



# Full day school education: pros, cons, and its impact on the social psychology of generation alpha (A phenomenological study in Tuban regency)

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## ARTICLE INFO

### Article history:

Received Nov 3, 2025  
Revised Nov 20, 2025  
Accepted Nov 30, 2025

### Keywords:

Full Day School  
Generation Alpha  
Social Psychology

## ABSTRACT

This study examines the implementation of full day school, the diverse perspectives surrounding it, and its psychological implications for Generation Alpha in Tuban Regency. Employing a qualitative phenomenological approach, data were collected from teachers, students, and parents across five Islamic elementary schools. The study found that full day school is implemented through a structured combination of academic learning, religious activities, and character development. Its novelty lies in revealing how extended school hours shape the social psychology of Generation Alpha particularly their self-confidence, discipline, responsibility, and patterns of social interaction. While the system offers notable developmental benefits, the research also identifies risks of psychological fatigue and diminished family engagement. The findings contribute to the scientific discourse by providing contextualized insights into how full day school affects the socio-psychological dynamics of a generation growing up in the digital era, emphasizing the need for balanced program design to sustain student well-being.

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## INTRODUCTION

The rapid development of information and communication technology has fundamentally reshaped the lifestyle, parenting patterns, and social dynamics of children born between 2010 and 2025, known as Generation Alpha. Introduced by McCrindle (2021), this generation grows up in a fully digitalized environment, with daily routines closely connected to smartphones, tablets, and online platforms (Raiymond & Agustinuis, 2021). Research shows that this high level of digital exposure can lead to gadget dependency, reduced social interaction, and a preference for instant gratification (Novianti, 2019). National data from Kominfo (2023) indicate that 79% of Indonesian

children aged 5–12 actively use smartphones, while UNICEF (2022) reports that one in three Indonesian children is exposed to inappropriate online content. Local findings in Tuban Regency (2024) also show that all interviewed elementary school students possess personal smartphones, underscoring the need for structured support to foster healthy social, emotional, and moral development.

The increasing reports of violence and deviant behavior involving children in recent years, such as the kindergarten harassment case in Pekanbaru (Pratama, 2024), the assault on a second-grade student in Sukabumi (Fatimah, 2023), and several bullying cases nationwide, demonstrate how easily children imitate harmful content consumed online. These phenomena align with social learning theory, which posits that children tend to absorb and reenact behaviors they observe, often without fully understanding their implications (Zahra & Kuswanto, 2021). This situation reinforces the need for comprehensive educational interventions that can protect children from negative digital influences and support their psychological well-being.

One of the government's policy efforts in addressing this issue is the implementation of full day school, regulated under the Ministry of Education and Culture Regulation No. 23 of 2017/2019. This system extends instructional hours by integrating academic learning with character education, religious routines, and social development. Previous research suggests that full day school can minimize children's gadget use and strengthen character formation (Grahito, 2017; Effendy, 2016), and national data from the Ministry of Religion (2023) show that more than 40% of Islamic elementary schools in Java have adopted this model. However, growing criticisms point to potential drawbacks, including student fatigue, decreased family interaction, and psychological pressure (Widiani, 2018; Jumraeni, 2024).

From a social psychology perspective, prolonged school hours significantly influence how children think, feel, and behave in social contexts, as human behavior is shaped by interactions within the school environment—including peers, teachers, and institutional norms (Maryani, 2018). While extended interactions may foster empathy, communication skills, emotional regulation, and prosocial behavior, they may also generate boredom, interpersonal conflict, and changes in family dynamics when not properly managed (Praipti & Hidayat, 2022). These dual effects illustrate that full day school presents both developmental opportunities and psychosocial risks for Generation Alpha.

In Tuban Regency, full day school is implemented across several Islamic elementary schools, including MI Hidayatun Najah, SDI Al-Uswah, SDI Insan Kamil, MINU Hidayatun Najah, and SDI Plus Insan Cendikia. Preliminary observations indicate that although the system has both supporters and critics, many parents choose it as a safer alternative to prolonged gadget use at home. A parent interviewed in January 2025 stated that she preferred her child to spend more time at school engaging in structured learning, Qur'an recitation, and social play rather than excessive smartphone use.

