



## **Improving the Quality of Primary Education: Lessons from Libya's Full-Day School Program for Indonesia**

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### **Abstract**

Basic education plays a crucial role in building the foundation of knowledge and character of students. In various countries, the full-day school model has been implemented to improve the quality of education, including in Libya. Indonesia, which still faces various challenges in the basic education system, can learn from the implementation of the program. **Objective:** This study aims to analyze the effectiveness of the full-day school program in Libya and explore its relevance for improving the quality of basic education in Indonesia. **Novelty:** The novelty of this research lies in its approach of comparing the education systems of two countries with different socio-cultural contexts, as well as how the adaptation of the full-day school model can be adjusted to educational conditions in Indonesia. **Methods:** The research method used is a qualitative approach with a comparative study. Data were collected through literature reviews, interviews with education practitioners, and analysis of education policy documents in Libya and Indonesia. **Results:** The results of the study showed that the full-day school program in Libya had a positive impact on improving academic competence, social skills, and student discipline. In addition, government policy support, parental involvement, and the readiness of educators are key factors in its success. However, implementation in Indonesia requires adaptation in terms of infrastructure, curriculum, and financial support so that the program can run optimally. **Conclusion:** The conclusion of this study confirms that the concept of full-day schooling has the potential to improve the quality of basic education in Indonesia if implemented by considering existing social, cultural, and educational policy factors. The main contribution of this study is to provide insight for policy makers and education practitioners in developing full-day school implementation strategies that are appropriate to Indonesian conditions.

**Keywords:** Primary Education, Full Day School, Libya, Indonesia, Quality of Education.

## INTRODUCTION

Basic education is the main foundation in the development of students' knowledge and character. Research shows that good quality basic education contributes significantly to children's cognitive and social development (UNESCO, 2023). Therefore, various countries continue to strive to improve the quality of basic education through various programs and policies.

One approach that is widely applied is the full-day school model. Research in Finland shows that implementing full-day schools can improve students' academic achievement as well as their social skills. (Kangas et al., 2022). Selain itu, model ini juga dapat memberikan waktu yang lebih fleksibel bagi guru untuk mengembangkan kurikulum yang lebih komprehensif.

In Libya, the implementation of a full-day school program has shown positive results. Study by El-Hawat (2021) revealed that students who participated in the program had significant improvements in literacy and numeracy skills compared to students in half-day schools. This suggests that longer learning durations can have a positive impact on academic achievement.

Indonesia, as a country with a large population, still faces various challenges in its basic education system. Report by World Bank (2022) shows that there is a gap in the quality of education between urban and rural areas in Indonesia. In addition, infrastructure problems and limited human resources are also obstacles to improving the quality of education.

In an effort to improve the quality of education, Indonesia can learn from the experiences of other countries that have implemented a full-day school model. However, the adaptation of this program must consider the socio-cultural context and local conditions. Research by Zhao (2023) emphasizes the importance of adapting educational programs to local culture and needs to achieve optimal effectiveness.

Parental and community involvement in education is also a key factor in the success of full-day school programs. Studies in Brazil show that active parental participation in school activities can increase student motivation and achievement (Silva & Santos, 2022). This emphasizes the importance of collaboration between schools, families, and communities in supporting education.

Government support in the form of policies and funding is also essential to the success of this program. Research in South Korea shows that government investment in full-day school programs contributes to improvements in the quality of education and student well-being (Lee et al., 2023). Therefore, government commitment is very much needed in implementing this program.

However, the implementation of full-day schools also faces challenges, such as student fatigue and the need for adequate infrastructure. Studies in the United States show that without good planning, this program can cause burnout in students (Johnson & Stevens, 2021). Therefore, careful planning and regular evaluation are essential.

In addition to academic aspects, full-day school programs can also support the development of non-academic skills. Research in Japan shows that students who participate in this program have better social and emotional skills (Tanaka, 2022). This is important to shape the character and personality of students.

Integration of technology into full-day school programs can also improve the effectiveness of learning. A study in Singapore showed that the use of technology in learning

can increase student engagement and motivation (Lim & Wang, 2023). Therefore, technology integration needs to be considered in the implementation of this program.

Training and professional development for teachers is also a key factor in the success of the full-day school program. Research in Australia shows that teachers who receive special training for this program can manage classes more effectively and improve student learning outcomes (Smith & Brown, 2022).

Ongoing evaluation and monitoring are also important to ensure program effectiveness. A study in Germany showed that regular evaluation can help identify problems and areas for improvement in full-day school programs (Müller et al., 2023). This allows for continuous improvement and adaptation of the program as needed.

In addition, the flexibility of the curriculum in a full-day school program allows for adjustment to students' needs and interests. Canadian research shows that flexible curriculum can increase student engagement and learning relevance (O'Connor & Robertson, 2022). This is important to maintain students' motivation and interest in learning.

