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The Full Day School System and School Environment on the Formation of Student Character at MAN 8 Jombang

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Abstract

Student character formation is one of the central objectives of education, and the implementation of a full-day school system and a supportive school environment is considered important in strengthening students' character development. However, challenges remain, including student fatigue caused by extended learning hours and variations in the internalization of character values among students. This study aimed to analyze the effect of the full-day school system, the school environment, and their simultaneous influence on student character formation at MAN 8 Jombang. A quantitative approach with a survey method was employed. The population consisted of 753 students, from which 262 students were selected using proportional random sampling. Data were collected through observation, documentation, and direct questionnaire distribution, and were analyzed using multiple linear regression with IBM SPSS Statistics version 27. The findings indicate that the full-day school system has a positive effect on student character formation, with a significance value of 0.000 < 0.05 and a regression coefficient of 0.318. The school environment also has a positive effect, with a significance value of 0.000 < 0.05 and a regression coefficient of 0.412. Simultaneously, both variables significantly influence

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student character formation, as indicated by an F-value of 188.615 and a coefficient of determination (R^2) of 0.593. This means that the full-day school system and school environment collectively contribute 59.3% to student character formation, while the remaining 40.7% is explained by other factors outside the scope of this study. The study concludes that improving the quality of full-day school implementation and strengthening school environmental management are essential for sustainable character formation. These findings provide practical implications for schools, teachers, students, and parents to build collaborative character education practices in madrasah contexts.

Keywords: Full-Day School System; School Environment; Character Formation; Student Character; MAN 8 Jombang

INTRODUCTION

Character education is a crucial issue in Indonesian education because it focuses not only on academic achievement but also on shaping students' personalities. Character building is part of the national education goals, as stated in Law No. 20 of 2003 concerning the National Education System. Strengthening student character is a top priority in national education. The law states that the goal of education is for students to become individuals with noble character, devout to God Almighty, noble, healthy, knowledgeable, and democratic members of society. However , the development of technology , change social , and various problem behavior teenager demand school For create system capable education form character student in a way more effective . One of the efforts made is through implementation system *full day school* that provides time Study more long as well as supported by the environment a conducive school . According to (Siswadi, 2023) , system *full day school* allows student get experience Study academic and non-academic in a way more optimal so that potential support formation character participant educate .

In response to these conditions, schools need to optimize various factors that contribute to the formation of student character. Character is not formed instantly, but through a continuous process of habituation within the educational environment. The *full-day school system* provides schools with broader opportunities to instill the values of religiosity, discipline, responsibility, and cooperation through intracurricular and extracurricular activities. Furthermore, the school environment, including teaching methods, teacher-student relationships, student-to-student relationships, school discipline, and learning facilities, also plays a crucial role in the internalization of character values (Mawardi, 2019) .

Therefore, the success of student character formation is determined not only by the length of learning time but also by the quality of a supportive school environment.

A number of study previously show existence connection between *full day school system* and formation character students . According to (Khairani & Zulhimma, 2024) find that *the full day school* program influential positive to education character students at MAN 2 Padangsidimpuan , especially in the aspect of discipline and responsibility answer . Research (Magfiroh et. al, 2024) also shows that system *full day school* give impact positive to motivation learning and formation character students at Nasima Elementary School Semarang. In addition , the research (Fithriyaani et al., 2021) prove that education character influential positive to motivation Study students . However Thus , research (Rasyidin et al., 2024) find that implementation *full day school* No give influence significant to motivation Study participant educate Because existence boredom and fatigue study . Different research results the show that effectiveness *full day school* Still influenced by other factors , one of which is is environment school . In addition , some big study previously study system *full day school* and environment school in a way separated so that Not yet give comprehensive overview about influence both of them to formation character student .

Based on observations and preliminary observations of learning activities at MAN 8 Jombang, the implementation of the *full-day school system* showed a variety of responses from students. Some students were able to adapt and participate in learning activities quite well throughout the day. However, at certain times, especially during the afternoon and evening learning hours, a decrease in learning energy was observed, indicated by reduced student concentration and participation in class activities. This phenomenon indicates that long learning durations require varied learning management to maintain optimal student engagement.

Based on observations, the school environment also influences students' learning processes. In general, the school environment supports learning activities, although several aspects remain for improvement, such as classroom comfort and air circulation. In certain situations, students were seen using time outside of class when experiencing boredom, indicating the need for more targeted management of student activities. A sustainably managed learning environment has the potential to create a more conducive atmosphere and support student focus.

