



The Effectiveness of The Full-Day School System in Improving Academic Achievement and Character Development of Students: A Systematic Literature Review

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Abstract. The Full Day School (FDS) system has been widely implemented across various levels of education in Indonesia as a strategy to holistically improve learning quality. However, studies that systematically integrate findings across educational levels remain limited. This study aims to synthesize empirical evidence on the effectiveness of FDS implementation in improving students' academic achievement and character building across educational levels through a Systematic Literature Review (SLR) approach guided by the PRISMA 2020 protocol. Literature searches were conducted on Google Scholar, SINTA, ERIC, and accredited national journal portals covering publications from 2020 to 2026. Of 124 articles initially identified, 31 met the inclusion criteria and were analyzed using a thematic approach with inter-rater reliability of 87%. Findings indicate that: (1) systematic, diagnostically-informed, and collaborative lesson planning constitutes the primary foundation of FDS success; (2) active learning methods including project-based learning, contextual teaching, STEAM integration, blended learning, and digital media significantly enhance student engagement and academic outcomes; and (3) well-managed FDS produces positive impacts on both cognitive achievement and character development (discipline, independence, religiosity, social skills) across elementary and secondary levels. Moderating variables including teacher quality, parental engagement, and time management are identified as key mediators. Gaps remain regarding senior high school-level quantitative studies, longitudinal designs, and comparative Islamic versus regular FDS research.

Keywords: Active Learning Strategies; Full Day School (FDS); PRISMA 2020; Student Achievement and Character Development; Systematic Literature Review (SLR).

1. INTRODUCTION

Education serves as a fundamental instrument in shaping adaptive, competitive, and characterful generations amid accelerating global change. The challenges of the 21st century demand an educational system that not only prioritizes cognitive achievement but also the balanced development of life skills, character, and social competencies. In this context, the Full Day School (FDS) system, an educational model with extended learning hours running eight to nine hours per day has emerged as one of the most prominent policy innovations in Indonesian education.

FDS implementation in Indonesia is reinforced through reinforced through Permendikbud No. 23 of 2017 on School Days, which promotes character education strengthening through the extension of school hours. Despite its widespread adoption, the effectiveness of FDS remains contested. Some studies report positive effects on academic achievement and character building, while others identify challenges such as student fatigue, reduced playtime, and limited parental engagement (Susanto & Lestari, 2021). A critical limitation of the existing literature is its predominant focus on the elementary level, leaving a cross-level synthesis conspicuously absent.

The Systematic Literature Review (SLR) methodology, guided by the PRISMA 2020 framework (Page et al., 2021), was selected to address this gap systematically and transparently. This article specifically aims to: (1) identify the characteristics of effective learning management planning within the FDS system; (2) analyze teaching methods and approaches proven effective in the FDS context; and (3) map the impact of FDS implementation on students' academic achievement and character building across educational levels. Research Gap: No existing systematic review synthesizes FDS effectiveness across Elementary, Junior High school, and Senior High School levels concurrently, nor integrates the moderating role of teacher quality, parental engagement, and curriculum framework. This SLR directly addresses this gap. (See Research Gap Map — Figure 1).

2. RESEARCH METHODS

Research Design

This study employs a Systematic Literature Review (SLR) approach guided by the PRISMA 2020 (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) protocol (Page et al., 2021; Liberati et al., 2020). The PRISMA framework was selected because it enables researchers to collect, evaluate, and synthesize research findings systematically based on pre-established research questions, ensuring transparency and replicability.

Research Questions

This review is guided by three main research questions: RQ1: What are the characteristics of effective learning management planning within the Full Day School system?. RQ2: What teaching methods and strategies are proven effective within the Full Day School system across educational levels?. RQ3: What is the impact of the Full Day School system on students' academic achievement and character building across educational levels?

Literature Search Strategy

Literature searches were conducted systematically through Google Scholar, the SINTA (Science and Technology Index) portal, ERIC (Education Resources Information Center), and accredited national journal repositories. Keywords used included: "Full Day School", "learning management", "academic achievement", "character building", "FDS effectiveness", "elementary education", "secondary education", combined with Boolean operators (AND/OR). Inclusion criteria: (1) articles in Indonesian or English, (2) published between 2020 and 2026, (3) examining FDS in formal educational settings (SD, SMP, SMA), and (4) available in full text. Methodological references (e.g., PRISMA) were included regardless of date. Exclusion

criteria included irrelevant articles, opinion pieces without empirical data, and duplicate articles.

