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Principal Leadership Strategy in Implementing Full Day School

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Abstract

This study aims to analyze the principal's leadership strategies in addressing burnout and psychological stress, optimizing extracurricular activities, and maintaining teacher professionalism in the implementation of Full Day School. This study employed a qualitative approach with a single case study design. Data were collected through in-depth interviews involving the principal, curriculum and student affairs representatives, six teachers, one arts extracurricular advisor, and five students. Additionally, data were obtained through participant observation of various school activities and a review of relevant documents. The research findings indicate that the principal implements an integrated leadership strategy, including: (1) eight strategies to minimize the negative impacts of learning, namely the application of a humanistic approach, flexible schedule arrangements, structured break time arrangements, implementation of relaxation programs, provision of welfare support, cross-sector collaboration, and continuous monitoring, (2) five strategies in managing extracurricular activities carried out through holistic program classification, preparation of adaptive schedules, optimization of time efficiency, planning of support facilities and infrastructure, and collaboration with the community, and (3) six strategies to maintain teacher professionalism which include affirming the obligation of Continuous Professional Development (PKB), providing concrete support, individual coaching, strengthening

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Learning Communities (KOMBEL) with a participation rate of 90%, implementation of feedback mechanisms, and providing flexibility in academic development. These leadership patterns reflect a combination of strategic leadership, instructional leadership, transformational leadership, and distributed leadership.

Keywords: Principal leadership strategy, Full Day School Implementation.

INTRODUCTION

One of the innovative policies initiated is the implementation of Full Day School (FDS), as stated in the Minister of Education and Culture Regulation Number 23 of 2017 concerning School Days, which stipulates that learning activities take place for five days with a time of eight hours per day.(Mappong et al., 2023)explained that character building is a continuous process and can be achieved through the implementation of comprehensive and consistent learning patterns throughout the day. Furthermore, this policy is also expected to provide solutions to various social issues involving adolescents, particularly in terms of guidance and supervision, given the increasing cases of juvenile delinquency and drug abuse among students.(Sarima et al., 2020).

In West Sumatra, the Full Day School system has been gradually implemented at the senior high school level since 2024. SMAN 12 Sijunjung is one of the pioneering schools implementing a five-day school week, with operating hours from 7:30 a.m. to 4:00 p.m. WIB (Western Indonesian Time). This implementation is interesting to study because it takes place in a semi-urban area with limited resources, yet the school has successfully adapted and shown positive progress.

In the initial stages of implementing Full Day School at SMAN 12 Sijunjung, its implementation had various implications. On the one hand, there was an improvement in student discipline and academic achievement. However, on the other hand, a number of problems arose, including physical and psychological fatigue among students, decreased concentration levels in learning, and weakened motivation among some teachers. Additional challenges were also seen in low student participation in extracurricular activities and limited opportunities for teachers to improve their professional competence through MGMP activities.

Over time, SMAN 12 Sijunjung has demonstrated positive progress by overcoming these obstacles, as reflected in a number of achievements since the Full Day School policy was implemented. The success achieved over the past two years serves as an indicator of the effectiveness of the principal's leadership. Data from the 2024/2025 academic year shows that 45 of 120 graduates were accepted into state universities. Furthermore, improvements were also

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evident in non-academic areas through participation and achievements in the 2025 National Student Arts Festival and Competition.

This situation demonstrates the importance of the principal's role as the managerial control holder within an educational unit, responding to policy challenges through innovative and contextual strategies. The principal not only performs administrative functions but also acts as a visionary leader capable of designing adaptive policies and ensuring a balance between learning effectiveness, student well-being, and the professionalism of educators.

Various studies have shown that the implementation of Full Day School has a significant impact. Research by Nashrulloh et al.(2023)Central Bengkulu is physically exhausted. Pebriana's research(2025) noted 11 positive impacts and 6 negative impacts, including fatigue, boredom, and decreased learning motivation. Kartika, Ibrahim, and Takdir Kartika et al.(2024)highlights the difficulty teachers have in maintaining student concentration during long study periods. Della(2019)found that students who attended Full Day School had higher levels of academic stress compared to students from the regular system. Meanwhile, Pratiwi and Rahmi(2023)noted that many students lost focus after the lunch break. From a social perspective, reduced family interaction was also a consequence highlighted in a Radar Pribumi report dated September 15, 2024.