Despite its increasing popularity, existing research on full day school still presents gaps. Most studies predominantly examine character outcomes, academic performance, or implementation challenges (Praipti & Hidayat, 2022; Raharjo, 2018; Faizah, 2023), yet very few explore the lived psychological and social experiences of Generation Alpha within full day school environments. No previous studies have specifically employed a phenomenological approach to analyze how children, teachers, and parents perceive and emotionally experience extended school hours, nor have they contextualized these experiences within a social psychology framework. This gap highlights the need for deeper, experience-based investigations. Therefore, this study seeks to fill this gap by examining how full day school is implemented in Tuban Regency, identifying the supportive and opposing perspectives of students, teachers, and parents, and analyzing how the system affects the social psychology of Generation Alpha in the digital era. The results of this study are expected to provide comprehensive insights into the challenges and opportunities of full day

school and to inform policymakers and educators in developing educational models that better align with the developmental characteristics of Generation Alpha.

## RESEARCH METHODOLOGY

This study employs a qualitative approach with a phenomenological design to explore in depth the subjective experiences of students, teachers, principals, and parents regarding the implementation of full day school and its social psychological impact on Generation Alpha in Tuban Regency. Phenomenology was selected because it enables the researcher to uncover the essence of lived experiences, as emphasized by Creswell (2013) and Hasbiansyah (2008).

Five schools MI Hidayatun Najah, SDI Al-Uswah, SDI Insan Kamil, SD Plus Insan Cendekia, and MINU Hidayatun Najah were chosen purposively with three main considerations (1) each school has implemented full day school consistently for more than three years, (2) they represent diverse school characteristics in terms of accreditation, location, and socio-cultural background, and (3) they are among the most referenced Islamic elementary schools applying full day school in Tuban Regency, thus strengthening the transferability of findings.

The study involved a total of 465 primary informants, consisting of 225 students, 15 teachers, 225 parents, and 5 principals. The large number of informants is aligned with the need to capture varied perspectives and ensure strong data credibility. All student and parent informants were selected based on their direct involvement with full day school for at least six months. The demographic diversity of informants students from grades 3 to 6, teachers with 3-20 years of experience, and parents from various socio-economic backgrounds was intentionally considered to provide a comprehensive understanding of how full day school is experienced across different groups.

Data were collected through semi-structured interviews, direct observation of school activities from morning to afternoon, documentation review, and open-ended questionnaires administered to all 225 students. The use of open-ended questionnaires allowed students to express their experiences freely in narrative form, making it appropriate for phenomenological inquiry while supporting methodological triangulation. Secondary data included curriculum documents, daily schedules, character program reports, and national guidelines on full day school. Research instruments such as interview guides, observation sheets, and documentation formats were developed based on the research questions, validated through pilot testing, and applied following the procedures of Sugiyono (2006), Cronje (2020), and Fryer & Dinsmore (2020).

Fieldwork involved observing daily routines, teacher-student interactions, peer dynamics, religious activities, and afternoon character-building programs. In-depth interviews were conducted with principals, teachers, and selected parents and students, while the open-ended questionnaires provided broader experiential insights that might not emerge in oral interviews. All activities were documented through fieldnotes, reflective memos, and daily logs to ensure a complete audit trail.

A critical component of this phenomenological approach was the bracketing process, implemented to minimize researcher bias. Bracketing was conducted through three strategies (1) creating a written record of the researcher's prior assumptions about full day school before field entry, (2) maintaining a reflexive journal throughout data collection to monitor personal interpretations, and (3) conducting peer debriefing sessions to ensure interpretations remained grounded in participants' actual narratives rather than researcher preconceptions. This process strengthened methodological rigor and upheld the phenomenological principle of approaching experiences with openness.

Data analysis followed phenomenological procedures integrated with Miles and Huberman's (1994) interactive model data reduction, coding, categorization, and theme formulation. Data from interviews, observations, questionnaires, and documents were analyzed concurrently to identify units of meaning that were subsequently organized into themes reflecting the core

experiences of full day school participants. Credibility was ensured through triangulation across sources, techniques, and time; member checking; peer debriefing; and a transparent audit trail. Ethical procedures were strictly applied, including informed consent, anonymity, confidentiality, and restricted use of visual documentation.

All methodological stages were designed to meet contemporary qualitative research standards and ensure replicability, resulting in a phenomenological interpretation that captures the essential advantages, challenges, and social psychological impacts of full day school on Generation Alpha.

## RESULTS AND DISCUSSIONS

### Result

#### 1. Implementation of Full Day School in Tuban Regency

The findings from research conducted in five Islamic elementary schools in Tuban Regency, MI Hidayatun Najah, SDI Al-Uswah, SDI Insan Kamil, MINU Hidayatun Najah, and SDI Plus Insan Cendekia show that the implementation of full day school follows a relatively similar pattern and schedule across all schools. The researcher's observations indicate that school activities run from 07:00 to 15:15 WIB, integrating academic learning, religious activities, character development, and social activities.

