



FULL DAY SCHOOL HOURS ON STUDENT LEARNING MOTIVATION AT SMA NEGERI 1 PEMATANGSIANTAR

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Abstract

This research aims to analyze the influence of students' perceptions toward the implementation of the full day school system on students' learning motivation at SMA Negeri 1 Pematangsiantar. The study employed a quantitative approach with a causal design through an explanatory survey. The research population included all 11th-grade students in the 2025/2026 academic year, with a sample of 149 students selected using a simple random sampling technique. Data were collected using a Likert scale questionnaire, which had been tested for validity and reliability, and then analyzed using simple linear regression with the aid of SPSS Statistics. The results showed that students' perception of the full day school system has a positive and significant influence on learning motivation, with a coefficient of determination value of 42.7%, a positive regression coefficient of 0.575, and a significance level of $p < 0.001$. These findings indicate that the more positive students' perception of the full day school implementation, the higher their learning motivation, although the general perception of students remains in the medium to low category due to factors such as fatigue and boredom. This research confirms that the effectiveness of the full day school system heavily depends on students' experience and perception. Therefore, its implementation needs to be managed adaptively and oriented towards student well-being to support sustained learning motivation and academic achievement.

Keywords : Full Day; Learning Motivation; High School Students

INTRODUCTION

The implementation of full-day school hours in various educational institutions often raises a number of pedagogical and psychosocial issues. Long learning durations often result in increased physical and mental fatigue in students, which in turn leads to decreased concentration, boredom, and reduced learning effectiveness, especially during the final hours of school. Furthermore, if not balanced with a variety of learning methods, proportional break time management, and support for a conducive learning environment, the full-day school system has the potential to shift the essence of learning from a meaningful process to a routine, mechanical activity. This condition indicates that extending

learning time does not automatically translate to improved student learning quality (Prasetyowibowo et al., 2025) .

Education is understood as a fundamental pillar in developing superior human resources, particularly in the context of globalization and the Fourth Industrial Revolution, characterized by increasingly complex and dynamic competition. In this context, the quality of education is no longer measured solely by cognitive achievement, but also by the ability to shape character, a learning ethic, and readiness to face social change and the world of work. Therefore, developing countries, including Indonesia, continue to promote various educational policy innovations to ensure that learning systems can respond to the challenges of the times in an adaptive and sustainable manner (Baker, 2009) .

In Indonesia, one policy innovation that has received widespread attention is the implementation of the full-day school system. This policy was controversial nationally in 2017 due to its perceived broad social, psychological, and cultural implications. Although no longer mandatory nationally, many public and private schools, including high schools (SMA), will continue to implement this system through 2025, under an internal policy agreed upon by the school unit at SMA N 1 Pematang Siantar. This implementation is based on the assumption that extending school hours can enrich student interactions with academic materials, extracurricular activities, and character-building programs (Madani, 2019) .

Conceptually, full-day school is believed to create a more organized and controlled learning time structure, potentially increasing student motivation. With longer hours, schools have the space to develop learning that focuses not only on delivering material but also on deepening concepts, instilling values, and developing soft skills (Cuban, 2008) . However, in practice, this system is not free from debate, as long learning durations also risk physical and mental fatigue, boredom, and decreased concentration if not managed appropriately (Laila et al., 2022) .

Previous studies have shown mixed results regarding the effectiveness of full-day schooling. Several studies report positive impacts, such as increased learning motivation (Armadani et al., 2025; Rahman, 2018; Sitti Aminah et al., 2025; Wahyuni et al., 2018) , as well as significant contributions to character building and academic achievement (Damopolii et al., 2021) . However, conflicting findings have also emerged, such as decreased learning concentration due to student boredom at SMA Negeri 4 Pariaman (Rahmi Anggun Pratiwi & Alfi Rahmi, 2023) . This variation in results suggests that the effectiveness of full-day schooling is not universal, but rather heavily influenced by the school context, learning design, and students' subjective experiences.

This study aims to analyze the influence of students' perceptions of the implementation of the full-day school system on their learning motivation at SMA Negeri 1 Pematangsiantar (Abrianto, 2019). More specifically, this study seeks to understand how students interpret the learning experience within an extended school timeframe, and the extent to which these perceptions contribute to shaping their internal drive, interest, and persistence in learning. Through this study, it is hoped that a comprehensive empirical picture will be obtained regarding the relevance and effectiveness of the implementation of full-day school elements in supporting high school students' learning motivation, so that it can serve as a basis for consideration for schools and policymakers in designing a more balanced, contextual, and student-oriented learning system (As'ad Badar, Zaifatur Ridha, Erna Sari, 2022).