Various phenomena that have occurred demonstrate the importance of the role of school principals as the primary managers of educational institutions in addressing the negative impacts of the implementation of Full Day School. Gunawan et al.(Gunawan et al., 2021)emphasized that the principal's leadership strategy is very important in determining the success and quality of education, while Asmendri(2016)highlights that managerial competence is an important factor in achieving educational goals.

Another study conducted by Danim, S.(2023)showed that leadership based on local cultural values contributes to character building and strengthening a school culture that reflects togetherness, deliberation, honesty, and charisma. These findings were reinforced by Putri(2024)which revealed that the principal at SDN 209/III Masgo Jaya implemented a democratic and situational leadership style by involving teachers and educational staff in the decision-making process, thus reflecting a participatory and responsive leadership pattern to school dynamics.

LITERATURERREVIEW

Principal Leadership Strategy

A principal's leadership strategy is defined as a set of systematic steps carefully formulated

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and tailored to the characteristics of the institution, then implemented to direct and optimize the school's full potential and resources to achieve educational goals effectively and sustainably. Leadership, in this context, is not viewed solely as a personal attribute, but rather as a strategic process encompassing decision-making, managing the dynamics of organizational change, and empowering the entire school community.

Mulyasa stated that a principal's leadership reflects the ability to influence, mobilize, and motivate teachers, educational staff, and students to actively participate in realizing the school's vision and mission (Mulyasa, 2019). Similarly, Wahjosumidjo views principal leadership as a process of influencing and mobilizing all elements of the school through a planned managerial approach, so that the school's potential can be optimally directed toward achieving educational goals (Wahjosumidjo, 2003).

In this research study, the principal's leadership strategy is understood as a conscious and adaptive action encompassing program planning, resource management, policy implementation, and the control and evaluation of school activities. In the implementation of Full Day School, this strategy is reflected in the arrangement of learning time and the strengthening of teacher professionalism.

Full Day School

In the context of this research, Full Day School is understood as an educational implementation model that regulates the learning process of students to take place almost all day in the school environment, with a longer learning duration than the regular school system. Normatively, the conceptual basis of Full Day School refers to Law Number 20 of 2003 concerning the National Education System which emphasizes that education is organized to develop the potential of students as a whole, encompassing intellectual, spiritual, social, and moral aspects.

Strengthening the implementation of Full Day School in Indonesia is emphasized through the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 23 of 2017 concerning School Days, which stipulates that educational units carry out learning activities for eight hours every day or forty hours in five working days.(Soapatty, 2014);(Iqbal et al., 2023)This policy positions schools as the primary center of student educational activities, oriented not only toward academic achievement but also toward character building, developing interests and talents, implementing religious activities, and internalizing social values.

RESEARCH METHOD

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This research uses a qualitative approach with a case study. The qualitative approach was chosen because this study aims to explore the principal's leadership strategies in managing the challenges of implementing Full Day School (FDS) at SMAN 12 Sijunjung.According to Creswell(2018)A case study is an investigative strategy in which the researcher explores in depth a program, event, activity, process, or one or more individuals.

The primary data sources in this study consist of: The Principal of SMAN 12 Sijunjung. The principal was designated as the key informant due to his strategic role as the designer, decision maker, and primary evaluator in managing the challenges of implementing the Full Day School policy. The Vice Principal of SMAN 12 Sijunjung The vice principal for curriculum and student affairs is an important data source due to his involvement in the operationalization of the principal's strategy. 1 Extracurricular Supervisor. 6 Teachers of SMAN 12 Sijunjung. 5 Students of SMAN 12 Sijunjung.

