

Full Day School Education Concept as Forming Characteristics of Interior Space

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Abstract. Primary School with the system of full day school education demands "the children" in this case students for full day are at school, one of them is in the classroom. Classrooms with a full day school system requires a "treatment" that fits the needs, comfort and security of students. Full day school education facilities both learning facilities and extracurricular facilities in the classroom are tailored to the child's schedule/activities, curriculum, education program and grade/level (grade 1 to grade 6). The concept of full day school education will create the characteristics of interior space such as the concept of shape, color elements, materials and aesthetics. Research on the concept of full day school education as a characteristic of interior space is very important to know the facilities and learning model in integrated Islamic school that is adjusted to the schedule/activities of children, curriculum, education program and grade level. The object of research of classroom level 3 at Salman Al Farisi elementary school Bandung, the method used qualitative research method through survey, observation, and interview. The analysis is done based on the theory of child development, learning method in School and interior space, research conclusion is the correlation of facilities, methods and learning program of educational concept of full day school as the formation of characteristic of interior space.

Keywords: Elementary School, Full Day School, interior space

1 Introduction

The concept of full day school education is an innovation in the learning system especially for basic education. The concept of full day school is one way to improve the quality of education and develop the creativity of children in the form of cognitive, affective and psychomotor. The concept of education Full day school not only provide facilities that are normative but require facilities and infrastructure that support the security and comfort of students and to support the success of teaching and learning process in accordance with the vision and mission of the institution concerned. The concept of full day school should be run in accordance with the direction of Ministry of Education that is providing additional hours for extracurricular activities. For example, skills, manners, sports, cultural arts and more. It is intended that the rights of children will not be reduced. Children can still play and creativity in extracurricular activities according to their respective interests. The concept of full day school will only work effectively if the school has complete and adequate facilities. Without

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the facilities that suitable, then the education system will only give birth to the generation of stress and depression. Therefore, this research is very important, especially to examine how the activities and learning programs of elementary school children at level three to the embodiment of interior space characteristics. The study was limited to the classrooms for the third level of Salman Al Farisi School of Bandung City with a special discussion on the scope of interior elements in the classroom.

2 Method

In accordance with the purpose of research is to identify the characteristics of the classroom with the concept of educating full day school, using research description that refers to the theoretical basis, by applying methods of studying and understanding visually about the facilities and classroom full day school through observation, documentation and interview. The approach that is done is by analytical descriptive research method with direct observation technique, that is object studied visited and seen condition of learning activity is in progress. This research is also often called non-experimental research, because in this study there is no control of the research variables. By using this method can be described systematically the facts and characteristics of interior elements of the classroom with the concept of educating full day school [5].

3 Literature Review

3.1 Child Development

The process of child development especially for children at basic level is the age/period in which the child's intellectual develops very rapidly. A child grows in a variety of environments, influenced by cultural nuances, ethnic factors, family structure, social environment and inevitably contributes to economic factors [1].

Child development according to Jean Piaget's are:

Table 1. Child Development [2]

Stage	Age	Characteristic
<i>Sensorimotor</i>	0 – 2 years old	Start imitating, remembering something, getting to know the object
<i>Preoperational</i>	2 – 7 years old	Using language, capable of thinking, logical, directional
<i>Concrete Operational</i>	7 – 11 years old	Being able to solve problems logically, understand the rules
<i>Formal Operational</i>	More than 11 years old	able to solve abstract problems logically, scientific thinking, socialization, identity

The physical environment will greatly affect a child's behavior. For that need to be studied about the standard built environment that is still referring to the western standard. Jean Piaget in Snyder and catanese; Introduction to architecture, p.64 suggests that children develop and grow according to age progression that affects their cognitive abilities in interacting with the environment. The topic of child's interaction with the natural environment greatly emphasizes the importance of re-attention directed to the role of environmental stimulation [1, 6, 7]

3.2 Concept of Education Full Day School

In general, elementary schools especially those run by private or foundations that exist in the city of Bandung has various backgrounds, including motivation, institutions, orientation, concepts and methods of different education. Since 1989 began to develop the concept of full day school education pioneered by Salman Al Farisi Education Foundation in Bandung.

The transition of the concept of education from the regular (from 07.30 am to 12.30 pm) to full day school (from 07.30 am to 16.00 pm), causes the need for space to be significant and needs special attention especially when it comes to children's development at the primary school level. This becomes important because the concept of full day school schedule more activities and become the routine of children every day and spend longer time in school.

