

# The Concept of Children's Emotional Development in Full Day School Education System

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**Abstract:** Full-day school education is gaining popularity in Indonesia as a solution for busy parents and a strategy to enhance educational quality. However, concerns persist about its potential impact on children's emotional development. This article aims to review the literature on children's emotional development within the context of full-day school systems. Employing a literature review approach, the article explores how extended school hours, prolonged social interactions, and teaching methods may influence children's emotional growth. The researchers initially reviewed 14 sources, which were then refined to 10. Findings from the literature indicate that, while there are potential benefits—such as increased independence and emotional regulation—there are also challenges, including emotional fatigue and stress, which must be considered in policy development for full-day school education.

**Keywords:** Early Childhood; Full Day School; Education; Emotional Development

## Introduction

The full-day school system has become a popular choice for many schools in Indonesia as an effort to enhance educational quality and provide a solution for busy parents (Lestari et al., 2024). By extending learning hours at school, it is hoped that students can have more time to deepen their understanding of subjects and develop social skills. Additionally, this system aims to optimize children's time within a more structured environment, as opposed to unstructured free time outside of school that may not be used productively. (Rahmayanti & Arif, 2021). Therefore, the implementation of the full-day school system is expected to support the overall improvement of educational quality.

However, behind these expectations, concerns have arisen regarding the impact of this system on children's psychological and emotional well-being. One of the primary concerns is academic fatigue, which may result from extended school hours and an increasing academic workload (Ningsih &

Hidayat, 2022). Children are in a critical period of development that requires full support, as they are still undergoing both physical and emotional growth (Dini, 2022). In a full-day school environment, a heavy learning load, if not managed well, has the potential to cause learning fatigue, which can impact children's well-being, including hindering their emotional development (Rinawati & Darisman, 2020).

Academic fatigue in the context of full-day schooling is not only about the academic load children face but also about the duration and intensity of the learning process they experience in a single day (Hartanti & Hidayah, 2019). Children who get academic fatigue usually show a decrease in concentration, motivation, and interest in school activities (Fatimah & Puspaningtyas, 2022). This fatigue can have a direct impact on their emotional development, with feelings of stress or frustration at the inability to keep up with the rhythm of learning. It can also affect how children respond to

academic challenges, including a tendency to feel depressed easily or lose confidence (Aryani, 2016).

The purpose of this study is to conduct a literature review on the impact of the full day school system on children's emotional development, with a particular focus on learning fatigue. This research aims to explore how the long duration of school and the intensity of the learning process can affect children's emotional condition. As such, this research is expected to provide greater insight for policy makers and educators in designing educational policies that consider the impact of learning fatigue on children's emotional well-being.

### Materials and Methods

This article aims to review children's emotional development in the context of the full-day school education system through a literature review approach. The review focuses on how longer learning times, longer social interactions, and teaching methods can affect children's emotional development. The following are the methods used in this study:

#### 1. Research Design

This study used a systematic literature review approach to explore and examine the findings of previous research related to children's emotional development in the full day school system. The purpose of this method is to analyze the benefits and challenges associated with the full day school education system in terms of children's emotional well-being.

#### 2. Literature Search

A literature search was conducted using several academic databases, such as Google Scholar, ERIC, ProQuest, and Scopus. The keywords used included "full day school," "emotional development," "extended school hours," "early childhood education," and "emotional intelligence in children." The search was limited to peer-reviewed journal articles, books and conference papers published between 2010 and 2023 to be relevant to the current educational context..

#### 3. Inclusion and Exclusion Criteria

**Inclusion Criteria:** Studies included were those that (1) focused on children aged 4-12 years, (2) addressed emotional development or emotional intelligence in the context of full day school, and (3) were written in English or Indonesian. **Exclusion Criteria:** Studies that focused on older students, aspects of schooling unrelated to emotions (e.g., physical health or academic achievement), or were conducted outside the context of full day school, were excluded from this review. Of the 14 sources identified, 4 sources were excluded based on these criteria, resulting in a final number of 10 studies analyzed.

#### 4. Data Extraction and Analysis

Data extracted from the selected literature includes:

- a. Study characteristics: Year of publication, country of study, sample size, and age group.
- b. Findings on emotional development: Benefits identified (e.g., increased independence, emotion regulation) and challenges (e.g., emotional exhaustion, stress) associated with full day school.
- c. Theoretical framework: Theoretical perspectives and models used to explain children's emotional development (e.g., Piaget's emotional development theory, social learning theory).

Data were then categorized and thematically analyzed using NVivo software. Emerging themes were grouped into three main categories:

- a. Emotional benefits of the full day school system.
- b. Challenges and risks such as emotional exhaustion and stress.
- c. Moderating factors, including teaching methods and interaction with peers.

#### 5. Ethical Consideration

As this was a literature review, no direct data collection was involved, which means no ethical approval was required. However, the review adhered to ethical guidelines in analyzing the literature by ensuring proper citation and acknowledgement of all sources. This approach provides a comprehensive understanding of the emotional implications of the full day school system, and contributes to the debate on its

effectiveness in shaping emotional resilience in children.

