTs Negeri Ngemplak full day education service model is only to improve the existence of schools, regardless of the standards that have been determined. The results of the study showed that full day school if implemented without any purpose and planning related to everything needed, would not rule out a full day school program that would have no meaning.

The consequences of the need for good management, especially in learning, are the Full Day School Phenomenon in the ISSN-P System: 2549-1725 Indonesian Education Journal of Educational Communication, vol. 1 (1) 2017, p: 10-18 13 deals with effective study time, structured teaching and opportunities for learning. Loukeris, ect. (2009: 162) states that Holimero school or all day school can also be said as full day school having educational implementation objectives which are explained as follows: The basic targets of the operation of the school are the following, the reinforcement of knowledge and skills that students are taught in the morning syllabus (study, additional teaching interventions in Language and Mathematics, consolidating teaching, individualized programs by the schoolteachers of the afternoon classes); and the enrichment of the morning syllabus with more important cultural and social importance (English, Sports, Music, Dance, Theatrical Studies, Arts, New technologies in Education), according to students' needs and interests, taught by special teachers . This explains that the aim of implementing Holo-Eero School education is to strengthen students' knowledge and skills (learning, additional language and mathematics teaching interventions, teaching consolidation, individual programs by school teachers from afternoon classes, (Baenen, R. S., Glenwick, D. S., Stephens, M. A. P., Neuhaus, S. M., & Mowrey, J. D.,1986). Furthermore, there is an enrichment of basic material with subjects that are devoted to culture and social (English, sports, music, dance, theater studies, arts, new technology in education), according to the needs and interests of students and taught by special teachers.

According to Moch. Romli (2004: 18) the most fundamental characteristic in the Full day school learning model is the Integrated curriculum process and integrated activity which is a form of learning that is expected to form high-intellectual children (students) who can integrate aspects of skills and knowledge with good attitudes and Islamic, (Rokhman, W., & Rivai, H. A. (2014). Schools that implement full day school learning, in carrying out their learning vary, both in terms of the scheduled time and the institutional or local curriculum used, in principle, still refer to the planting of noble religious values and morals as provisions for the future life while remaining on purpose institution in the form of quality education. Baharudin (2010: 224) states that schools with a full day school system are not only based on formal schools, but also

In order to be able to worship God, especially to carry out tasks to the caliphate, carrying out life according to Allah's will, Allah has created humans with various advantages: 1) Humans are the most noble beings, because as recipients and implementers of His teachings; 2) Creatures with good and balanced forms, 3) Creatures with three dimensions: physical, intellect and spiritual, 4) Creatures that think that humans accept and develop knowledge. Thus, it can actually be said that for humans, in a broad sense worship is the final goal of their existence on this earth. The implication is that all human motivation is good, 5) Unique and dynamic beings have freedom and independence. Individual and collective is to devote themselves to Him, by carrying out and leaving His prohibitions in order to get happiness in the world and the hereafter.

According to Nor Hasan (2006: 114 - 115) in Tadris Journal suggests that a full day school system has several advantages or advantages in its application. First, a full day school system is more likely to realize intact education because through the pattern of full day school the tendency towards strengthening on the cognitive side can be avoided, in the sense that the affective aspects of students get the Full Day School Phenomenon in the ISSN-P System: 2549-1725 Indonesian Education Journal of Educational Communication, vol. 1 (1) 2017, p: 10-18 15 is more directed towards the psychomotor aspects. Second, the full day school system is more likely to realize the intensification and effectiveness of the educational process so that students are more easily directed and formed according to the mission and orientation of the institution concerned, because student activities are easier to monitor because they have been directed from the start. Third, the full day school system is an institution that has proven effective in applying students' abilities in all aspects, including all aspects of cognitive, affective and psychomotor and also foreign language skills. Baharudin (2010: 225) states that full day school has advantages and some added value. First, children get general education in anticipation of the development of science. Secondly, Children get anticipatory personality education on socio-cultural developments. Third, children's potential is channeled through extracurricular activities held by the school. Fourth, children's potential is channeled through extracurricular activities held by the school.