The data sources in this study were obtained from various official documents owned by SMAN 12 Sijunjung. These documents include the school profile, which provides an overview of the school's identity, vision, mission, and environmental conditions. Furthermore, there is a work program of the principal, which outlines the policy direction and strategy for overall school management. The data is also supported by the work program of the vice principal for curriculum, which focuses on the planning and implementation of learning, and the work program of the vice principal for student affairs, which relates to character development, student activities, and the development of student potential. Furthermore, the data sources also include the Full Day School proposal, which describes the concept, objectives, and implementation of all-day learning activities at the school. The Annual Work Plan (RKT) is another important document that contains the school's activity plan for one academic year. Furthermore, the KOMBEL (Learning Community) structure and program provide information regarding teacher professional development through collaborative activities. Data were also obtained from school achievement documents, which show students' academic and non-academic achievements, as well as the structure of the extracurricular advisor, which explains the management of activities to develop students' interests and talents. Finally, the learning activity schedule was used to examine the timing and implementation of the teaching and learning process at the school.

DISCUSSION

Based on the triangulation analysis of source data from this study, the leadership strategies carried out by the principal were found to be as follows:

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1. **Principal Leadership Strategies in Overcoming Learning Boredom and Psychological Stress Due to Full Day School**

Based on the triangulation analysis of source data from this study, the leadership strategies carried out by the principal were as follows:

Principal Leadership Strategy Diagnosis in Mapping the Psychological Impact of Full-Day Schooling. The initial phase of Full-Day School implementation at SMAN 12 Sijunjung showed the emergence of various systemic negative impacts involving various actors in the school ecosystem. This condition was caused by the compression of the schedule from a 6-day to a 5-day week. As stated by the principal:

"Yes, initially, some teachers felt exhausted, especially those with teaching loads exceeding 24 hours. This was because the usual six-day teaching load was compressed into five days."

The deputy head of curriculum reinforced these findings by explaining that complaints were not only physical, but also cognitive:

"A common complaint is fatigue due to the change in longer learning hours, and teachers also complain about the time spent thinking about how to make classroom learning less boring for students."

A chemistry teacher with a teaching load of 27 hours per week even used the term "overwhelmed" to describe his psychological condition, especially in trying to maintain student motivation in the final hours of learning:

"Before Full Day School, I taught enthusiastically from the first hour to the last hour, but after the Full Day School system, I often felt tired at the end of the lesson... When teaching in the last hours, I was indeed a bit overwhelmed in motivating students to be enthusiastic about learning."

This finding is in line with research(Chaljub-Hasbún et al., 2021)who found that teachers in the extended school day system experienced increased emotional exhaustion due to high work intensity without adequate organizational support.

The impact on students was primarily identified in the uneven temporal pattern of boredom throughout the day, but rather concentrated during the learning period after Dzuhur prayer. A math teacher reported:

"There were several students who looked tired and sleepy, especially because the weather was too hot... The students' enthusiasm and concentration in the final hours seemed to decrease."

This temporal pattern is consistent with the literature on circadian rhythms and the post-lunch dip, which suggests that the 1:00-3:00 PM period is a time when there is a natural decline

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in human alertness and cognitive performance.(Parent, 2020)This condition is exacerbated by environmental factors such as high room temperatures in tropical areas like Sijunjung.

These strategies reflect the integration of strategic leadership, instructional leadership, transformational leadership, and distributed leadership models as discussed in Chapter II. The unique characteristics of strategy implementation at SMAN 12 Sijunjung are: (1) a multi-layered and holistic approach encompassing managerial, pedagogical, psychosocial, and welfare dimensions, (2) strong contextualization with Minangkabau and Islamic cultural values, (3) an orientation toward welfare as a prerequisite for effective learning, and (4) an understanding of the cycle of reciprocal interactions between teacher and student conditions.

This finding confirms the theoretical argument that the effectiveness of the implementation of Full Day School is not only determined by structural policies or the addition of learning time alone, but is highly dependent on the quality of the principal's leadership strategy in managing negative impacts and creating conditions that support well-being and the quality of learning.

