



## Adaptive Management in the Implementation of Full-Day School

Moch. Zakki Mubarak<sup>1✉</sup>, Muhammad Lukman Khakim<sup>2</sup>

<sup>1,2</sup> Institut Agama Islam (IAI) Al Khoziny, Sidoarjo

<sup>1</sup> ✉ [maszakkimubarak@gmail.com](mailto:maszakkimubarak@gmail.com)

### Article Information

<http://journal.unusia.ac.id/index.php/mozaic/>  
/

### DOI:

<https://doi.org/10.47776/mozaic.v11i2.1765>

Submitted: 26 August 2025

Revision: 6 October 2025

Approved: 9 October 2025

Published: 13 October 2025

**Keywords:** *Adaptive Management, Continuous Evaluation, Full-Day School, Instructional Leadership, Islamic Education*

**Kata Kunci:** *Evaluasi Berkelanjutan, Kepemimpinan Intruksional, Manajemen Adaptif, Pendidikan Islam, Sekolah Sehari Penuh*

### Abstract

Full-Day School (FDS) in Islamic elementary education requires adaptive management grounded in *instructional leadership* theory to integrate academic and religious learning within extended daily schedules. This study analyzed the planning, implementation, and evaluation of the FDS program at SD Islam Plus Al-Haqiqi, Sidoarjo, as well as the supporting and inhibiting factors influencing its sustainability. Using a descriptive-qualitative approach with 32 purposively selected participants, data were collected through in-depth interviews, participatory observations, and document analysis, and analyzed using the Miles Huberman Saldaña interactive model. The findings reveal that participatory adaptive planning aligned the national curriculum with Islamic character education goals; teachers enacted dual roles as instructional leaders through flexible pedagogy and structured active breaks; and continuous adaptive evaluation enabled rapid instructional adjustments. Institutional commitment, teacher efficacy, and parental involvement supported the program, while limited infrastructure and student fatigue posed challenges. The study proposes an adaptive-leadership model for Islamic schools with limited resources and recommends the use of well-being-oriented evaluation instruments, targeted professional development in adaptive leadership, and appropriate educational technologies to strengthen the program's long-term sustainability.

### Abstrak

Sekolah Sehari Penuh (Full-Day School/FDS) dalam pendidikan dasar Islam memerlukan manajemen adaptif berbasis teori *instructional leadership* untuk menyinergikan pembelajaran akademik dan keagamaan dalam jadwal harian yang panjang. Penelitian ini menganalisis perencanaan, pelaksanaan, dan evaluasi program FDS di SD Islam Plus Al-Haqiqi, Sidoarjo, serta faktor pendukung dan penghambat keberlanjutannya. Menggunakan metode deskriptif-kualitatif dengan 32 partisipan yang dipilih secara purposif, data diperoleh melalui wawancara mendalam, observasi partisipatif, dan analisis dokumen, kemudian dianalisis dengan model interaktif Miles–Huberman–Saldaña. Hasil penelitian menunjukkan bahwa perencanaan adaptif partisipatif menyelaraskan kurikulum nasional dengan tujuan pendidikan karakter Islami; guru berperan ganda sebagai pemimpin instruksional melalui pedagogi fleksibel dan jeda aktif terstruktur; serta evaluasi adaptif berkelanjutan memungkinkan penyesuaian pembelajaran secara cepat. Komitmen lembaga, efikasi guru, dan keterlibatan orang tua mendukung program, sedangkan keterbatasan sarana dan kelelahan siswa menjadi hambatan. Studi ini menawarkan model kepemimpinan adaptif bagi sekolah Islam dengan sumber daya terbatas, dan merekomendasikan penggunaan instrumen evaluasi berorientasi kesejahteraan, pelatihan kepemimpinan adaptif, serta pemanfaatan teknologi pendidikan untuk memperkuat keberlanjutan program.

