ABSTRACT

THE EFFECTIVENESS OF THE IMPLEMENTATION OF THE FULL-DAY SCHOOL PROGRAM IN KONDA DISTRICT, SOUTH SORONG REGENCY

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The Full-Day School Program in South Sorong aims to reduce the school dropout rate by extending study hours and providing equivalency classes. Although supported by a large budget and collaboration with the University of Papua, the program still faces obstacles, including the lack of local teacher involvement, an unintegrated curriculum, and limited facilities. The success of this program depends on strong management, teacher empowerment, and continuous support. The purpose of this research is to analyze the effectiveness of the implementation of the Full-Day School Program in Konda District, South Sorong Regency.

This study uses a descriptive qualitative method. The stages of the research consist of four phases, starting with the preparation stage, data collection, and data analysis, and ending with the compilation of research results. The data sources consist of primary and secondary data.

The Full-Day School Program in Konda District has not been fully effective. Obstacles appear in the utilization of resources, the learning process, and the limitation of infrastructure. Although there has been an increase in literacy and parental satisfaction, the challenges in 3T (frontier, outermost, and disadvantaged) areas still hinder the optimal achievement of the program objectives. To make the implementation of the program in Konda District more effective, several improvements are suggested through various approaches. In the resource approach, infrastructure should be improved, the involvement and incentives of local teachers should be increased, and location selection criteria should be based on data. In the process approach, practical skill modules and continuous teacher training should be developed. In the target approach, a system of parental feedback, teacher reflection, and rewards for outstanding students should be applied. The results of this study become the basis for the preparation of a policy brief as a consideration material for policymakers in improving the effectiveness of the implementation of the Full-Day School Program.

Keywords: Effectiveness, Full-Day School, Education, Descriptive Qualitative, 3T Areas.

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