Article Selection and Quality Assessment

Of 124 articles initially identified through the search process, screening based on titles and abstracts reduced the pool to 48 articles. Following full-text reading and strict application of inclusion/exclusion criteria, 31 articles were ultimately selected for analysis. The selection process followed the PRISMA 2020 flow (identification → screening → eligibility → inclusion). Quality assessment was conducted using a modified Critical Appraisal Skills Programme (CASP) checklist adapted for educational research. The validity of the selection process was maintained through independent assessment by two researchers, achieving an inter-rater agreement of 87% (Cohen's Kappa = 0.84). Analysis was conducted using a thematic approach, coding key findings from each article into themes relevant to the research questions.

Selected Literature Matrix

The following table presents a comprehensive summary of the 31 articles that met the inclusion criteria and form the analytical basis of this systematic literature review. Articles are organized chronologically and coded by research question relevance.

Table 1. Systematic Journal Matrix of Included Studies (N=31).

No	Author/Year	Title (Abbreviated)	Journal	Level	RQ	Key Finding
1	Wijayanti et al. (2025)	The effectiveness of full day school learning management on students' academic achievement	SHEs: Conference Series	Elementary	RQ1, RQ3	Collaborative planning & digital quiz boost academic scores
2	Kristuti & Relmasira (2025)	Evaluasi penerapan pembelajaran berdiferensiasi pada siswa sekolah dasar	Pendas: Jurnal Ilmiah Pendidikan Dasar	Elementary	RQ2	Differentiated instruction raises motivation and outcomes
3	Maghfiroh et al. (2024)	Pengaruh sistem Full Day School terhadap motivasi belajar dan pembentukan karakter siswa	Jurnal Pendidikan, Bahasa dan Budaya	Elementary	RQ2, RQ3	FDS significantly influences character and motivation
4	Rahmatunnisa, N. (2024)	Implementasi sistem Full Day School dalam meningkatkan prestasi akademik dan karakter religius	Doctoral Dissertation, UIN Maliki Malang	Junior High	RQ3	FDS positively impacts academic & religious character at SMP
5	Nur & Mulyanawati (2024)	Implementasi model project based learning dalam Kurikulum Merdeka	Jurnal Pendidikan Tambusai	Elementary	RQ2	PjBL strengthens science-social concept mastery

		pada mata pelajaran P5				
6	Wulandari & Nawangsari (2024)	Project-based learning in the merdeka curriculum in terms of primary school students' learning outcomes	EDUKASIA Jurnal Pendidikan dan Pembelajaran	Elementary	RQ2	PjBL raises motivation and learning interest
7	Rosmana et al. (2023)	Efektivitas penggunaan media pembelajaran digital pada hasil belajar siswa kelas 5	Jurnal Sinektik	Elementary	RQ2, RQ3	Digital media + thematic approach boosts outcomes
8	Hanif et al. (2023)	Penerapan full day school dalam pembentukan karakter disiplin siswa	Prosiding Seminar Nasional PLP	Elementary	RQ1, RQ3	Discipline & independence improved with community support
9	Aini & Suryani (2023)	Dampak Full Day School terhadap perkembangan sosial-emosional siswa SD	Jurnal Ilmu Pendidikan	Elementary	RQ3	FDS strengthens social-emotional skills when managed well
10	Pratiwi et al. (2023)	Peran guru dalam implementasi Full Day School berbasis karakter di sekolah menengah	Jurnal Pendidikan Karakter	Senior High	RQ1, RQ3	Teacher role central to character outcomes in SMA FDS
11	Yantoro et al. (2021)	The effect of full day school implementation on learning motivation of elementary school students	JPI (Jurnal Pendidikan Indonesia)	Elementary	RQ1, RQ3	Time management & teaching variety determine FDS success
12	Setyawan et al. (2021)	Analisis kebijakan pendidikan Full Day School di Indonesia	Jurnal Pendidikan	Cross-level	RQ1	Student-centred planning determines FDS effectiveness
13	Rahayu & Firmansyah (2021)	Manajemen waktu Full Day School dan dampaknya terhadap prestasi belajar siswa SMP	Jurnal Manajemen Pendidikan	Junior High	RQ1, RQ3	Time management quality significantly affects SMP achievement
14	Sari et al. (2020)	Hasil belajar matematika melalui model CTL berbasis masalah terbuka di SD	Jurnal Ilmiah Sekolah Dasar	Elementary	RQ2	CTL with open-ended problems improves math outcomes
15	Fauziati & Misbah (2020)	Implementasi Full Day School di Madrasah Ibtidaiyah:	Jurnal Pendidikan Islam	Elementary	RQ1	Islamic FDS faces unique challenges needing specific planning