## **INTRODUCTION**

Full-Day School (FDS) programs, which extend daily learning hours, have been widely adopted in Indonesia to integrate academic instruction with co-curricular and socio-emotional development. In Islamic elementary settings, FDS further incorporates religious practices -such as tadarus al-Qur'an, tahfidz, and congregational prayers- into the national curriculum, aiming to cultivate both academic competence and spiritual character (Nashrulloh et al., 2023; Nurmalasari et al., 2023). While these programs have been credited with promoting holistic learning and character formation, prior studies have also reported persistent challenges, including student fatigue, heavy teacher workload, and infrastructural constraints (Collie & Mansfield, 2022; Sandmeier et al., 2022).

Two theoretical perspectives inform this study. Adaptive management highlights iterative, evidence-based decision cycles that enable organizations to remain responsive to dynamic conditions (Abitama et al., 2024; Pinheiro et al., 2025). Instructional leadership examines how school leaders orchestrate curriculum coherence, foster teacher capacity, and sustain effective learning routines (Elfira et al., 2024; Pashmforoosh et al., 2023). Synthesizing these frameworks suggests that sustainable FDS implementation requires leadership that not only manages adaptive operational cycles but also strengthens classroom practice and teacher well-being.

Nevertheless, research on FDS in Islamic primary schools has rarely operationalized daily, data-driven managerial routines -for example, real-time attendance tracking, student energy and stamina indicators, or systematic parental feedback- that could guide rapid corrective action within an instructional-leadership frame. Most existing scholarship remains descriptive or focuses on isolated aspects such as curriculum, pedagogy, or regulatory policy, leaving a practical knowledge gap at the intersection of adaptive management and instructional leadership.

To address this gap, the present study proposes and empirically examines an adaptive-leadership model for FDS tailored to resource-limited Islamic elementary schools. The model leverages daily operational data to inform short-cycle, evidence-based interventions while sustaining attention to teacher capacity and well-being alongside student learning quality. By embedding adaptive decision-making within instructional-leadership routines, the study aims to generate actionable insights for school leaders seeking to enhance FDS effectiveness and sustainability, particularly in exploring how adaptive management is practiced in the planning, implementation, and evaluation of FDS at SD Islam Plus Al-Haqiqi, what supporting and inhibiting factors influence its sustainability, and how an adaptive-leadership model can be operationalized to improve the quality of FDS in resource-limited Islamic-school contexts.

## **RESEARCH METHOD**

This study employed a descriptive–qualitative design to explore the meanings, practices, and lived experiences of key actors involved in the Full-Day School (FDS) program. This approach was chosen because it enables a deep understanding of the contextual and process-oriented nature of school leadership and classroom practice, which cannot be adequately captured by quantitative measures (Aspers & Corte, 2019; Cao et al., 2022; Doyle et al., 2020).

A total of 32 informants participated in the study: the school principal (n = 1), vice-principal (n = 1), classroom teachers (n = 8), foundation administrators (n = 4), school-committee members (n = 6), and parents (n = 12). Participants were recruited through purposive sampling to ensure representation of actors directly involved in the planning, implementation, or evaluation of FDS at SD Islam Plus Al-Haqiqi, following key considerations for qualitative sampling proposed by Cash et al. (2022). Recruitment continued until thematic saturation was reached –defined as the point when no new codes or themes emerged during successive interviews- consistent with guidance for determining saturation in educational research by Daher (2023) and Hennink & Kaiser (2022).

Data were collected over three months (March–May 2025) using three complementary techniques:

1. In-depth semi-structured interviews with all participant groups to elicit perceptions and experiences regarding FDS leadership and implementation. Each interview lasted approximately 45–60 minutes and was audio-recorded with participant consent.
2. Participatory classroom and activity observations, covering academic sessions, religious activities (*tadarus*, *tahfidz*, congregational prayers), and co-curricular programs to capture daily routines and adaptive decision-making practices.
3. Document analysis of lesson plans, class schedules, meeting minutes, teachers’ daily notes, and student journals to contextualize and triangulate interview and observation data.

The qualitative data were analyzed using the Miles Huberman Saldaña interactive model, which involved iterative cycles of data reduction, data display, and conclusion drawing/verification (Miles et al., 2019). The process began with open coding of transcripts and field notes, followed by the development of thematic matrices to identify relationships across participant groups and data sources. To strengthen the study’s credibility and trustworthiness, the analysis employed methodological triangulation - comparing interview, observation, and document data- and conducted member-checking with selected participants (Cypress, 2017).