##### a. Daily Schedule and Integrated Activities

The five Islamic elementary schools—MI Hidayatun Najah, SDI Al-Uswah, SDI Insan Kamil, MINU Hidayatun Najah, and SDI Plus Insan Cendekia show a similar integrated pattern of full day school scheduling, although each school adds distinct institutional characteristics. A teacher at MI Hidayatun Najah stated, "*Kami menyusun kegiatan agar anak tetap nyaman; mulai dhuha, pelajaran, tadarus, makan siang, Dzuhur, lalu kegiatan sore sebelum pulang,*" reflecting structured habituation consistent with Al-Ghazali's concept of *ta'wid* (habit formation). Student questionnaire data (N=225) show similar patterns: 91% report daily religious routines and 84% eat lunch at school. Observations confirm that schools with varied creative schedules (e.g., Al-Uswah, Insan Kamil) maintain higher enthusiasm, while academically dense schedules like SDI Plus result in afternoon fatigue. One student remarked, "*Saya suka belajar, tapi jam dua itu mulai ngantuk.*" This supports prime-time learning theory, which states that attention decreases after midday. Parents appreciate guided religious routines but note signs of tiredness, consistent with parental involvement research indicating that structured routines are beneficial when balanced with rest.

##### b. Allocation of Academic and Non Academic Time

The allocation of academic and non-academic activities is consistent across schools, though differently emphasized according to school culture. A teacher at SDI Al-Uswah explained, "*Sabtu kami khususkan untuk kegiatan non-akademik seperti tahfidz, olahraga, dan kreativitas biar anak tidak jenuh.*" MI and MINU follow similar patterns, using Saturdays for tahfidz and scouting. Document analysis shows disciplined scheduling, supported by structured curriculum posting. Students prefer non-academic programs; 73% report that they reduce boredom. A student from SDI Plus said, "*Kalau hari Sabtu ada robotik, itu yang paling saya tunggu.*" This reflects 21st-century learning theory emphasizing creativity and technology literacy. Parents also support balanced scheduling, with MI-MINU parents valuing tahfidz and SDI Plus parents appreciating modern programs. These findings illustrate a curriculum responsive to developmental needs, consistent with Integrated Curriculum theory.

### c. Strategies to Maintain Students' Learning Motivation

Teacher questionnaires show that more than 80% apply child-centered approaches such as fun learning, educational games, and spontaneous ice-breaking. A teacher at SDI Insan Kamil explained, "*Kalau suasana mulai tegang, kami selingi humor atau permainan kecil supaya fokus kembali.*" Observations show consistent use of interactive strategies across schools, though adapted to context: MI-MINU emphasize joyful religious learning, SDI Al-Uswah uses creative ice breaking, SDI Insan Kamil employs simple project-based tasks, and SDI Plus integrates digital and outdoor learning. Student responses confirm these strategies' effectiveness: 82% describe lessons as fun, and 76% say creative activities reduce boredom. This aligns with Brain-Based Learning and Constructivism, which emphasize engagement and emotional readiness in sustaining motivation.

## 2. Pros and Cons of Full Day School Implementation

### a. Teacher Perspective

Teachers generally view full day school positively, noting improvements in discipline, focus, and religious routines. One teacher stated, "*Anak-anak lebih mudah diarahkan karena rutinitasnya jelas dari pagi sampai sore.*" This aligns with behaviorist reinforcement theory. Observations confirm morning sessions as most effective, consistent with prime-time learning. However, teachers also report challenges: "*Kalau sudah lewat Dzuhur, beberapa anak mulai rewel,*" indicating emotional fatigue consistent with cognitive load and developmental psychology theories. Teachers also note reduced family time, echoing Bronfenbrenner's ecological systems theory emphasizing home-school harmony.

### b. Student Perspective

Student experiences reflect duality: enjoyment and fatigue. Questionnaire data (N=225) show that 92% feel tired, yet many also enjoy creative activities. A student stated, "*Capek, tapi seru karena banyak kegiatan.*" Afternoon observations reveal yawning, reduced concentration, and occasional conflicts. These align with circadian rhythm theory and social development theory, which views conflict as part of social learning. Students appreciate friendships and creative tasks, supporting Social-Emotional Learning (SEL) theory emphasizing joy and belonging. Parents confirm this: "*Anak saya pulang capek, tapi ceritanya banyak.*"

### c. Parent Perspective

Parents strongly support full day school, with 89% choosing it to reduce gadget exposure. One parent stated, "*Daripada di rumah pegang HP terus, lebih baik di sekolah.*" This aligns with social control theory, which argues structured routines reduce misbehavior. Religious formation (82%) is another key reason: "*Anaknya jadi rajin shalat dan murojaah,*" said a MINU parent. Concerns include fatigue and reduced rest time, indicating the need for careful balancing of workloads.