In addition to academic aspects, student character building is also a primary focus in the implementation of the *full-day school system* . Character values such as religiosity,

nationalism, independence, mutual cooperation, and integrity have been integrated into the learning process and various school activities. Some students have demonstrated positive behaviors, such as obeying rules and the ability to work together. However, the process of habituating these character values still shows differences between students, which are influenced by the level of learning interest, saturation conditions, and diverse backgrounds and habits. This condition indicates that strengthening learning strategies and character development in a balanced manner need to be continuously developed so that academic goals and student character building can be achieved optimally and sustainably.

Based on the above description, there is an important research opportunity to be studied, namely the relationship between the *full-day school system* and the school environment on the formation of student character at the Madrasah Aliyah level, especially at MAN 8 Jombang. Research that examines these two variables simultaneously is still relatively limited, even though both are believed to have an important role in forming students' character as a whole. In addition, most previous studies have examined the *full-day school system* and the school environment separately, so they have not provided a comprehensive picture of the relationship between the two variables. Therefore, research is needed that examines the relationship between the two in the formation of student character, especially based on the values of Strengthening Character Education (PPK), which include religiosity, nationalism, independence, mutual cooperation, and integrity in the madrasah environment. In general theoretical , research This based on theory education the character put forward by (Muti'ah & Sholeh, 2020) which explains that formation character involving three component main , namely moral knowing, moral feeling, and moral action. This theory confirm that character will develop optimally when supported by the system learning and environment education that allows student understand , feel , and practice moral values in life daily .

Based on description said , research This focus on influence system *full day school* and environment school to formation character students at MAN 8 Jombang . Research objectives This is For analyze influence system *full day school* to formation character students , analyzing influence environment school to formation character students , as well as analyze influence simultaneous system *full day school* and environment school to formation character students at MAN 8 Jombang . Research results expected can give contribution for development education character as well as become material consideration for school in increase quality learning and environment supportive education formation character participant educate .

METHODS

This study uses a quantitative approach with an explanatory research design with multiple linear regression analysis which aims to examine the influence of the *full day school system* and the school environment on the character formation of students at MAN 8 Jombang. The quantitative approach was chosen because the research data is expressed in numerical form obtained from the results of measurements using research instruments, then analyzed with statistical techniques to test the formulated hypotheses. This study is used to determine the partial and simultaneous influence of the *full day school system* (X1) and school environment (X2) variables on the formation of student character (Y). The dependent variable in this study is the formation of student character which includes religiosity, nationalism, independence, mutual cooperation, and integrity.

The research population was all students of grades X, XI, and XII of MAN 8 Jombang in the 2025/2026 academic year, totaling 753 respondents. The sample size was determined using the Slovin formula with a 5% error tolerance, resulting in 262 respondents selected using the *proportional random sampling technique* , which is random sampling based on the proportion of the number of students in each class so that all members of the population have the same opportunity to become respondents. This technique is used so that the sample can represent the characteristics of the population proportionally.

The main instrument used was a questionnaire with a Likert scale compiled based on the indicators of each research variable. Primary data was obtained by directly distributing questionnaires in hardcopy to students of MAN 8 Jombang. In addition to the questionnaire, data collection was also carried out through observations to directly observe the conditions of the *full-day school system* , the school environment, and student behavior, as well as documentation in the form of school data, the number of students, and other supporting archives. The combination of these three techniques was used to increase the completeness and accuracy of the research data.

The collected data were analyzed using the IBM Statistics Version 27.0 program through several stages, namely *editing* , *coding* , and *data input* . Furthermore, instrument testing was carried out which included validity and reliability tests, as well as classical assumption tests consisting of normality, multicollinearity, and heteroscedasticity tests. Hypothesis testing was carried out using multiple linear regression analysis, the T test to determine partial effects, the F test to determine simultaneous effects, and the coefficient of determination

(R^2) to measure the magnitude of the contribution of independent variables to the dependent variable.

The research was conducted on students of MAN 8 Jombang in the 2025/2026 academic year. The empirical study was conducted in 2025, while the data collection and processing were conducted in 2026 with 262 students as respondents. The research process included preparation, data collection, data analysis, and the preparation of the research report. Overall, the research lasted for one academic year, from the planning stage in 2025 to the completion of the analysis and reporting in 2026.