Whereas Cryan and Others (in Iwan Kuswandi, 2013: 54) state that full day school has a positive effect because children will learn more than play which leads to high productivity, students show a more positive attitude, avoiding irregularities because all day in class and under teacher supervision. Based on some expert opinions above, it can be concluded that the superiority of full day school is that children get general education in anticipation of the development of science, children get anticipatory personality education on socio-cultural developments, children get whole education covering three fields, namely cognitive, affective, psychomotor, the realization of the intensification and effectiveness of the educational process so that students are more easily directed and formed, children will learn more than play that boils down to high productivity, and the potential of children channeled through extracurricular activities held by the school, (Pope, N. G. 2016)

Research conducted by Lee, et al. (2006) concluded that in early childhood in United States Kindergarten in 1998-1999 showed that a full day school program was superior to half day school. The most widely used academic field in full day school learning is reading, arithmetic and skills. In reading and counting full day learning is superior to half day, and one reason is the amount of time shared between children and teachers. This shows that full day school is better and superior compared to half day school. Another study conducted by Chloe R. Gibbs (2004) in EdPolicyWorks from the University of Virginia stated that full day has a positive effect on kindergarten students when compared with half day in the same school. It is seen that kindergarten students in full day school have more profound and positive effects related to understanding in reading skills and skills in the Full Day School Phenomenon in the ISSN-P System: 2549-1725 Indonesian Education Journal of Educational Communication, vol. 1 (1) 2017, p: 10-18 16 other than half day school. These results indicate that full day school has more positive effects than half day school. Subsequent research conducted by Nemitz (2015) concluded that for mothers with primary school-age children in Germany (excluding Bavaria) it has a significantly positive effect on full day school primary school programs on labor supply at a wide margin. On average, mothers who take full day school elementary school programs are more likely to be employed than mothers who do not use this program. The study shows that mothers / parents who use full day school will be easily accepted in work compared to what does not mean that full day school has many benefits, including for working parents, (Mustagfiroh, H., & Mustaqim, M. ,2014).

Other international research conducted by Gkoratsa (2013) revealed that the application of full day school in Greece has not been maximally related to regulations and implementation of practice in schools. Achieving goals in full day school in Greece includes certain pedagogical goals and social goals, in practice social goals have been achieved while the goal of pedagogical is still not reached optimally. The results of the study show that the implementation of full day school in Greece has been running but not all of the objectives have not been maximally achieved. In-country research conducted by Anissa Nurul Azizah (2014) revealed that extracurricular full day school activities are integrated through local subjects and content in developing the independence of students carried out through independent tasks undertaken by students without asking for help from friends, discussions where students argue with each other to solve problems given by the teacher, and experiments through experiments experienced and proven themselves related to the problems given by the teacher. This shows that full day school has positive benefits and is influential in increasing student independence.

Significance- The implementation of Islamic education that is currently taking place implements a civilization process so that students are able to carry out the functions of human life. For this reason, human beings must have a strong faith in the truth of His teachings, including the belief that with the teachings of Allah, the life of our world is regulated and managed. In this connection, one must have confidence in oneself that Islam is a religion of nature. Islam Tauhid religion, Islam is a universal religion, Islam is the only perfect religion and accepted by Allah swt, Islam as a mercy of all the contents of nature, Islam is a religion which aims to get eternal happiness in the hereafter without leaving the world life as an intermediary period to the hereafter, and Islam is a guide for mankind.

Ahlakul Karimah can be applied through Full day School is a very necessary foundation in living life in basic education, God has an important role in life: Faith in God, worship and sincere surrender to Him. The hadith says: "the one who puts people most in heaven is the fear of Allah and good morals. This can be achieved by increasing morals through the implementation of Islamic education through full day school. Besides its importance. Tawheed and Morals, in living the life of the world, to get to the hereafter life mastery of science and technology is needed. Because of the importance of mastering science and technology, the Messenger of Allah said: "Demanding knowledge is an obligation that must be carried out by every Muslim and Muslim". And he also said: "Demand knowledge even to the land of China." And also his statement, "Demand knowledge from the swing to the lava of Lahad". Education efforts that have been going on for a long time are definitely in need of implementation that must answer the challenges of the era of review to make adjustments to new demands in line with the increasingly complex development of national culture. The formulation of the strategic objectives of Islamic education with the policy of full day school in achieving educational goals that creates human beings of Islamic character, faith and piety who believe in it as a truth and prove it in deeds. The communication pattern of Islamic education needs to be built on two views, namely dialogue and integration.

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