2. Principal Leadership Strategy in Managing Extracurricular Activities to Support Learning Balance in the Full Day School System

Extracurricular activities are a crucial element of the Full Day School system, balancing academic workload with the development of students' interests and talents. However, the increased intensive learning time presents challenges in implementing extracurricular activities, as both students and instructors experience fatigue. This section analyzes how the principal of SMAN 12 Sijunjung applies leadership strategies to manage extracurricular activities effectively and contribute to students' learning balance. Program Classification Based on Student Talent, Strategy, and Interest

"We divide it by field, the first is the religious field, namely tahfiz, then the sports field, namely soccer, basketball, volleyball and silat, then the arts field, namely drum band, dance, music, and finally the national defense field, namely Paski.

The classification of extracurricular programs at SMAN 12 Sijunjung is as follows: First, mandatory extracurricular activities are OSIS, Scouts, and UKS. Second, elective extracurricular activities are divided into 4 areas: First, religious activities are Tahfiz Al-Qur'an. Second, sports activities are: Football, basketball, volleyball, and pencak silat. Third, arts activities are: drum band, dance, and music. Fourth, national defense activities are: Paskibra (Flag Raising Troop).

This classification strategy reflects the application of the dimensions of planning and organizing strategies in the leadership of the principal.(Baharun & Alawiyah, 2018). Classification

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based on fields is in line with the objectives of Full Day School in Presidential Decree Number 87 of 2017 which emphasizes holistic development including spiritual (religious), physical (sports), aesthetic (arts), and nationalism (defending the country) aspects.

The second strategy is extracurricular scheduling, designed to minimize conflicts with academic learning and reduce student fatigue. The principal explained:

"For mandatory extracurricular activities, we carry them out on Saturdays, and for optional extracurricular activities, we carry them out after lessons are finished every day, such as art activities which are held every Tuesday and Wednesday, while sports activities are held every Monday and Thursday."

This scheduling strategy reflects the principal's understanding of the limited cognitive and physical capacities of students in a full-day school system. The decision to place mandatory extracurricular activities on Saturdays aligns with these findings.(Andriani et al., 2022)which shows that the quality of non-academic activities is very dependent on the energy and motivation conditions of students when carrying them out.

The distribution of elective extracurriculars throughout the week reflects the principle of spreading rather than massing in learning theory, where distributing activities over time is more effective than condensing them into one or two days.(Purba et al., 2025);(Yusdinar & Manik, 2023)This strategy is also in line with recommendations from Malaysia and Singapore which show the importance of coordinated scheduling to avoid activity overload in students.(Lukitosari & Rahmat, 2024).

3. Evaluation of the Principal's Leadership Strategy on Achievements and Impact on Schools and Communities

The effectiveness of extracurricular management strategies can be seen in student achievement, participation rates, and impact on the school and community. A review of the 2025 Achievement Data document shows that SMAN 12 Sijunjung students have achieved various achievements at the district, provincial, and even national levels in arts and sports. The vice principal for student affairs reported that these achievements have increased from the previous year, particularly in the school's flagship arts extracurricular activities. More importantly, these achievements have had a positive impact on student motivation:

"This is a source of pride for students, and can increase their motivation to be more active and engaged in extracurricular activities."

Student participation is very high. Supervisors report nearly 100% attendance in extracurricular activities, with exceptions only for those who are sick or have urgent needs that

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require them to leave. Importantly, this participation is voluntary and enthusiastic, not forced.

The impact of extracurricular activities also extends beyond the school. The vice president of student affairs explained:

"The impact on the school is that it has a name, Scouts are invited to perform at district events, and the community is widely used to perform at village events. During Scouting activities, students are also asked to train elementary and junior high school students in Lubuk Tarok and Tanjung Gadang districts, and as a result, they have achieved many achievements at the district level. The arts team is also used in community activities such as performing at weddings, traditional religious gatherings, and so on."

This study found that the principal of SMAN 12 Sijunjung implemented comprehensive leadership strategies in managing extracurricular activities, including program classification, adaptive scheduling, time efficiency optimization, resource support, and community collaboration. Despite facing time challenges and inherent fatigue in the Full Day School system, these strategies successfully made extracurricular activities a supportive element of learning balance, rather than an additional burden.