## 3. Impact of Full Day School on the Social Psychology of Generation Alpha

### a. Impact on Self Confidence

Full day school significantly strengthens self-confidence. A teacher noted, "*Dulu pendiam, sekarang berani memimpin doa.*" Observations confirm increased performance readiness, aligned with Bandura's Self-Efficacy Theory. Questionnaire data (72% willing to speak more) supports this. At SDI Plus, role-play encourages expressive communication, reflecting findings by Boholano (2021) that Gen Alpha benefits from active learning and social exposure.

### **b. Impact on Responsibility**

Structured routines foster responsibility. A MINU teacher said, "*Anak-anak sudah otomatis merapikan kelas tanpa disuruh.*" Questionnaire results (71% finish tasks on time) reflect strong internalization of responsibility. This aligns with behaviorism and Social Learning Theory, reinforced by consistent modeling from teachers. Prior studies (Saragih, 2021) also report that extended school hours strengthen self-regulation.

### **c. Impact on Discipline**

Discipline increases through consistent routines. Observations show punctuality, orderly ablution, and rule compliance. A teacher from SDI Plus commented, "*Dengan jadwal tetap, anak-anak tahu apa yang harus dilakukan.*" This supports ecological systems theory that structured microsystems produce adaptive behaviors. Questionnaire data (76% feel more disciplined) reinforce this finding.

### **d. Impact on Social Interaction**

Extended contact enhances social bonding. Students said, "*Banyak teman, jadi senang ke sekolah.*" Observations show cooperation during meals and group tasks, aligning with Allport's Social Contact Theory. Project-based tasks at Insan Kamil promote negotiation and teamwork. Questionnaire findings (81% gained more friends) confirm enhanced social competence.

### **e. Psychological Impact**

Full day school has layered psychological effects. A student expressed, "*Kadang capek banget, tapi kalau ada game jadi semangat lagi.*" Questionnaire data show 60% feel tired and 35% experience mild stress. This aligns with Lazarus & Folkman's Stress and Coping Theory. However, structured routines and supportive environments also provide emotional stability. Schools implement coping strategies like ice breakers, short rest, spiritual routines reflecting SEL and coping theories.

## **Discussions**

### **1. Implementation of Full Day School in Tuban Regency**

The full day school system at the elementary level is designed to support the holistic development of children aged 6-12, a critical stage for emotional, intellectual, and moral growth. Full day school extends learning from morning to afternoon, combining academic study with flexible, enjoyable, and creative learning activities. Its core features emphasize moral formation and academic achievement, providing a strong foundation for intellectual, physical, social, and emotional development through longer supervision and interaction. In Tuban Regency, implementation follows an integrated model in which *dhuha* prayer, core lessons, Qur'an recitation, communal lunch, *Dzuhur* prayer, afternoon sessions, and *Asar* prayer occur within a single educational ecosystem. This aligns with Al-Ghazali's concept of habituation (*ta'wid*), Hidden Curriculum theory, and Contextual Teaching and Learning (CTL), as routines, religious practices, and scaffolding create meaningful and value-based experiences. Differences among schools such as technology-oriented learning at SDI Plus and religious emphasis at MI-MINU reflect school culture theory and institutional characteristics. Triangulation of interviews, observations, documentation, and questionnaires confirms that although daily structures are similar, each school adapts the model according to its vision and community expectations.

A second key component is the division of academic and non-academic activities. Academic learning is concentrated Monday-Friday, while non-academic programs such as *tahfidz*, sports, scouting, coding, or creative clubs occur on Saturdays or afternoons. This reflects the principles of a balanced curriculum, Integrated Curriculum theory, and 21st-century skills

development (creativity, communication, collaboration). Placing core lessons in the morning aligns with prime-time learning, while afternoon sessions accommodate students' biological rhythms through lighter, creative activities. Students and parents confirm that this balance reduces fatigue and increases motivation, consistent with Self-Determination Theory. Across all five schools, fun learning, joyful learning, ice breaking, and project-based learning are used to maintain emotional readiness and prevent burnout an approach supported by joyful learning theory, constructivism (Piaget, Vygotsky), and Brain-Based Learning. Differences in strategies such as MI-MINU's religious-based methods, SDI Al-Uswah's structured ice breaking, SDI Insan Kamil's simple projects, and SDI Plus's technology-integrated activities reflect Pedagogical Content Knowledge (PCK), showing that teachers adapt instruction to students' developmental, emotional, and cultural needs while upholding full day school principles.