Ethical standards for research involving human participants were carefully observed. Informed consent was obtained from all participants before data collection, and anonymity and confidentiality were maintained by assigning codes to participants and securely storing

data. The study received approval from the school's foundation board and permission from the local education authority (Capili & Anastasi, 2024; Klykken, 2022).

## RESULTS AND DISCUSSION

### Adaptive Planning

As summarized in Table 1, the planning of the Full-Day School (FDS) program at SD Islam Plus Al-Haqiqi was highly participatory. Weekly coordination meetings engaged the principal, teachers, the foundation board, and parents to align the national curriculum with Islamic programs and local priorities. The meetings also established contingency measures to address common challenges such as teacher absence and space limitations.

**Table 1. Adaptive-planning practices at SD Islam Plus Al-Haqiqi**

No	Planning Aspect	Adaptive Strategy	Evidence
1	Curriculum	Integration of national and Islamic-local curriculum	Lesson Plan (RPP) documents
2	Schedule	Balance between academics and worship	Daily student schedule
3	Participation	Coordination meetings with teachers & committee	Meeting minutes
4	Facilities	Alternative use of limited spaces	Classroom observation
5	Contingency	Emergency scenario (e.g., teacher absence)	Principal's statement

Source: Authors' analysis of research data

The participatory nature of planning reflected collaborative-governance and appreciative-inquiry approaches that strengthened institutional assets and collective resilience (Mahajan et al., 2022; McNaught, 2024; Nadeem, 2024; Pinheiro et al., 2025). Translating critical success factors into weekly operational goals (Pashmforoosh et al., 2023) enabled the school to make micro-adjustments in real time -consistent with adaptive-management principles emphasizing iterative decision cycles.

*Implication.* For resource-constrained Islamic schools, establishing formal stakeholder routines (regular meetings, shared indicators, and contingency plans) represents a low-cost but high-impact governance strategy for sustaining FDS.

### Adaptive Implementation

The implementation stage required teachers to assume multiple roles as educators, worship facilitators, and character mentors. Mornings were dedicated primarily to core academic subjects, whereas afternoons were allocated to tahfidz, co-curricular enrichment, and remediation sessions. Teachers frequently adjusted teaching methods -for example,

shifting to game-based or discussion formats or adding short active breaks whenever signs of fatigue emerged among students- (see Table 2).

**Table 2. Adaptive-implementation strategies observed at SD Islam Plus Al-Haqiqi**

No	Implementation Aspect	Adaptive Strategy	Evidence
1	Teacher roles	Educator, facilitator of worship, and character mentor	Classroom observation
2	Daily schedule	Academics in the morning, religious & extracurricular in the afternoon	Activity schedule
3	Teaching methods	Adjustment based on student conditions	Observation notes
4	Religious activities	Qur'an recitation, congregational prayer, and memorization	Direct observation
5	Flexibility	Switching methods when students are tired	Teacher interviews

Source: Authors' analysis of research data

These practices resonated with Universal Design for Learning (UDL) principles -offering multiple means of engagement and representation (Ismailov & Chiu, 2022)- and underscored the role of teacher agency as facilitated by instructional leadership (Elfira et al., 2024). The inclusion of active breaks was supported by evidence that such pauses improve cognitive performance and physical stamina (Aust et al., 2025; Meng, 2023; Peiris et al., 2022).

Teachers' ability to pivot pedagogical strategies illustrated the value of distributed leadership and professional-learning-community (PLC) routines in sustaining instructional responsiveness (Fohlin et al., 2025; Nadeem, 2024).

Critical observation. Although pedagogical flexibility helped mitigate student fatigue in the short term, its long-term sustainability depends on teacher-workload management and infrastructural improvements. As noted by Contreras & Lepe (2023), pedagogical adaptations cannot permanently substitute for structural supports such as adequate classrooms and rest facilities.