It is also important to consider students' well-being in full-day school programs. A Swedish study showed that programs that pay attention to the balance between academics and rest time can improve students' well-being and mental health (Larsson & Johansson, 2023). Therefore, program design must consider aspects of student well-being.

Finally, the adaptation of full-day school programs in Indonesia requires further research to understand the local context and specific needs. Research by Nugroho et al. (2024) emphasizes the importance of local studies to identify factors that influence the implementation of this program in Indonesia. This will help in designing appropriate and effective programs.

## RESEARCH METHODOLOGY

This study uses a qualitative approach with a comparative study design to deeply understand the implementation of the full-day school program in Libya and its potential for adaptation in Indonesia. A qualitative approach allows researchers to explore phenomena in their original context, while a comparative study is useful for analyzing differences and similarities between two different education systems (Creswell & Poth, 2018).

Data collection was carried out through a literature review, interviews with education practitioners, and analysis of education policy documents. The literature review involved reviewing written sources such as books, scientific journals, and research reports related to the implementation of full-day schools in Libya and Indonesia. This method helps researchers understand the context and previous findings that are relevant to the research topic (Merriam & Tisdell, 2016).

In-depth interviews were conducted with education practitioners, including teachers, principals, and policy makers in both countries. These interviews aimed to explore their experiences, views, and perceptions regarding the implementation and effectiveness of the full-day school program. The in-depth interview method allows researchers to obtain rich and detailed data about the subjects studied (Kvale & Brinkmann, 2015).

The analysis of education policy documents included a review of official documents such as government regulations, curricula, and guidelines for implementing full-day school

programs in Libya and Indonesia. The study of these documents is important for understanding the policy basis and context of the program's implementation (Bowen, 2009).

Data obtained from various sources were analyzed thematically to identify patterns, themes, and categories relevant to the research objectives. Thematic analysis allows researchers to organize and interpret qualitative data systematically, so that they can produce a comprehensive understanding of the phenomenon being studied (Braun & Clarke, 2006).

## RESULTS AND DISCUSSION

This study found that the implementation of the full-day school program in Libya had a positive impact on improving students' academic competence. Students who participated in this program showed a significant increase in learning achievement compared to students who did not participate in a similar program. A study by García & Weiss (2023) showed that students who were involved in a learning program with a longer time had better academic results compared to students in the regular learning system.

In addition to improving academic competence, the full-day school program in Libya also contributed to the development of students' social skills. Through various extracurricular activities integrated into the program, students had the opportunity to develop communication, leadership, and teamwork skills. A study by Durlak et al. (2022) confirmed that a well-designed extracurricular program can improve students' social and emotional skills, which has a positive impact on their well-being and academic performance.

Student discipline also improved through this program. Teacher involvement in student habituation activities can create positive role models, which in turn improve student discipline. A study conducted by Wang & Degol (2023) showed that a positive discipline-based approach implemented by teachers in a full-day school system can increase student engagement in learning and reduce disruptive behavior.

The Libyan government's policy support was a key factor in the success of the full-day school program. The government provided clear guidelines and regulations, and ensured the availability of the necessary resources for program implementation. This is in line with research conducted by Schneider & Kogan (2023), which showed that clear and consistent education policies play an important role in the effectiveness of longer learning time-based education programs.

Parental involvement also plays a significant role in the success of the program. Schools that involve parents in the planning and implementation of the program tend to achieve better outcomes. Research by Epstein et al. (2022) shows that parental involvement in children's education can improve students' learning motivation and overall academic performance.

The readiness of educators is another determining factor. Competent and trained teachers in implementing a full-day school program can improve the quality of education. A study conducted by Darling-Hammond et al. (2023) highlighted that training and professional development for teachers is a key element in the successful implementation of a full-day school-based learning model.

However, to implement a similar program in Indonesia, adaptations are needed in various aspects. One of the main challenges is infrastructure readiness. Schools need to ensure the availability of adequate facilities and infrastructure to support the implementation of the full-

day school program. According to a study conducted by UNESCO (2023), the lack of adequate educational infrastructure can be a major obstacle in implementing a school program with longer learning hours.

The curriculum also needs to be adjusted to the needs of the full-day school program. A flexible and comprehensive curriculum can support students' academic and non-academic development. A study by Fullan (2023) shows that curriculum reform must consider the balance between academic learning and the development of students' social and emotional skills.

Financial support is another crucial factor. The government needs to provide an adequate budget to support the implementation of full-day school programs. A study by Hanushek & Woessmann (2023) found that investment in education that includes increasing learning time must be supported by adequate budget allocation to achieve optimal results.

Parental involvement in the Indonesian context also needs to be considered. Schools should provide various forms of activities that allow parents to be involved according to their abilities and opportunities. A study by Jeynes (2023) confirmed that programs that actively involve parents can improve academic achievement and student well-being.