RESULTS

1. Descriptive Analysis of Research Variables

Table 1. Normality Test Results
Descriptive Statistics

	N	Minimum	Maximum	Mean	Standard Deviation
System Full Day School	262	48.00	80.00	61.6718	6.44510
School environment	262	30.00	50.00	37.8740	4.61500
Formation Character Student	262	30.00	50.00	40.6183	4.70747
Valid N (listwise)	262				

Source : processed data researcher , 2026

Table 1. Descriptive Statistics shows that all variables were measured using data from 262 respondents. The full-day school system, school environment, and student character formation variables have relatively different average values, namely 61.6718, 37.8740, and 40.6183, respectively. Furthermore, the relatively low standard deviation values indicate that the data are quite homogeneous and evenly distributed among respondents.

2. Classical Assumption Test

a. Normality Test

Table 2. Normality Test Results

One-Sample Kolmogorov-Smirnov Test			
			Unstandardized Residual
N			262
Normal Parameters [a,b]	Mean		.0000000

Most Extreme Differences	Standard Deviation		3.06323908
	Absolute		.051
	Positive		.051
	Negative		-.037
Test Statistics			.051
Asymp. Sig. (2-tailed) [c]			.098
Monte Carlo Sig. (2-tailed) [d]	Sig.		.099
	99% Confidence Interval	Lower Bound	.092
		Upper Bound	.107
a. Test distribution is Normal.			
b. Calculated from data.			
c. Lilliefors Significance Correction.			

Source : processed data researcher , 2026

Table 2. Results of the Normality Test using the *One Kolmogorov method* obtained a significance result of 0.098, which is greater than the significance level of > 0.05. Therefore, it can be concluded that the normality test in this study is normally distributed.

b. Multicollinearity Test

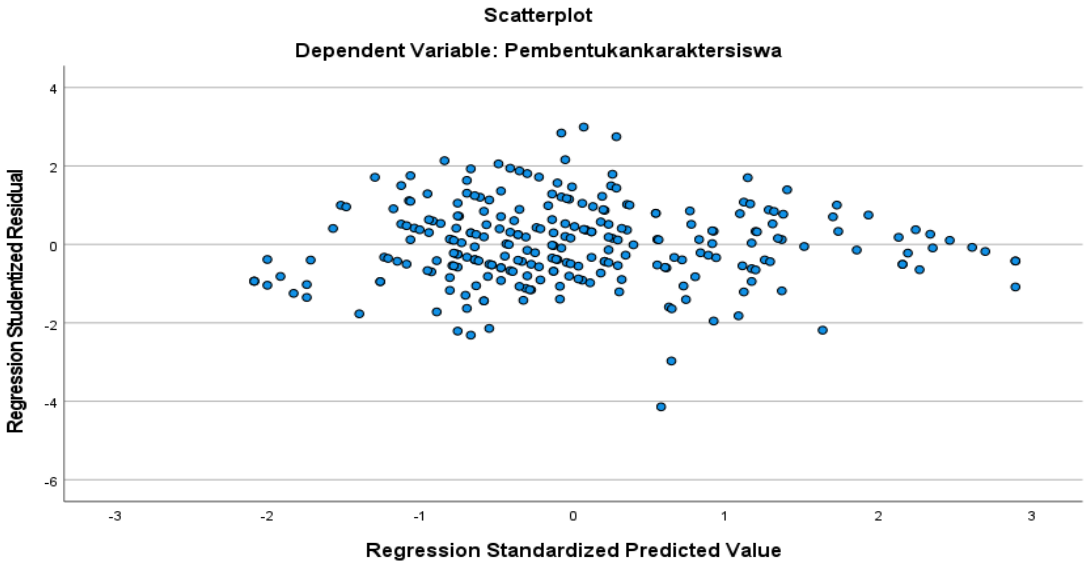
Table 3. Multicollinearity Test Results
Coefficients [a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	5,211	1,853		2,812	.005	.450	2,221
Full Day School	.318	.044	.431	7,302	.000		
School environment	.412	.062	.394	6,661	.000	.450	2,221
a. Dependent Variable: Formation of student character							

Source: data processed by researchers, 2026

Based on table 3. can explained that variable X1 (System *Full day school*) has The VIF value is 2.221 and the variable X2 (School Environment) has VIF value of 2.221. The VIF value of all variable <10 and the tolerance value is 0.450, which means >0.10. So it can be concluded that No there is symptom multicollinearity between variables independent in the regression model the .