This success is reflected in the 100% voluntary participation rate, improved achievement compared to the previous year, and widespread positive impacts on the community. These findings confirm the theoretical argument that the effectiveness of Full Day School is not solely determined by the duration of learning time but is highly dependent on the quality of leadership strategies in managing the balance between various aspects of student development.

The results of this study indicate that the effectiveness of the implementation of Full Day School (FDS) at SMAN 12 Sijunjung is highly dependent on the quality and character of the principal's leadership approach, particularly in anticipating and controlling the negative consequences of high-intensity learning patterns, ensuring harmonious student development through optimizing extracurricular activities, and maintaining the continuity of professional development of teaching staff. From a theoretical perspective, the findings confirm that Full Day School cannot be understood merely as an administrative policy that focuses on expanding learning duration, but rather is a multidimensional educational system, thus requiring adaptive, comprehensive leadership, and placing the well-being of the entire school community as the main orientation.

The principal operationalized eight interrelated strategic steps that can be examined through a modern leadership perspective. The application of a humanistic approach combined with management by walking around (MBWA) practices represents the individualized

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consideration aspect within the transformational leadership framework as explained by(Putu Ayu Novita & Yohana F. Cahya Palupi Meilani, 2025). The direct presence of the principal in the midst of learning activities is also in line with the instructional leadership model according to(Kasprzhak et al., 2022)which emphasizes the urgency of physical involvement of leaders in the dynamics of the teaching and learning process.

The systematically designed arrangement of rest periods through two sessions with different functions is a response to the recommendation.(Hallinger et al., 2017)regarding the urgency of brain breaks in high-intensity learning. The uniqueness of the practice at SMAN 12 Sijunjung lies in the inclusion of a spiritual dimension, namely the implementation of congregational Dzuhur prayers during the second break session. This integration demonstrates the strong alignment of the policy with Islamic values and Minangkabau culture as stipulated in West Sumatra Governor Regulation No. 50 of 2012, and is in line with the idea of Islamic educational leadership that places balance between physical, spiritual, and intellectual aspects as the main foundation.(Al Syaifullah et al., 2021).

The implementation of relaxation and stress management programs that include healthy walks, study tours, religious lectures, and family gatherings represents an orientation towards holistic well-being as explained by(Ozcan Yuce et al., 2024);(Navidmanesh et al., 2025). Findings(Riansyah, 2024)emphasized that the presence of solid social support within the school environment acts as an effective buffer against work and study pressures. In the context of SMAN 12 Sijunjung, this strategy demonstrates strong relevance, as strengthening social cohesion through various programs has been shown to support the creation of a school climate that remains conducive despite increased learning duration and intensity.

Meanwhile, the integration of extracurricular content into formal classroom hours is the most original contribution of this study. This strategy builds vertical curricular coherence between intracurricular activities and talent development, as emphasized by Murphy et al. (2023) who stated that curriculum alignment is a crucial indicator of instructional leadership effectiveness. Through this mechanism, the duration of extracurricular activities can be shortened without compromising the quality of instruction, thereby helping to reduce student fatigue.

Conceptually, KOMBEL represents the practice of professional learning communities (PLCs), which have been proven effective in various cross-contextual studies. From a distributed leadership perspective, Spillane (2024) and Gronn (2023) emphasize that involving teachers as facilitators and learning resources for colleagues is a strategic mechanism for building collective school capacity. The implementation of KOMBEL at SMAN 12 Sijunjung reflects the collaborative

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and collective distribution forms formulated by Harris & DeFlaminis (2023).

The uniqueness of KOMBEL in this school compared to PLC practices elsewhere lies in the sharpening of themes specifically aimed at the challenges of Full Day Schools. Ng et al. (2023) emphasize that the effectiveness of professional learning communities is largely determined by a data-driven and context-sensitive approach. This study's findings confirm that direct relevance to the needs of daily learning practices is a key factor in making KOMBEL meaningful for teachers.

The research results show that the principal of SMAN 12 Sijunjung implemented six integrated strategies to maintain and strengthen teacher professionalism. The initial step was to emphasize the obligation of Continuous Professional Development (PKB) through various channels, such as the district-level MGMP (Student Leadership Development Group), the utilization of the Ruang GTK platform, the implementation of In-House Training (IHT), and the strengthening of Learning Communities (KOMBEL). This policy reflects the awareness that improving educator professionalism requires continuous and multidimensional encouragement (Hallinger, 2022).