METHOD

This study used a quantitative research type with a causal design through an explanatory survey to examine the effect of student perceptions of the implementation of full-day school hours on learning motivation. The study population included all grade XI students of SMA Negeri 1 Pematangsiantar in the 2025/2026 academic year, with a sample of 149 students selected using a simple random sampling technique. The independent variable, namely student perceptions of full-day school and the dependent variable, namely learning motivation, were each measured using five statements based on a five-level Likert scale, with score reversals for negative items to maintain measurement consistency. The research instrument was a questionnaire distributed in person and online, and has undergone validity and reliability tests with the results of all items declared valid and reliable. Data collection was conducted in November–December 2025 and analyzed using SPSS Statistics through the stages of descriptive analysis, prerequisite testing, and hypothesis testing using simple linear regression. The tests include the Kolmogorov-Smirnov normality test, F test, t test, and interpretation of the coefficient of determination at a significance level of 5%, in order to obtain an empirical picture of the magnitude of the influence of student perceptions on learning motivation.

RESULTS AND DISCUSSION

Validity Test

Validity test analysis using the item-total correlation technique (Corrected Item-Total Correlation) in SPSS, it is known that in the X variable (Perception of the Implementation of Full Day School) there are 5 question items which are all declared valid (Corrected Item-Total Correlation values range from 0.458 to 0.714, above the threshold of 0.30). Meanwhile, in the Y variable (Student Learning Motivation) there are 5 items which are also entirely valid (Corrected Item-Total Correlation values range from 0.492 to 0.657, above the threshold of 0.30). Therefore, the researcher decided to use all valid items as an instrument in the form of a questionnaire, with a total of 10 questions given through a questionnaire to class XI of SMA N 1 Pematangsiantar with a sample of 101 female students and 48 male students (Lasagabaster, 2018).

Reliability Test

Table 1. Reliability Test of Variable X

Cronbach's Alpha	N of Items
0.803	5

The reliability of the instrument for Variable X (Perception of the Implementation of Full Day School) was tested using Cronbach's Alpha, resulting in a value of 0.803 with a total of 5 items. This value is included in the good reliability category ($\alpha > 0.70$), so the instrument can be said to be consistent and reliable in measuring this variable.

Table 2. Reliability Test of Variable Y

Cronbach's Alpha	N of Items
0.792	5

The reliability of the Y Variable (Student Learning Motivation) instrument was tested using Cronbach's Alpha, resulting in a value of 0.792 with a total of 5 items. This value is included in the good reliability category ($\alpha > 0.70$), so the instrument can be said to be consistent and reliable in measuring student learning motivation in this study.

Normality Test

Table 3. Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
X (FDS Perception)	.106	149	.067	.974	149	.007
Y (Motivation)	.113	149	.041	.970	149	.002

Based on the normality test with Kolmogorov-Smirnov, the data for Variable X is normally distributed (Sig. = 0.067 > 0.05), while Variable Y is not normal (Sig. = 0.041). However, because the sample size is large (N = 149), according to the Central Limit Theorem, the normality assumption is considered fulfilled so that parametric analysis can be continued (Kasdiyanti, Alpusari, Mulyani, & Hermita, 2019).

Linear Regression Test

Table 4. Simple Linear Regression Test

Mode		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	370,81	1	370,81	109,69	.000 ^a
	Residual	496,98	14	3,381		
	Total	867,80	14			

^aa. Dependent Variable: Y (Student Learning Motivation)

^bb. Predictors: (Constant), X (Full Day School Implementation)

The results of the F test (ANOVA) showed a value of F = 109.696 with a p-value = 0.000 (<0.05). Thus, the simple linear regression model is statistically significant, which means that the Perception variable towards the Implementation of Full Day School has a significant effect on Student Learning Motivation (ARIANTI, 2019).

T-test

Table 5. T-Test Coefficients^a

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.	Confidence Interval for B	
	B	Beta			Lower Bound	Upper Bound
1 (Constant)	7,087		9,290	.000	5,579	8,595

X (FDS Perception)	.575	.654	1	.467
	055		0,473	000
				684

^a. Dependent Variable: Y (Student Learning Motivation)

The partial t-test results show that Variable X has a calculated t-value of 10.473 with a significance of 0.000 (<0.05). A positive regression coefficient of 0.575 indicates a positive and significant influence of perceptions of the implementation of full-day school on student learning motivation (Fane & Sugito, 2019).

Determination Test (Coefficient of Determination)

Table 6. Summary Model Discontinuation Test

Model	R	R Square	Adjusted Square	R Estimate	Standard Error of the
1	.654 ^a	.427	.423		1,838

^a. Predictors: (Constant), X (Full Day School Implementation)

^b. Dependent Variable: Y (Student Learning Motivation)

The results of the determination coefficient analysis (R Square) of 0.427 or 42.7% indicate that the Perception variable towards the Implementation of Full Day School has a 42.7% influence on Student Learning Motivation, while the remainder is influenced by other variables not studied. The Adjusted R Square value of 0.423 confirms this contribution after adjustment (Wirawan, 2020).