c. Heteroscedasticity Test



Source: data processed by researchers, 2026

Figure 4. Heteroscedasticity Results of Scatterplot Graph

scatterplot graph above, it shows that the number 0 on the Y axis and there is no clear pattern in the distribution of the points, thus it can be concluded that there is no heteroscedasticity in the regression model.

d. Autocorrelation Test

Table 5. Autocorrelation Test Results

Model Summary [b]

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate	Durbin-Watson
1	.770 [a]	.593	.590	3.07504	2.101
a. Predictors: (Constant), School environment, Full day school					
b. Dependent Variable: Formation of student character					

Source: data processed by researchers, 2026

Based on table 5. the results of the autocorrelation test show that the DW value is 2.101 and the number of data (n) = 262 and k = 2 (number of independent variables) obtained dL 1.7483 while dU is 1.7887 and the value (4-dU) is 1.7887 and (4-dL) is 1.7483. The results above show that the autocorrelation test dU < DW < 4-dU, and if 1.7887 < 2.101 < 2.2113 then it is said that there is no autocorrelation. In the table above it can be concluded that there is no autocorrelation.

3. Multiple Linear Regression Analysis

Table 6. Multiple Linear Regression Test Results

Coefficients [a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5,211	1,853		2,812	.005
	Full day school	.318	.044	.431	7,302	.000
	School environment	.412	.062	.394	6,661	.000
a. Dependent Variable: Formation of student character						

Source: data processed by researchers, 2026

Table 6. The results of multiple linear regression show the equation: Y = 5.211 + 0.318. X_1+ 0.412. X_2. The constant value of 5.211 indicates that if we assume the value of the *full day school system* (X1) and school environment (X2) variables is zero, then it can be said that the formation of student character is 5.211. The coefficient value b_1 and b_2 positive indicates that the relationship between *full day school* (X1) and the school environment (X2) with the formation of student character (Y) is positive or in the same direction. To find out the relationship between *full day school* (X1) and the formation of student character (Y) can be seen from the size of the coefficient b_1 and b_2 is 0.318, meaning that every one-unit increase *in full-day school* will be followed by the formation of student character of 0.318. To find out the relationship between the school environment (X2) and the formation of student character (Y), it can be seen from the size of the coefficient b_1 and b_2 is 0.412, meaning that every one-unit increase in the school environment is followed by the formation of student character by 0.412.

1. Hypothesis Testing

a. Partial Test (T-Test)

Table 7. Partial Test Results (T-Test)

Coefficients [a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5,211	1,853		2,812	.005
	Full day school system	.318	.044	.431	7,302	.000
	School environment	.412	.062	.394	6,661	.000
a. Dependent Variable: Formation of student character						

Source: data processed by researchers, 2026

Table 7. The results of the T-test above show that the *full-day school system* (X1) has a t-value of 7.302 with a significant value of 0.000, while the school environment (X2) has a t-value of 6.661 with a significant value of 0.000, because the sig value <0.05 then Ha is accepted. This shows that there is an influence of *the full-day school system* and school environment variables on the formation of student character.

b. Simultaneous Test (F Test)

Table 8. Simultaneous Test Results (F Test)
ANOVA [a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3567.046	2	1783,523	188,615	.000 [b]
	Residual	2449.076	259	9,456		
	Total	6016.122	261			
a. Dependent Variable: Formation of student character						
b. Predictors: (Constant), School environment, Full day school						

Source: data processed by researchers, 2026

Table 8. The results of the F test show that the calculated F value is 188.615 > F table (3.04) with a significant value of Sig. (0.000) < (0.05), so there is a simultaneous influence of the independent variable on the dependent variable. Thus, the null hypothesis (H_o) is rejected, and the alternative hypothesis (H_a) is accepted. This means that *the Full day school* system variable (X1) and School Environment (X2) simultaneously or together have a significant influence on the formation of student character (Y).

c. Coefficient of Determination (R^2)

Table 9. Results of the Determination Coefficient Test (R2)
Model Summary

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	.770 [a]	.593	.590	3.07504
a. Predictors: (Constant), School environment, full day school system				

Source: data processed by researchers, 2026

Table 9. The results of the Determination Coefficient show that the R Square coefficient value (R2) of 0.593 indicates 59.3%, so it can be concluded that the magnitude of the influence of the *full day school system* and school environment on the formation of student character is 0.539 or 59.3% while the remainder (40.7%) is most likely influenced by other factors outside this model.