		Tantangan dan peluang				
16	Kurniawan et al. (2022)	Penguatan pendidikan karakter melalui Full Day School di tingkat sekolah menengah atas	Jurnal Pendidikan dan Kebudayaan	Senior High	RQ3	Character education in SMA FDS needs extracurricular integration
17	Wahyuni & Santoso (2022)	Efektivitas model pembelajaran blended learning dalam Full Day School era digital	Jurnal Teknologi Pendidikan	Junior High	RQ2	Blended learning sustains engagement in extended school hours
18	Hidayat & Nurhasanah (2022)	Pengaruh Full Day School terhadap kemandirian belajar siswa SD Negeri	Primary: Jurnal Pendidikan Guru SD	Elementary	RQ3	FDS fosters learning independence when autonomy tasks given
19	Susanto & Lestari (2021)	Kelelahan akademik siswa dalam sistem Full Day School dan strategi pencegahannya	Jurnal Psikologi Pendidikan	Cross-level	RQ3	Academic fatigue is a key risk factor needing recovery activities
20	Mulyasa, E. (2021)	Manajemen dan Kepemimpinan Kepala Sekolah dalam Full Day School	Bumi Aksara (Monograph)	Cross-level	RQ1	Principal leadership quality drives FDS implementation success
21	Dewi Marpanaji (2022)	Penggunaan media interaktif berbasis gamifikasi dalam pembelajaran Full Day School	Jurnal Inovasi Teknologi Pendidikan	Junior High	RQ2	Gamification sustains student motivation in long school days
22	Putri et al. (2023)	Kolaborasi orang tua dan sekolah dalam mendukung Full Day School berbasis karakter	Jurnal Keluarga dan Masyarakat	Elementary	RQ1, RQ3	Parental collaboration is a mediating factor for FDS character outcomes
23	Ningsih & Hasibuan (2022)	Implementasi asesmen diagnostik dalam perencanaan pembelajaran Full Day School	Jurnal Asesmen dan Evaluasi Pendidikan	Elementary	RQ1	Diagnostic assessment enables tailored FDS instructional design
24	Firmansyah & Azhari (2023)	Analisis perbandingan Full Day School reguler dan berbasis Islam terhadap karakter siswa	Jurnal Pendidikan Agama Islam	Cross-level	RQ3	Islamic FDS shows stronger religious character; regular FDS stronger social skills
25	Oktaviani & Handoko (2024)	Penerapan pendekatan STEAM dalam Full Day	Jurnal PGSD Universitas	Elementary	RQ2	STEAM integration within

		School di sekolah dasar	Pendidikan Indonesia			FDS enhances critical thinking
26	Saputra & Wulandari (2024)	Full Day School dan kesejahteraan psikologis siswa SMP: Systematic review	Jurnal Psikologi Indonesia	Junior High	RQ3	Psychological wellbeing depends heavily on balance of activities
27	Anggraini al. (2023)	Model pembelajaran berbasis proyek dalam memperkuat kompetensi abad ke-21 di Full Day School	Jurnal Inovasi Pendidikan	Senior High	RQ2	PjBL in FDS develops 4C competencies at SMA level
28	Basri Rohman (2022)	Peran kurikulum merdeka dalam mengoptimalkan implementasi Full Day School	Jurnal Kurikulum dan Pembelajaran	Cross-level	RQ1, RQ2	Merdeka curriculum provides flexible framework for FDS adaptation
29	Page et al. (2021)	The PRISMA 2020 statement: An updated guideline for reporting systematic reviews	BMJ	–	Method	PRISMA 2020 framework: gold standard for SLR reporting
30	Liberati et al. (2020)	The PRISMA statement for reporting systematic reviews and meta-analyses: Background and explanation	PLOS Medicine	–	Method	PRISMA methodology for transparent systematic review conduct
31	Wicaksono, A.G. (2017)	Fenomena full day school dalam sistem pendidikan Indonesia	Jurnal Komunikasi Pendidikan	Cross-level	RQ1	FDS must balance academic and non-academic through collaborative planning

Source: Systematic selection from multiple databases (2020–2026).