In addition to normative affirmations, principals also provide concrete support in the form of facilities, time allocation, and funding, including transportation, accommodation, per diems, and internet access. This policy demonstrates that the implementation of PKB does not stop at the regulatory level, but is accompanied by efforts to address technical obstacles that often hinder teacher participation. This finding is consistent with the view of Harris & Jones (2024), who emphasize that effective resource mobilization is an essential element of instructional leadership that is often overlooked in the discourse on teacher professional development.

CONCLUSION

This study aims to examine in-depth the principal's leadership strategies in the implementation of Full Day School at SMAN 12 Sijunjung. This study focuses on three main focuses: addressing negative impacts on the learning process, managing extracurricular activities, and maintaining teacher professionalism. Based on data triangulation obtained through in-depth interviews with five key informants, analysis of planning and implementation documents, and field observations, it was found that the principal developed a comprehensive, layered, and contextual leadership pattern. To address the negative impacts of Full Day School, the principal integrated eight strategies, including a humanistic approach through management by walking around (MBWA), flexible scheduling based on teaching time rotation, learning breaks, and cognitive load distribution, structured rest time management that accommodates physical, spiritual, and social

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needs, and preventative relaxation and stress management programs. Material welfare support through school cooperatives as a social safety net, cross-sector collaboration with the Community Health Center (Puskesmas), and continuous monitoring and evaluation using a coaching approach. The implementation of these strategies has been proven to significantly reduce teacher burnout and student learning boredom. In managing extracurricular activities, the principal applies five main strategies which include holistic grouping of programs into religious, sports, arts, and national defense areas, adaptive scheduling that spreads activities throughout the week, optimizing time efficiency through the use of peer tutors and integration with intracurricular learning, providing facilities and infrastructure planned in the RKAS, and strengthening collaboration with the community. This approach not only encourages voluntary student participation to reach one hundred percent, but also produces broad social impacts, including strengthening character and preserving Minangkabau cultural values, so that extracurricular activities function as a buffer for academic balance in the Full Day School system. Efforts to maintain teacher professionalism are realized through the implementation of a Continuing Professional Development (CPD) system integrated into school planning with the support of concrete resources. The principal also developed a supportive individual coaching mechanism, optimized the role of the Learning Community (KOMBEL) with a teacher participation rate exceeding 90 percent, implemented a feedback system for knowledge dissemination, and provided flexibility for teachers in long-term academic development. These findings confirm that teacher professionalism in the Full Day School context cannot be maintained through administrative obligations alone, but rather requires collaborative, sustainable leadership that is responsive to individual teacher needs. Theoretically, the research findings strengthen the argument about the importance of leadership versatility, by showing that leadership effectiveness in Full Day Schools depends on the principal's ability to flexibly integrate strategic leadership, instructional leadership, transformational leadership, and distributed leadership according to the context. This research also expands that the distribution of cognitive load needs to be applied not only to students, but also to teachers through strategic scheduling, as well as enriching the concept of holistic well-being in the context of Muslim schools as discussed. In addition, the integration of intra- and extracurricular activities found in this study expands the understanding of curriculum coherence, while the developed KOMBEL model enriches the literature on professional learning communities with its dual function as a means of professional development and peer support. Despite its significant contribution, this study has limitations that warrant attention. These include limited generalizability due to the use of a single-case study design, a

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cross-sectional approach that fails to capture long-term dynamics, limited direct perspectives from students and parents, and the absence of quantitative measures of outcome variables such as academic achievement, teacher burnout, and student psychological well-being. Therefore, further research is recommended using a multi-case comparative design, a longitudinal approach, quantitative or mixed methods, and in-depth exploration of student and parent perspectives. Future research should also specifically examine the mechanisms of cross-sector collaboration between schools and health services in supporting the sustainability of Full Day School implementation in various educational contexts in Indonesia.

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