DISCUSSION

The results of this study are part of an analysis of the influence of the *full-day school system* and the school environment on student character development at MAN 8 Jombang. After conducting a series of tests, including classical assumption tests, multiple linear regression tests, and hypothesis testing, further discussion was conducted to interpret the results. This discussion focuses on the influence of the *full-day school system* on student character development.

The results of the hypothesis test (H1) indicate that the *full-day school system variable* has a significant positive partial effect on student character formation. This conclusion is supported by the results of the t-test, with a t-value for *the full-day school system* of 7.302, which exceeds the t-table value of 1.653, and a significance level of 0.000, which is below 0.05. Thus, there is a significant relationship between *the full-day school system* and student character formation.

The results of multiple linear regression analysis show that *the full day school system variable* has a regression coefficient of 0.318, which indicates a direct and positive relationship, in accordance with the results of the t-test. This confirms that *the full day school system* has a positive effect on the formation of student character. It can be concluded that *the full day school system* has a significant effect on the formation of student character, meaning that the more optimal the implementation of the *full day school system* , the better the formation of student character. This shows that the implementation of longer learning time can support the habituation of positive behavior, attitudes, and morals of students that can be applied in everyday life.

The results of this study align with Thomas Lickona's theory (1991), which explains that student character formation can be achieved through a process of habituation, supervision, and an environment that supports students' moral development. In a *full-day school system* , students spend more time at school, enabling the instillation of character values such as religiosity, nationalism, independence, mutual cooperation, and integrity through learning activities and daily activities at school. With continuous habituation, students' positive character will be more easily formed and developed optimally (Nurhaliza et al., 2025)

The role of the family is also crucial in supporting the success of character education implemented in schools, ensuring that the positive values taught can be consistently applied by students both in their daily lives and outside of school. Therefore, good cooperation

between schools and families is a key factor in helping shape students' character (Nurhaliza et al., 2025)

The results of this study are also in line with research conducted by (Khairani & Zulhimma, 2024) which proves that this system has great potential in strengthening character values, such as discipline, responsibility, honesty, and cooperation, because students spend more time in a structured and intensively supervised school environment, while also proving that the proposed hypothesis (H2) can be accepted. Furthermore, the results of this study are also in line with research conducted by (Magfiroh et al., 2024) , which shows that the *full day school* system has a positive impact on learning motivation and character formation of students, especially in the form of aspects of discipline, responsibility, and cooperation.

However, *the full-day school system* does not always produce positive impacts if it is not balanced with learning management and a supportive school environment. This is in line with research conducted by (Rasyidin et al., 2024) , which found that the implementation of the *full-day school system* did not have a significant impact, this was caused by boredom and fatigue experienced by students due to the tight schedule and monotonous learning methods. Thus, the success of the *full-day school system* is highly dependent on how schools manage learning time, the variety of teaching methods, and support from parents. The findings of this study are expected to be a consideration for schools in increasing the effectiveness of the implementation of *full-day school,* as well as involving collaboration with parents to support the formation of student character more optimally and sustainably.

Next, this discussion focuses on the influence of the school environment on student character formation. The results of the hypothesis test indicate that the school environment has a positive and significant relationship with student character formation. This is supported by a partial t-test, with a calculated t value of 6.661, which exceeds the t-table value of 1.653, with a significance level of 0.000 below 0.05. Thus, there is a significant relationship between school environment variables and student character formation variables.

The results of the multiple linear regression analysis indicate that the school environment variable has a regression coefficient of 0.412, which is positively consistent with the results of the t-test, confirming the positive influence of the school environment on student character formation. This finding indicates that the school environment significantly influences student character formation. This positive and meaningful relationship implies that the more conducive the implementation of the school environment, the better the

character formation of students. This indicates that the school environment plays a significant role in supporting the positive development of attitudes, behaviors, and character values of students. Thus, the results of this study strengthen the hypothesis that the school environment has a significant contribution in influencing student character formation.

The results of this study are also in line with Albert Bandura's Social Learning Theory , which explains that a person's behavior, attitudes, and character are formed through the process of observation, imitation, habituation, and interaction with the surrounding social environment. In the school environment, students tend to imitate the behavior of teachers, peers, and the school culture that is applied consistently. Therefore, a disciplined, religious, and conducive school environment will have a positive influence on the formation of student character. Albert Bandura also explained the reciprocal relationship between the environment, behavior, and personal factors called (*reciprocal determinism*), which means that the school environment not only influences student behavior, but student behavior can also influence the school environment. With positive habits, teacher role models, and good social interactions, it will be easier for students to develop character (Mujahidah, 2023) .