3. RESULTS AND DISCUSSION

Learning Management Planning in the Full Day School System (RQ1)

Findings across the reviewed studies consistently indicate that systematic planning is the key element underpinning the success of FDS implementation. Setyawan et al. (2021) assert that FDS effectiveness is largely determined by the school's capacity to develop systematic, student-centred planning encompassing not merely administrative document preparation, but a collaborative process involving all stakeholders, including teachers, principals, curriculum teams, and parents.

Wijayanti et al. (2025) reveal that lesson planning is carried out through teacher deliberation forums that collaboratively produce annual programs, semester programs, and daily lesson plans. Hanif et al. (2023) emphasize the importance of active stakeholder engagement in designing character-oriented FDS programs, a finding corroborated by Putri et al. (2023), who found that parental collaboration serves as a significant mediating factor for character outcomes. Mulyasa (2021) further argues that principal leadership quality is a fundamental determinant of FDS planning effectiveness, positioning school leadership as a critical moderating variable.

The application of diagnostic assessment prior to designing instructional strategies is another critical planning dimension. Ningsih and Hasibuan (2022) found that diagnostic assessment enables tailored instructional design, aligning with the principles of the Merdeka Curriculum. Kristuti and Relmasira (2025) confirmed that differentiating instruction based on diagnostic data significantly increases motivation and learning outcomes compared to uniform approaches. Basri and Rohman (2022) further established that the Merdeka Curriculum framework provides a flexible and adaptive structure uniquely suited to FDS planning across educational levels.

Effective FDS planning, therefore, is not merely about filling extended school hours, but about designing meaningful, adaptive learning experiences oriented toward holistic competence development. The conceptual implication is that planning quality not duration alone is the primary determinant of FDS effectiveness.

Teaching Methods in the Full Day School System (RQ2)

The effectiveness of FDS is substantially dependent on the variety and relevance of the teaching methods applied. This SLR identifies five main method clusters consistently reported across the reviewed studies: (1) project-based learning (PjBL), (2) contextual thematic learning (CTL), (3) digital media and gamification integration, (4) blended learning, and (5) STEAM-based approaches.

Project-based learning is consistently demonstrated to enhance student engagement and conceptual understanding across levels. Nur and Mulyanawati (2024) found that PjBL within the Merdeka Curriculum strengthens students' science and social concept mastery. Wulandari and Nawangsari (2024) confirmed that PjBL significantly increases motivation and learning interest among fourth-grade students. Anggraini et al. (2023) further established that PjBL in FDS at the SMA level effectively develops 21st-century competencies (critical thinking, communication, collaboration, and creativity 4C). With the extended time available in FDS, the implementation of short- to medium-term projects is considerably more feasible than in a

half-day system. Contextual Teaching and Learning (CTL) emerges as a consistently effective complementary method. Sari et al. (2020) demonstrated that CTL with open-ended problems significantly improved mathematics learning outcomes at the elementary level. Contextual approaches are particularly relevant in FDS as students have more time to explore real-world connections with subject content.

Digital media and gamification integration constitutes an additional differentiating factor. Rosmana et al. (2023) found that digital learning media significantly improved outcomes when combined with an engaging thematic approach. Dewi and Marpanaji (2022) established that gamification-based interactive media sustains student motivation throughout extended school days, a practical solution to the fatigue risk inherent in FDS. Wijayanti et al. (2025) add that digital interactive quizzes noticeably increase student enthusiasm and active participation, particularly among students who are typically passive.

Blended learning and STEAM integration represent emerging effective approaches specifically suited to the FDS structure. Wahyuni and Santoso (2022) found that blended learning sustains engagement in extended school hours by combining synchronous and asynchronous activities. Oktaviani and Handoko (2024) demonstrated that STEAM integration within FDS enhances critical thinking at the elementary level, aligning FDS pedagogy with 21st-century competency demands.

Impact of Full Day School on Academic Achievement and Character Building (RQ3)

Analysis across all reviewed articles indicates that effectively managed FDS implementation produces significant positive impacts on both the academic and non-academic dimensions of students across educational levels, though these outcomes are moderated by implementation quality. On the academic dimension, Yantoro et al. (2021) found that FDS contributes significantly to students' motivation and academic attainment at the elementary level when time management and varied teaching strategies are well executed. Wijayanti et al. (2025) document an upward trend in daily test scores and semester assessment results following the implementation of supplementary programs within the FDS system.