## Results and Discussion

### 1. Emotional Development in the Full Day School System

Research shows that the full day school education system plays an important role in influencing children's emotional development (Rudyani et al., 2018). With longer and more intensive learning time, children are exposed to a variety of social situations that require them to adapt and manage emotions in a more complex environment than at home. They have to interact with many individuals, both teachers and peers, for longer periods of time. This situation encourages children to develop skills in self-control and increase social sensitivity, as they need to adjust to the social rules and norms that apply at school. In this environment, children also learn how to manage frustration when faced with challenges or conflicts, thus honing their ability to manage emotions independently (Mahpudin, n.d.).

The full day school system also provides a lot of time for children, so they get the opportunity to practice emotion regulation skills through various activities that they participate in for a long time (Rezki, 2020). Activities such as group games, discussions and collaborative projects force children to address their feelings in certain situations. For example, when working in a group, children learn to control negative emotions like frustration or anger and express themselves in a positive way. Over time, this ability helps them deal with conflicts more maturely, while strengthening social skills that will be beneficial later in life. This shows that while full day school has its challenges, the long learning duration can also be an important space for the development of children's emotional aspects.

### 2. Benefits: Development of Emotional Independence

The full day school system has a positive influence in shaping emotional independence in children (Wicaksono, 2019). With more social challenges and more frequent interactions, children in this

system are trained to make decisions independently and take responsibility for their actions. In this environment, they are often exposed to situations that require them to think about the impact of their decisions on themselves and others, especially when facing minor conflicts or learning challenges. This encourages children to become more independent in managing their emotional responses, which in turn strengthens their decision-making abilities in various aspects of their lives.

In addition, the development of emotional independence in the full day school system is also supported by learning methods that emphasize student activeness. With encouragement to participate in discussions or lead groups, children learn to overcome fear or anxiety in communicating. They feel more confident to express their opinions and are ready to accept responses from others. Overall, a school environment that challenges and supports children to face social issues independently can help shape a more emotionally mature person.

### 3. Challenge: Emotional Burnout and Stress

On the other hand, the full day school system also presents challenges in the form of emotional burnout for some children. With the long learning duration and hectic activities, some children show signs of emotional burnout which affects their mood and the quality of their social interactions, especially in the afternoon. When burnout sets in, children often become more irritable or lose their willingness to interact. This is especially true for children who do not get proper rest in the midst of hectic activities, so they feel overwhelmed by the tasks at hand.

This stress and emotional burnout could also affect their learning performance as a whole. When children feel overtired, their concentration and motivation to learn tend to decrease, which in turn can reduce the effectiveness of the full day school system. Some children may also show symptoms of withdrawal from activities or unwillingness to participate in group activities. This suggests that although the full day school system offers many benefits, it is important to provide children with proper time off so that they can recover their emotional energy and stay motivated throughout the day.

#### **4. Background Factors: Teaching Methods and Social Interactions**

The diversity of teaching methods and positive social interactions have proved to play an important role in supporting children's emotional balance in the full day school system. Teachers who use creative approaches to teaching, such as group games or interactive discussions, are able to maintain children's motivation. These activities make learning more fun and less repetitive, reducing the potential for emotional burnout. In addition, this method also strengthens social relationships between students, as they have to work together and communicate to achieve a common goal.

Positive social interaction between students is also one of the crucial supporting factors in reducing emotional stress in the full day school system. Children who have good relationships with their friends tend to show better emotion regulation and have a more positive attitude towards learning challenges. With support from friends, children are better able to handle difficult emotional situations. This supportive social environment becomes one of the natural protectors for children, helping them to stay motivated and feel comfortable while at school.

#### **Discussion**

The results of this study highlight the importance of adjusting teaching methods and time management in a full day school system to support children's emotional development. The children's success in developing emotion management skills can be attributed to the increased duration they spend in social environments that promote self-management, such as full day schools. In this environment, they practice dealing with a variety of social situations with more intensive exposure, allowing for improved skills in self-control and emotional decision-making. As such, the full day school system does offer a unique opportunity to develop emotional independence, but this outcome depends on how effective the school is in providing varied and emotionally supportive experiences.

However, the presence of the challenge of emotional burnout suggests that the full day school

system is not entirely ideal without good management of rest time and varied activities. Emotional burnout experienced by children is a side effect of the long duration of learning, especially when time off is not enough or activities are not varied enough. Children, especially those in the early stages of emotional development, are often susceptible to mental and physical stress when forced to participate in intensive activities for long durations. This suggests that without breaks or relaxing activities, children are likely to feel emotionally burdened, which could in turn affect their behavior and social relationships.

In addition, support from teaching methods and the quality of social interactions are highlighted as important aspects that can mitigate the negative impacts of the full day school system. Teaching methods involving games and group activities make the learning experience more enjoyable, helping children to stay motivated and reducing the risk of emotional burnout. Positive social interactions between children also act as a support system that helps them manage their emotions better. When children feel the presence of supportive friends, they cope more easily with difficult emotional situations, which strengthens their emotion regulation skills and increases their emotional resilience.

In other words, the full day school system can support children's emotional development, but only if it is supported by a holistic approach that takes into account children's emotional and physical needs in a balanced way. This means that a good educational approach should consider not only academic content, but also social and emotional skills that are essential to children's development.

#### **Conclusions**

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