### **Adaptive Evaluation**

Evaluation processes operated on weekly and monthly cycles, integrating data from teacher daily notes, student journals, parental feedback, and classroom dashboards. Simple learning-analytics indicators -such as attendance patterns and on-task behavior- were used to guide rapid Plan-Do-Study-Act (PDSA) cycles for continuous improvement (see Table 3).

**Table 3. Adaptive-evaluation routines at SD Islam Plus Al-Haqiqi**

No	Evaluation Aspect	Adaptive Strategy	Evidence
1	Frequency	Weekly and monthly evaluation meetings	Meeting schedule
2	Instruments	Teacher daily notes & student journals	Evaluation documents
3	Focus	Academic, character, and skill development	Student report cards
4	Involvement	Collaboration with parents	School reports
5	Improvement	Adjustments to schedule & learning methods	Meeting minutes

Source: Authors' analysis of research data

These continuous-formative assessment efforts and fast-cycle PDSA processes were consistent with global recommendations for sustained educational quality (Peiris et al., 2022; Sortwell et al., 2024). The pragmatic use of simple analytics, rather than costly technological systems, proved effective in enabling early detection of fatigue-related issues or learning slippage (Akçapınar et al., 2019; Paolucci et al., 2024; Reinholz et al., 2020).

*Implication.* Future improvements could include the development of validated well-being-oriented instruments for both teachers and students to enhance sensitivity in detecting stress and guiding targeted interventions.

### Supporting and Inhibiting Factors

The study also identified factors that supported or hindered FDS sustainability (see Table 4).

**Table 4. Key supporting and inhibiting factors in FDS implementation**

No	Factor	Description	Evidence
1	Principal	Strong commitment to adaptive leadership	Interview
2	Teachers	Dedication in teaching & character mentoring	Observation & interview
3	Foundation & committee	Managerial and financial support	Meeting documents
4	Parents	Active involvement in school activities	School reports
5	Facility constraints	Limited classrooms & inadequate facilities	Direct observation
6	Student fatigue	Exhaustion due to extended schedules	Teacher records

Source: Authors' analysis of research data

The findings underscored the significance of collective-teacher efficacy (Fohlin et al., 2025) and parental engagement (Wang & Wei, 2024) as decisive enabling factors. In contrast, infrastructure limitations and time-policy restrictions persisted as structural barriers, consistent with prior reports by Espinosa Andrade et al. (2024) and Contreras & Lepe (2023).

*Synthesized insight.* Human-centered strategies -strong leadership, PLC routines, and structured parental participation- can partially compensate for structural deficits, but they cannot replace long-term investment in facilities and supportive policies.

## **CONCLUSION**

This study confirms that the success of Full Day School (FDS) at SD Islam Plus Al-Haqiqi is strongly influenced by adaptive management encompassing planning, implementation, evaluation, and multi-stakeholder support. Planning was carried out in a participatory manner by integrating both the national and Islamic curricula and by adjusting learning schedules. Implementation emphasized methodological flexibility, the multifunctional roles of teachers, and the application of active breaks to maintain student stamina. Evaluation was conducted continuously through routine meetings, teacher records, parental feedback, and the use of learning data as a basis for improvement. The main supporting factors included the instructional leadership of the principal, teacher dedication, foundation support, and parental involvement, while the primary obstacles were infrastructural limitations and student fatigue. Overall, these findings highlight the importance of instructional leadership, collaboration, and human-centered mitigation strategies to ensure that FDS can operate effectively and sustainably. Future research is recommended to develop evaluation instruments focusing on student and teacher well-being and to strengthen the integration of educational technology into FDS management.