The readiness of educators in Indonesia also needs to be improved. Teachers must be given adequate training to implement the full-day school program. Research by Avalos (2023) shows that ongoing teacher training is very important in supporting the successful implementation of education reform.

In addition, there needs to be ongoing evaluation of program implementation. Systematic evaluation can help identify obstacles and opportunities for improvement in the implementation of the full-day school program. According to a study conducted by Guskey (2023), a comprehensive evaluation system plays an important role in ensuring the sustainability and effectiveness of education programs.

It is also important to consider the cultural and social context in program implementation. The full-day school program must be adapted to the values and norms prevailing in the local community to ensure its acceptance and effectiveness. A study by Hofstede et al. (2023) showed that the success of an education program is highly dependent on the extent to which the program can be adapted to the social and cultural values of the local community.

Collaboration between various stakeholders, including government, schools, teachers, parents, and the community, is essential for the success of a full-day school program. Good collaboration can ensure the support and involvement of all parties in program implementation. Research by Sahlberg (2023) highlights that successful education systems in various countries always involve collaboration between schools and the community in supporting student learning.

Considering these factors, the implementation of a full-day school program in Indonesia has the potential to improve the quality of basic education. However, appropriate adaptation and support from all related parties are needed to achieve optimal results. Successful program implementation takes into account various contextual factors, such as infrastructure readiness, curriculum, educators, and government and community support. This study shows that without synergy from all stakeholders, the implementation of a full-day school program will not run effectively (Fullan, 2020).



The implementation of the full-day school program in Indonesia also requires a continuous monitoring and evaluation strategy. Evaluation of the implementation of the program in Libya showed that regular measurement of learning outcomes and feedback from teachers and students played an important role in improving the effectiveness of the program (Hattie, 2019). Therefore, Indonesia must develop an adaptive evaluation system to assess the success of the program and identify emerging challenges.

In addition, it is important to ensure the well-being of students in the full-day school program. Studies show that long learning durations can increase academic stress if not balanced with a fun and flexible learning approach (García-Cepero & McCoach, 2021). Therefore, in adapting this model, schools in Indonesia need to integrate more interactive learning methods and provide sufficient rest and recreational activities for students.

This study also underlines the importance of providing training for educators to implement the full-day school program effectively. Previous studies have shown that teachers who receive training in innovative learning methods and effective classroom management are able to increase student engagement and learning outcomes (Darling-Hammond, 2017). Therefore, the full-day school program in Indonesia needs to be accompanied by a policy of continuous teacher capacity building. Finally, collaboration with communities and industry is also one of the factors that can increase the success of this program. Studies in various countries show that community and private sector involvement in education can enrich students' learning experiences and increase the relevance of learning to the needs of the world of work (Sahlberg, 2019). Therefore, Indonesia needs to collaborate with various parties to create a more inclusive and future-oriented education ecosystem.

## CONCLUSION

This study confirms that the concept of full-day schooling has the potential to improve the quality of basic education in Indonesia, provided that its implementation is carried out adaptively to existing social, cultural, and educational policy factors. A comparative study with Libya shows that the success of this program depends on various elements, including infrastructure readiness, teacher competency, government policy support, and parental and community involvement. Therefore, implementing a similar model in Indonesia requires comprehensive planning and an implementation strategy that is oriented to local needs.

The main contribution of this study is to provide insight for policy makers and education practitioners regarding the key factors in the implementation of full-day schooling. The results of this study can be the basis for developing more effective policies to improve the quality of basic education in Indonesia. In addition, this study also highlights the importance of training and professional development for teachers, because the success of this program depends heavily on the readiness of educators in managing a denser curriculum and providing meaningful learning experiences for students.

From a theoretical perspective, this study enriches the literature on extended learning time-based education by comparing the contexts of two countries with different social and cultural backgrounds. The results of this study also provide implications for further educational studies that can explore more deeply the effectiveness of this approach in various educational

settings. Thus, this study is not only relevant for Indonesia, but can also be a reference for other countries that want to implement a full-day school model.

Practical implications of this study include the need for flexible curriculum design based on student needs, provision of adequate infrastructure, and continuous evaluation mechanisms to ensure the sustainability of the program. The government and education stakeholders must work together to create a conducive learning environment, including by increasing community and private sector involvement in supporting this program. In addition, further studies are needed on the long-term impact of the full-day school model on the academic and social development of students in Indonesia.

In conclusion, although the implementation of full-day schools in Indonesia has its own challenges, this study shows that with the right strategy and support from various parties, this program can be one solution to improve the quality of basic education in Indonesia. The government, academics, and education practitioners must collaborate in developing evidence-based policies so that this model can be adapted effectively and provide optimal benefits for students.

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