Discussion

Discussion of Variable X (Implementation of Full Day School Hours)

The results of the descriptive analysis showed that the average score of students' perceptions of the implementation of full-day school was in the medium-low category (mean = 13.61 out of a maximum score of 25). This indicates that students at SMA Negeri 1 Pematangsiantar generally have a less than positive perception of the full-day school program. Several negative items such as boredom, afternoon drowsiness, and loss of concentration during the last period of the lesson received quite high responses, reflecting physical and mental fatigue due to the long learning duration (Fatimah, Santiana, & Saputra, 2019).

These findings align with several previous studies that identified negative impacts of full-day school on high school students. For example, a qualitative study at SMA Negeri 4 Pariaman showed that full-day school caused fatigue and decreased student concentration due to a busy schedule without sufficient breaks (Rahmi Anggun Pratiwi & Alfi Rahmi, 2023) . Furthermore, another study stated that implementing full-day school at the high school level can lead to boredom and stress, leading to mixed or even negative student perceptions if not supported by good management (Heru et al., 2020) . However, a trend toward positive perceptions was also found due to the integration of spiritual activities and a variety of activities in the context of regular public high schools. As in this study, student perceptions were more influenced by fatigue than structural benefits.

Discussion of Variable Y (Student Learning Motivation) and

The average score of students' learning motivation is classified as moderate (mean = 14.92 out of a maximum score of 25), with regression results showing a positive and significant influence of perceptions of full-day school on learning motivation (R Square =

42.7%, regression coefficient 0.575, $p < 0.001$). This means that the more positive students' perceptions of full-day school (e.g., feeling more focused and interested), the higher their learning motivation, although the contribution is only 42.7% and the rest is influenced by other factors.

This finding of positive influence is consistent with several previous studies in Indonesia. For example, a study at SMA Negeri 1 Junjung Sirih found a 36.9% effect of the implementation of full-day school on the learning motivation of tenth-grade students, which is relatively similar to the 42.7% in this study. At the elementary school level, full-day school learning management has also been shown to have a significant influence on high learning motivation (Ningrum & Hidayat, 2023). Furthermore, a study at Islamic high schools (madrasah aliyah) showed increased motivation through a comprehensive full-day program (academic, character, and spiritual) (Yuliani et al., 2024). However, these findings contrast with research that emphasizes negative impacts, such as decreased motivation due to boredom and fatigue in some high schools, where full-day school actually causes stress if not balanced with innovations such as varied teaching methods or adequate rest (Ina, Sastrawan Noor, & Salim, 2019).

The Influence of Variable X on Variable Y

Overall, the findings of this study confirm that the implementation of full-day school has the potential to increase student learning motivation if students perceive the program positively. A positive perception is reflected when students perceive regular learning schedules, clear learning objectives, and a supportive school environment that encourages focus and active engagement. Under these conditions, full-day school is understood not simply as an extension of learning hours, but as a pedagogical space that allows for deeper understanding of the material, fosters discipline, and strengthens a more consistent learning ethos (Daniel Hasibuan, Mendrofa, Silaen, & Tarihoran, 2020).

However, at the high school level, the main challenge that still arises is student physical and mental fatigue due to the relatively long duration of learning activities. This fatigue has the potential to reduce concentration, increase boredom, and weaken intrinsic motivation, especially during afternoon lessons. If not managed properly, this condition can undermine the initial goal of implementing full-day school and actually create psychological resistance among students to the learning process (Annamalai, 2019). Therefore, balancing learning intensity and student recovery needs is crucial in implementing this program.

Optimizing the benefits of full-day schooling requires more adaptive management focused on student learning experiences. Schools need to design varied learning strategies, provide adequate rest periods, and integrate non-academic activities for recreation and self-development. This approach will help build positive student perceptions of full-day schooling, ensuring that the program not only contributes to increased learning motivation but also supports the sustainability of learning quality and student well-being at the high school level (Rohim & Suranto, 2023).

CONCLUSION

Based on the test results and discussion, this study concludes that students' perceptions of the implementation of full-day school hours have a positive and significant effect on student learning motivation at SMA Negeri 1 Pematangsiantar. Simple linear regression analysis shows a determination coefficient value of 42.7% with a positive

regression coefficient of 0.575 and a significance level of $p < 0.001$, which indicates that the more positive students' perceptions of full-day school, the higher their learning motivation. However, students' perceptions are generally still in the moderate to low category, mainly influenced by physical fatigue, boredom, and decreased concentration during afternoon study hours.

These findings support the hypothesis that the implementation of full-day school, through student perceptions, makes a meaningful, though not yet dominant, contribution to learning motivation. Therefore, schools need to optimize the management of full-day school implementation through variations in learning methods, more proportional break time arrangements, strengthening extracurricular activities, and involving students in schedule evaluations. At the policy level, the results of this study indicate that full-day school is still relevant for implementation at the high school level if it is designed adaptively and oriented towards student well-being, thereby supporting learning motivation and sustainable academic achievement.

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