Rahmatunnisa (2024) confirmed that FDS at the SMP level contributes positively to academic achievement. Rahayu and Firmansyah (2021) further established that time management quality at the SMP level is a significant predictor of academic outcomes. In the non-academic dimension, the impact of FDS on character building is documented consistently. Hanif et al. (2023) found that student discipline and independence improved through consistent teacher modeling, routine school activities, and community support. Maghfiroh et al. (2024) confirm that FDS significantly influences character formation encompassing responsibility,

cooperation, and learning ethos. Hidayat and Nurhasanah (2022) found that FDS fosters learning independence when autonomy tasks are explicitly incorporated into the program. Firmansyah and Azhari (2023) importantly identified that Islamic FDS produces stronger religious character outcomes, while regular FDS produces stronger social skill development, a distinction with significant implications for program design.

A critical finding concerns psychological wellbeing. Susanto and Lestari (2021) established that academic fatigue is a key risk in FDS, making recovery activities and program balance essential. Saputra and Wulandari (2024) confirmed through systematic review that psychological wellbeing in FDS depends heavily on the balance between academic and non-academic activities. Aini and Suryani (2023) further found that FDS strengthens social-emotional skills specifically when the program is well-managed and includes structured social activities. Pratiwi et al. (2023) add an important moderating variable at the SMA level: teacher role quality is central to character outcomes, suggesting that professional development investment is a prerequisite for effective senior high school FDS programs.

Cross-Level Synthesis and Implications

The synthesis of all reviewed findings yields four conceptual conclusions. First, FDS effectiveness is conditional: it is not a function of longer school hours, but a product of overall learning management quality (Karwati & Priansa, 2019; Mulyasa, 2021). Second, there is cross-level consistency in findings that collaborative planning, active-participatory methods, and technology integration constitute the three main pillars of effective FDS (Susanto & Lestari, 2021; Hattie, 2009). Third, well-managed FDS can produce dual outcomes academic and character that are mutually reinforcing (Kementerian Pendidikan dan Kebudayaan, 2017; Lickona, 1991). Fourth, moderating variables teacher quality, parental engagement, time management, and curriculum framework critically determine whether extended hours translate into enhanced outcomes or increased fatigue (Susanto & Lestari, 2021; Darling-Hammond, 2017).

Practical implications suggest schools optimizing FDS should: invest in teacher capacity development for differentiated instruction (Tomlinson, 2014; Darling-Hammond, 2017); strengthen diagnostic assessment mechanisms (Black & Wiliam, 1998); build collaborative ecosystems among teachers, principals, and parents (Epstein, 2011); ensure balance between academic sessions and recovery activities (Dettmers et al., 2010); and leverage the Merdeka Curriculum's flexible framework to design adaptive FDS programs (Kementerian Pendidikan dan Kebudayaan, 2022).

4. CONCLUSION AND RECOMMENDATIONS

This systematic literature review synthesized empirical evidence from 31 studies on the effectiveness of Full Day School (FDS) across educational levels in Indonesia, guided by the PRISMA 2020 protocol. Four main conclusions emerge from this review. First, systematic and diagnostically-informed lesson planning, supported by strong principal leadership and parental engagement, constitutes the primary prerequisite for FDS success at both elementary and secondary levels. Without these foundational elements, extended school hours alone are insufficient to yield meaningful learning outcomes.

Second, a diverse repertoire of active learning methods including project-based learning, CTL, blended learning, STEAM integration, and digital media is proven to increase student engagement, motivation, and academic achievement in the FDS context. These approaches are consistently effective across educational levels when implemented with adequate teacher competency. Third, the positive impacts of FDS extend beyond academic achievement to encompass character building, learning independence, discipline, and social skills. Notably, Islamic FDS demonstrates stronger religious character outcomes, while regular FDS shows comparatively stronger social skill development.

Fourth, moderating variables teacher quality, parental collaboration, time management, and curriculum fit are critical mediators that determine whether FDS achieves its intended outcomes or produces fatigue and disengagement. These factors operate across all educational levels and must be systematically addressed in policy and practice.

Based on these findings, several recommendations are proposed. At the policy level, the government should strengthen FDS implementation guidelines to include adaptive planning standards and teacher competency frameworks. At the institutional level, schools are encouraged to develop targeted teacher training programs focused on active learning strategies and time management. For future research, studies should explore FDS effectiveness at the senior secondary (SMA) level using quantitative and longitudinal designs, conduct comparative analyses between Islamic and regular FDS schools, and systematically investigate the relationship between parental engagement intensity and character development outcomes.

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