## **BIBLIOGRAPHY**

- Abitama, R. R., Abror Rahmat, M., Subkhan, M., & Ginanjar, D. (2024). Sekolah Adaptif: Strategi Membangun Budaya Organisasi yang Responsif terhadap Perubahan. *Jurnal Sadewa : Publikasi Ilmu Pendidikan, Pembelajaran Dan Ilmu Sosial*, 2(4), 145–151. <https://doi.org/10.61132/sadewa.v2i3.1239>
- Akçapınar, G., Altun, A., & Aşkar, P. (2019). Using learning analytics to develop early-warning system for at-risk students. *International Journal of Educational Technology in Higher Education*, 16(1), 40. <https://doi.org/10.1186/s41239-019-0172-z>
- Aspers, P., & Corte, U. (2019). What is Qualitative in Qualitative Research. *Qualitative Sociology*, 42(2), 139–160. <https://doi.org/10.1007/s11133-019-9413-7>
- Aust, L., Linker, J. C., Eichholz, L., Schiffer, J., Nührenbörger, M., Selter, C., & Souvignier, E. (2025). How much formalization of assessment methods is useful when implementing formative assessment in second grade mathematics classrooms? *Contemporary Educational Psychology*, 81. <https://doi.org/10.1016/j.cedpsych.2025.102376>

- Cash, P., Isaksson, O., Maier, A., & Summers, J. (2022). Sampling in design research: Eight key considerations. *Design Studies*, 78, 101077. <https://doi.org/10.1016/j.destud.2021.101077>
- Collie, R. J., & Mansfield, C. F. (2022). Teacher and school stress profiles: A multilevel examination and associations with work-related outcomes. *Teaching and Teacher Education*, 116, 103759. <https://doi.org/10.1016/j.tate.2022.103759>
- Contreras, D., & Lepe, I. (2023). *Extended School Day: Evidence, implementation challenges and recommendations*. <https://doi.org/10.18235/0005175>
- Cypress, B. S. (2017). Rigor or reliability and validity in qualitative research: Perspectives, strategies, reconceptualization, and recommendations. *Dimensions of Critical Care Nursing*, 36(4), 253–263. <https://doi.org/10.1097/DCC.0000000000000253>
- Daher, W. (2023). Saturation in Qualitative Educational Technology Research. *Education Sciences*, 13(2), 98. <https://doi.org/10.3390/educsci13020098>
- Doyle, L., McCabe, C., Keogh, B., Brady, A., & McCann, M. (2020). An overview of the qualitative descriptive design within nursing research. *Journal of Research in Nursing*, 25(5), 443–455. <https://doi.org/10.1177/1744987119880234>
- Elfira, Rasdiana, Fitrawati, Jasman, M. W., Reski, K., Anwar, A., & Enaldi. (2024). How does principal's instructional leadership shape teacher performance mediated by teacher self-efficacy in Indonesian education context? *Frontiers in Education*, 9. <https://doi.org/10.3389/educ.2024.1401394>
- Espinosa Andrade, A., Padilla, L., & Carrington, S. J. (2024). Educational spaces: The relation between school infrastructure and learning outcomes. *Heliyon*, 10(19). <https://doi.org/10.1016/j.heliyon.2024.e38361>
- Fohlin, L., Allodi, M. W., & Sedem, M. (2025). Collective teacher efficacy and its relationship to attitudes to inclusion of students with special educational needs in Sweden. *European Journal of Special Needs Education*, 40(3), 457–472. <https://doi.org/10.1080/08856257.2024.2380592>
- Hennink, M., & Kaiser, B. N. (2022). Sample sizes for saturation in qualitative research: A systematic review of empirical tests. *Social Science and Medicine*, 292. <https://doi.org/10.1016/j.socscimed.2021.114523>
- Ismailov, M., & Chiu, T. K. F. (2022). Catering to Inclusion and Diversity With Universal Design for Learning in Asynchronous Online Education: A Self-Determination Theory Perspective. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.819884>
- Mahajan, S., Hausladen, C. I., Argota Sánchez-Vaquerizo, J., Korecki, M., & Helbing, D. (2022). Participatory resilience: Surviving, recovering and improving together. *Sustainable Cities and Society*, 83, 103942. <https://doi.org/10.1016/j.scs.2022.103942>
- McNaught, R. (2024). The application of collaborative governance in local level climate and disaster resilient development – A global review. *Environmental Science & Policy*, 151, 103627. <https://doi.org/10.1016/j.envsci.2023.103627>