4 Result and Discussion

Salman Al Farisi Elementary School with the concept of full day school education which is managed by the foundation and Islamic background. Daniel Bell in his book "The Cultural Contradictions of Capitalism", Bell sees religious revival being the only solution and religion will give a person a clear identity and existential security [3]. The facilities and equipment provided by each school are linked to the learning system and curriculum, as well as the "quality" of the Primary School, from the most "simple" to the very "special". However, the existing public facilities are related to cognitive, affective and psychomotor development. As for the development of psychology is done with a structured instruction programmed specifically [8].

Salman Al Farisi Elementary School as one of the school of choice in Bandung city has been active in education since 1991. Up to 2017 Salman Al-Farisi Elementary School has graduated 21 generation. As an educational institution that emphasizes the planting of Islamic character, broad-minded and skilled Salman Al-Farisi Elementary School has a Vision, Mission and Purpose that animates all its work. Salman Al Farisi Elementary School implements a national curriculum enriched with a unique content of foundations covering Diniyah, Leadership, Environmental Love, Language and Technology Knowledge and Skills. Typical Salman Al-Farisi Charge:

- | | |
|------------------------------|---------------|
| 1. "Tilawati" | 5. Leadership |
| 2. Memorize Letters (Juz 30) | 6. English |
| 3. Memorize Daily Prayer | 7. Science |
| 4. Green Education | 8. ICT |

Various methods and programs are implemented at Salman Al-Farisi Elementary School in the process of fostering attitudes, knowledge and skills implemented inside and outside school.

Some of the Best School Programs are Supercamp, Qiyamul Lail, GE Ambassador, Field Trips, KBM Field, Pintaq, Parenting, FLA (English). The purpose of extracurricular activities at Salman Al Farisi Elementary School aims to:

- Delivering the interests and talents of students that are not possible to be implemented in intracurricular activities
- Build skills and confidence
- Training students' discipline and sportsmanship
- Build a competitive attitude, and
- Achieved the highest achievement in the field he loved

Third graders consist of 90 students, divided into 3 classes with each class consisting of 30 students, each class is handled by two teachers. The facilities of the study room with the concept of full day school is different from the educational facilities in general, can be seen

from the worship of some functions of space such as private tables and chairs, circle zone, teaching zone, first aid zone and service zone so need a larger classroom.

The space layout tailored to the schedule of activities so that all the needs of children when in the class are available in their place, ranging from individual needs to group equipment. The classrooms are divided into several activity zones, namely:

Learning and desk space

- Tilawati Zone
- Teacher zone
- First Aid
- Service Zone
- Furnishings

In the third grade are:

- Carpet, in the middle of class
- Children's chairs and tables, set to the left and right of the class
- Bookcases, visual aids and progress documents of each student, are on the edge of the classroom
- Computer desk for teachers
- Hanger cleaning tool, garbage bin
- Blackboard
- Wardrobe containing the need for food and storage of goods

The concept of full day school education influences the characteristics of facilities and interior elements. It can be seen from the schedule of activities for third graders with the space needed especially in the classroom.

Table 2. Grade 3 Lesson Schedule

Time	Mon day	Tues- day	Wednes- day	Thurs day	Time	Friday
07.30-07.45	marching, pledge and asmaul husna				07.30-07.45	Literacy
07.45-07.55	Tahfidz al quran				07.45-08.25	Literacy
07.55-08.30	Green education	Green education	Thematic	Sciences	08.25-09.00	Leadership
08.30-09.05	PJOK	Art, culture, workshops	Thematic	PAI	09.00-09.30	Leadership
09.05-09.40	PJOK	Art, culture, workshops	Thematic	PAI		
09.40-10.00	Break				09.35-09.55	
10.00-10.35	Tilawati	Tilawati	Tilawati	Tilawati	09.55-10.30	My Fun Math
10.35-11.10	Tilawati	Tilawati	Tilawati	Tilawati	10.30-11.05	My Fun Math
11.10-11.45	Sciences	English	PAI	Sciences	11.05-11.40	My Fun Math
11.45-12.20	Sciences	English	PAI	Sciences		
12.20-13.40	Sholat, lunch and break time				11.40-13.30	Sholat, lunch and break
13.40-14.15	TIK	Themat ic	My Fun Math	English	13.30-14.00	
14.15-14.50	TIK	Themat ic	My Fun Math	Themat ic		
14.50-15.25	Sundanese language	Themat ic	My Fun Math	Themat ic		
15.25-16.00	Tahfidz al quran, Sholat, prayer and homewards					

Factors supporting the success of teaching and learning process and the achievement of educational goals are teachers, activity programs, educational methods and the physical environment (built environment). Irwin Altman mentioned that a useful model for viewing

available environmental-behavior information, contains three main components: environmental-behavioral phenomena, user groups and equipment [1, 4].