The results of this study align with research conducted by Pamungkas & Wantoro (2020) , which emphasized that the school environment has a significant influence on student character development. A conducive, orderly environment with a positive culture supports student character development, such as discipline, responsibility, and role modeling. Therefore, the better the school environment, the stronger the character values instilled in students. Therefore, teachers and parents need to collaborate to create a learning environment that supports the development of positive character. Furthermore, this study aligns with research conducted by Nurfirdaus & Sutisna (2021) , which shows that the school environment plays a significant role in shaping students' social behavior. Positive habits, such as flag ceremonies, literacy activities, and group worship, are crucial in shaping social behavior. Students' social behavior is formed through social interactions at school, where teacher role models, student supervision, and the systematic administration of sanctions and rewards are implemented. The school environment serves as a social arena that enables students to learn good behavior, discipline, and responsibility.

However, the existence of the school environment has not fully provided a positive influence on the formation of student character, because in its implementation there are still various obstacles that can hinder the process of instilling student character values. This is in

line with research conducted by (Welianti & Sartono, 2025) , which shows that the condition of the school environment and the role of teachers have not been fully able to support the formation of student character optimally, especially amidst the development of technology and digitalization. The less conducive school environment conditions, weak teacher role models, limited time in the curriculum, and high academic pressure cause the instillation of character values, such as discipline, responsibility, and honesty to not run optimally. In addition, the lack of cooperation between the school and parents is also a factor that hinders the consistent formation of student character.

Next, this discussion focuses on the influence of the *full-day school system* and the school environment on student character formation. The results of the analysis show that the *full-day school system* and the school environment together have a significant influence on student character formation. This is supported by the results of the F test in table 4.13 with a calculated F value of 188.615, which is greater than the F table value of 3.04, with a significance level of 0.000 which is below 0.05. Thus, it can be concluded that the *full-day school system* and the school environment simultaneously or together have a significant influence on student character formation. These two independent variables contribute 59.3% of the variance in the dependent variable, while the remaining 40.7% is most likely influenced by other factors outside this model. This figure is based on the adjusted *R Square* (R2) value and is presented in table 4.14.

The results of this study align with research conducted by Hasti (2020) , which showed that the implementation of the *full-day school system* and the school environment have a positive influence on student character development. Optimal implementation of *full-day schooling* significantly contributes to the formation of good student habits through structured learning activities and habituation. Furthermore, a conducive, orderly school environment, supported by a positive school culture, can help develop student character, such as discipline, responsibility, religiosity, and mutual respect. Simultaneously, these two variables contribute significantly to student character development.

CONCLUSION

Based on results study about influence system *full day school* and environment school to formation character students at MAN 8 Jombang , obtained findings that system *full day school* influential positive and significant to formation character students . The more optimal

the implementation system *full day school* , increasingly good character is also formed in oneself students . In addition , the environment schools are also proven influential positive and significant to formation character students . Environment a safe , comfortable , disciplined school , as well as supported connection harmonious society capable push growth values character positive in participants educate . In a way simultaneous , system *full day school* and environment school give significant influence to formation character student with mark coefficient determination amounting to 59.3%, while the remaining 40.7% influenced by other outside factors research . Findings This show that success formation character student No only determined by the duration time learning at school , but also by the quality environment schools that support the learning and habituation process character .

In a way theoretical , research This give contribution to development knowledge knowledge , especially in field management education and education character . Research results strengthen theory that states that formation character student influenced by internal school factors , both through implementation system structured learning and through environment conducive school . In addition , research This add reference empirical about importance integration between *the full day school* program and the environment school in grow mark religiosity , nationalism , independence , mutual cooperation, and integrity of participants educate . With Thus , research This can become reference for school and other researchers in developing educational strategies more characters effective and sustainable .

For researchers Next , it is recommended For develop study with add other suspected variables participate influence formation character students , such as environment family , pattern parenting , influence Friend peers , culture school , as well as use of digital media. Research next also can expand object research at the level different education and areas in order to obtain more results comprehensive and can generalized in a way more wide . In addition to using approach quantitative , researcher next can combine them with approach qualitative For get greater understanding deep regarding the formation process character student in life daily .

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