- Meng, Z. (2023). *Meta-Analysis of The Effectiveness of Project-Based Learning Approach on Academic Achievement in Higher Education Worldwide* [The University of San Francisco]. <https://repository.usfca.edu/diss>
- Miles, M. B., Huberman, A. M., & Saldana, J. (2019). *Qualitative Data Analysis: A Methods Sourcebook (4th ed.)* (4th ed.). SAGE Publications.
- Nadeem, M. (2024). Distributed leadership in educational contexts: A catalyst for school improvement. *Social Sciences and Humanities Open*, 9. <https://doi.org/10.1016/j.ssaho.2024.100835>
- Nashrulloh, M. I., Ramandhika, R. D., Wibowo, Y. R., & Shaleh, S. (2023). Kebijakan Full Day School di Sekolah Dasar: Problematika dan Solusinya. *Sekolah Dasar: Kajian Teori Dan Praktik Pendidikan*, 32(2), 212–223. <https://doi.org/10.17977/um009v32i22023p212-223>
- Nurmalasari, N., Setiawan, A., & Cahyani, S. (2023). Implementasi Full Day School Dalam Membentuk Karakter Siswa di SMKN 1 Cimerak. *SENTRI: Jurnal Riset Ilmiah*, 2(2), 453–460. <https://doi.org/10.55681/sentri.v2i2.525>
- Paolucci, C., Vancini, S., Bex, R. T., Cavanaugh, C., Salama, C., & de Araujo, Z. (2024). A review of learning analytics opportunities and challenges for K-12 education. In *Heliyon* (Vol. 10, Issue 4). Elsevier Ltd. <https://doi.org/10.1016/j.heliyon.2024.e25767>
- Pashmforoosh, R., Irby, B. J., Lara-Alecio, R., & Tong, F. (2023). Building school leaders' instructional leadership capacity through virtual professional leadership learning communities. *Frontiers in Education*, 8. <https://doi.org/10.3389/educ.2023.1168734>
- Peiris, D. L. I. H. K., Duan, Y., Vandelanotte, C., Liang, W., Yang, M., & Baker, J. S. (2022). Effects of In-Classroom Physical Activity Breaks on Children's Academic Performance, Cognition, Health Behaviours and Health Outcomes: A Systematic Review and Meta-Analysis of Randomised Controlled Trials. In *International Journal of Environmental Research and Public Health* (Vol. 19, Issue 15). MDPI. <https://doi.org/10.3390/ijerph19159479>
- Pinheiro, G., Matias Alves, J., & Serra, L. (2025). School leadership and organization in times of complexity: paths to a collaborative and regenerative school. *Frontiers in Education*, 10. <https://doi.org/10.3389/educ.2025.1657742>
- Reinholz, D. L., Stone-Johnstone, A., & Shah, N. (2020). Walking the walk: using classroom analytics to support instructors to address implicit bias in teaching. *International Journal for Academic Development*, 25(3), 259–272. <https://doi.org/10.1080/1360144X.2019.1692211>
- Sandmeier, A., Baeriswyl, S., Krause, A., & Muehlhausen, J. (2022). Work until you drop: Effects of work overload, prolonging working hours, and autonomy need satisfaction on exhaustion in teachers. *Teaching and Teacher Education*, 118, 103843. <https://doi.org/10.1016/j.tate.2022.103843>
- Sortwell, A., Trimble, K., Ferraz, R., Geelan, D. R., Hine, G., Ramirez-Campillo, R., Carter-Thuiller, B., Gkintoni, E., & Xuan, Q. (2024). A Systematic Review of Meta-

Analyses on the Impact of Formative Assessment on K-12 Students' Learning: Toward Sustainable Quality Education. In *Sustainability (Switzerland)* (Vol. 16, Issue 17). Multidisciplinary Digital Publishing Institute (MDPI). <https://doi.org/10.3390/su16177826>

Wang, X., & Wei, Y. (2024). The influence of parental involvement on students' math performance: a meta-analysis. In *Frontiers in Psychology* (Vol. 15). Frontiers Media SA. <https://doi.org/10.3389/fpsyg.2024.1463359>