## 2. Pros and Cons of Full Day School Implementation

From the teachers' perspective, full day school is considered effective in improving students' learning focus, discipline, and religious habits. This aligns with behaviorism theory, which explains that repeated routines such as prayer, greetings, and polite interaction serve as positive reinforcement that shapes character. Morning learning is viewed as the most effective period because students are cognitively fresh, consistent with prime time learning theory. However, teachers also observe challenges such as fatigue, boredom, and emotional sensitivity during afternoon hours, which correspond with cognitive load theory and with Piaget's explanation that younger children still have developing emotional regulation. Teachers additionally express concern about reduced family time, a finding supported by Bronfenbrenner's ecological systems theory, which emphasizes the importance of harmony between home and school environments. Overall, teachers see significant academic and character benefits in full day school but acknowledge the need for humane, balanced pedagogical strategies to manage students' workload.

From the students' perspective, full day school brings both fatigue and enjoyment. Reports of physical tiredness, boredom, and decreased afternoon focus align with learning fatigue theory and biological rhythm (circadian rhythm) principles that affect children's alertness. At the same time, students enjoy social interaction, creative activities, sports, and religious routines, which align with social-emotional learning frameworks highlighting joy, collaboration, and supportive peer relationships. Their preference for games and creative tasks reinforces the value of active and joyful learning. Minor conflicts arising from long daily interactions are consistent with Vygotsky's social development theory, which views conflict as a natural context for practicing self-regulation and cooperation. Thus, students experience full day school as both a cognitive-emotional challenge and a socially enriching environment.

From the parents' perspective, support for full day school is strong because it reduces gadget use, strengthens discipline and worship routines, provides safe supervision until late afternoon, and balances religious and academic learning. These reasons align with social control theory, which argues that structured routines reduce negative behaviors, and with value-based character education theory, which stresses that consistent environments strengthen moral values. Practical considerations such as matching parents' work schedules reflect family-school partnership theory. Yet, parents also express concerns about fatigue, reduced rest, and limited family interaction, highlighting the need to maintain emotional well-being at home alongside school-based development.

## 3. Impact of Full Day School on the Social Psychology of Generation Alpha

First, First, the impact on self-confidence. Full day school significantly strengthens students' self-confidence, explained by Bandura's Self-Efficacy Theory, which states that mastery experiences and social support build confidence. In this system, repeated activities such as class presentations, murojaah, group discussions, and student-led worship provide continuous

performance opportunities that enhance self-efficacy. Prior research (Riska, 2019) and recent studies on Generation Alpha (Boholano, 2021) also show that active learning and intensive interaction improve communication skills and speaking confidence. Triangulated data from teachers, students, and parents confirm that full day school offers wider space for self-expression, leading to stronger self-confidence.

Second, the impact on responsibility. Increased responsibility aligns with behaviorist theory, which emphasizes habituation in structured settings. Full day school's consistent routines teach students to complete tasks on time and care for their belongings. This is supported by studies (Saragih, 2021; Lestari, 2023) showing that extended school hours provide more opportunities for character-building. Bandura's Social Learning Theory also explains that students imitate the disciplined behavior of teachers and peers. Observation and survey results indicate that students become more orderly and independent, consistent with global findings on full-day programs enhancing self-regulation and time management (Triyana, 2018).

Third, the impact on discipline. Discipline increases due to stable daily routines, consistent with Bronfenbrenner's Ecological Systems Theory, which states that a structured microsystem shapes adaptive behavior. Activities such as congregational prayers, classroom duties, scheduled meals, and structured lessons build predictable rhythms that students follow automatically. Previous studies (Triyana, 2018) confirm that clear daily structures improve discipline among elementary school children. Despite variations in strategies across schools, outcomes remain similar: students become more compliant and orderly.

Fourth, the impact on social interaction. Longer school hours intensify peer interaction, supporting Allport's Social Contact Theory that frequent contact and shared goals strengthen relationships. Full day school through shared meals, worship, group tasks, and role-play promotes empathy, communication, and cooperation. Prior studies show that extended interaction enables children to practice conflict resolution and emotional understanding. Although minor conflicts occur, social development theory views these as natural parts of learning. Survey findings showing increased friendships and comfort with group work confirm that full day school enhances students' social competence.