Based on the above schedule then the third class room has facilities:

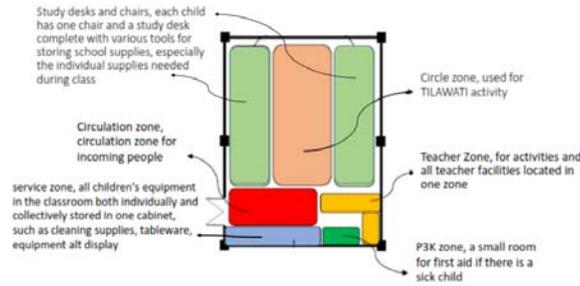


Fig. 1. Third grade zone Salman Al Farisi Elementary School Bandung (Source: Self Documentation)

The three components can not be separated within the scope of study space in the school, especially the classroom. The main factors that relate the environment with behavior one of them is the possibilistic approach, the environment as the shaper of human behavior, considering that humans are not perfect creatures but humans have the motivation and ability in certain conditions to adapt to the environment social and natural

Classroom atmosphere can be seen in the picture below:



Fig. 2. Third gradezone at Salman Al Farisi Elementary School Bandung

Spatial Element in classroom 3rd grade study room is in accordance with the regulations and standardization issued by PP Number 24 Year 2007 Date 28 June 2007 on Standard of Facilities and Infrastructure School / Madrasah Public Education. That: The implementation of national education should ensure the equality and improvement of education quality amid the global changes so that the citizens of Indonesia become pious humans to God Almighty, noble, intelligent, productive, and highly competitive in the national and international association.

4.1 Tables and chairs

The study desks and chairs are designed to fit the needs of the child: tables that can hold/accommodate all personal gear, so these tables and chairs should be specially designed and able to withstand loads sufficient to keep every child's equipment.



Fig. 3. Third grade zone Salman Al Farisi Elementary School Bandung (Source: Self Documentation)

Chair learning, every child get one seat other than as a seat also serves as a place to store bags, study desk, each child get a desk other than as a place of learning also serves as a place to store various equipment ranging from learning equipment to prayer equipment.

4.2 Circle zone

Circle zone is a zone that located in the middle of the class, in the form of empty space using only the carpet. This zone is used for activity tilawati that can accommodate 30 children, but on the implementation of this activity is followed by about 15 children only, it is because 15 other children are in the other class according to their respective levels. All the children are facing the teacher that is on one side of the circle, so each child gets the same view.



Fig. 4. Circle Zone, for activities used for TILAWATI activities and teaching zone (Source: Self Documentation)

Teaching zone is a zone for teacher activity along with storage of all teaching and learning tools as well as children's learning in the classroom. This zone attracts two teachers so that there are at least two desks and a desk for computer storage and dispensers. Existing in this teacher zone consists of five medium-size desks and one cabinet for storing documents

4.3 First Aid



Fig. 5. First aid zone class 3 Elementary School Salman Al Farisi Bandung (Source: Self Documentation)

First aid zone is located in one zone with teaching zone, the facility is very simple because this space is temporary if there are incidents or children who are mild illness like a headache or fatigue. If a seriously ill child is placed in a separate school health Unit room separate from the classroom.

4.4 Service Zone

Service zone is a very important zone because in this zone there are various equipment ranging from learning activities, experiments, eating to cleaning equipment.



Fig. 6. service zone class 3 Elementary School Salman Al Farisi Bandung (Source: Self Documentation)

5 Conclusion

5.1 General Conclusion

Educational facilities are factors that greatly support the success of preschool educational goals. Thus educational facilities and educational goals will affect each other. The purpose of full day school education will be successful if supported by adequate facilities and in accordance with the concept of education.

Full day school education facility is not just a learning function but as a supporting facility to develop children creativity in the form of cognitive, affective and psychomotor. It indirectly preparing qualified human resources.

Primary school children need a place to explore and develop their thinking, creativity and imagination. Factors that support the development of primary school children are the quality of teachers, program activities and the physical environment. Physical environment, especially classrooms and other supporting facilities should be well prepared.

The built environment affects the behavior of the child, since Primary School-age children will respond to existing stimuli according to the child's perceptual and cognitive abilities.

At certain times children need space and other supporting facilities, to perform activities that are not restricted by rules that limit children, meaning that children need freedom in playing and learning. For example children are free to play in accordance with the desires and abilities

As the development of previous studies, this study and is expected to be the basic data for further research. This study is limited to the scope of educational facilities and educational

methods. To improve the quality of education and explore further preschool education facilities, further research is needed on:

- Evaluation of educational facilities related to educational concepts.
- Evaluation of educational facilities related to the social and economic level of the community.
- Study of the flexibility of space as a place to play and study in kindergarten.
The influence of educational methods on the use of space in preschool education facilities.

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