Fifth, the impact on psychological well-being. Full day school produces both positive and challenging psychological effects. According to Lazarus & Folkman's Stress and Coping Theory, long learning hours may cause fatigue or boredom when demands exceed a child's capacity reflected in survey data showing many students feel tired. Recent research (Anjasari, 2020) emphasizes balancing full day school with relaxation to avoid overstimulation, especially for emotionally sensitive Generation Alpha students. Positively, structured routines and a safe environment provide emotional security. Religious practices, free play, and creative learning help buffer stress, consistent with findings by Rohmah & Fikri (2021). Across schools, different strategies spiritual routines, relational support, creative sessions, or technology-based calming activities help students regulate emotions, aligning with literature showing improved emotional regulation in structured, supportive environments (Tominey & McClelland, 2020).

## CONCLUSION

The implementation of full day school in Tuban Regency shows a relatively consistent pattern across the five Islamic elementary schools: an integrated schedule combining academic learning, religious practices, character building, and creative activities from morning until afternoon. Although the overall structure is similar including shalat dhuha, morning lessons, Qur'an recitation, lunch, shalat Dzuhur, afternoon programs, and shalat Asar each school adapts the content and pedagogical approach according to its vision and available resources. MI and MINU emphasize religious habituation, SDI Al-Uswah and Insan Kamil prioritize creativity and project-based learning, while SDI Plus Insan Cendekia incorporates technology and applied science. These varied

approaches fun learning, project-based learning, and outdoor learning help sustain student engagement despite the extended school hours. The advantages and disadvantages of full day school emerge clearly from the perspectives of teachers, students, and parents. Teachers generally perceive the system as beneficial for improving morning focus, discipline, and religious routines, while also acknowledging challenges such as student fatigue and reduced family time. Students report mixed experiences they enjoy social interaction, creative activities, and the supportive school atmosphere, yet also experience tiredness, midday sleepiness, and occasional peer conflict. Parents tend to support full day school because it reduces gadget exposure and strengthens religious and character values, though concerns about physical and emotional fatigue remain. The impact of full day school on the social psychology of Generation Alpha is therefore dual in nature. On the positive side, the system enhances students' self-confidence through frequent opportunities to present and lead, strengthens responsibility and discipline through structured routines, and expands social interaction skills due to longer peer engagement. However, the prolonged duration also poses risks of fatigue, boredom, and mild stress. Thus, schools must continuously balance academic expectations with rest, enjoyable learning strategies, and emotional support to optimize the system's benefits. This study contributes to the development of full day school research by providing phenomenological evidence on how Generation Alpha experiences the system socially and psychologically an aspect rarely documented in previous literature. The findings offer a more nuanced understanding of how extended school hours shape behavior, emotions, and social interaction patterns in digital-native children. Practically, the results highlight several implications for schools and policymakers: the need to incorporate flexible scheduling, integrate more student-centered and restorative activities in midday sessions, strengthen teacher training in humanistic pedagogy, and establish structured communication between schools and parents to monitor student well-being. Policymakers may use these findings to refine guidelines on full day school implementation, ensuring that academic demands, character development, and psychological health remain well-balanced. Future research is recommended to explore the long-term effects of full day school on students' emotional resilience, family dynamics, and academic outcomes, as well as comparative studies across regions or between Islamic and non-Islamic schools. Quantitative or mixed-method approaches could also complement the phenomenological insights of this study, thereby strengthening the sustainability and generalizability of full day school research.

## ACKNOWLEDGEMENTS

All praise is due to Allah SWT for His abundant mercy and blessings, through which this research and the writing of this scientific work have been successfully completed. The author would like to express sincere gratitude to the Nahdlatul Ulama Islamic Institute of Tuban (IAINU Tuban) for the academic support and facilities provided throughout the research process. The author also conveys deep appreciation to the Ministry of Religious Affairs of the Republic of Indonesia through the Litabdimas program for funding and facilitating this study. The highest appreciation is extended to the entire academic community of the five Islamic elementary schools that served as the research sites MI Hidayatun Najah, SDI Al-Uswah, SDI Insan Kamil, MINU Hidayatun Najah, and SDI Plus Insan Cendekia for their openness, cooperation, and valuable time during the observation, interviews, and data collection processes. May all the support and assistance given be rewarded abundantly by Allah SWT.

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