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The Evaluation of Full Day School Program in SMAN 10 Singkawang

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Abstract. The objectives of this study include 1) describing and analyzing evaluations on context components which include: the development of the school's vision and mission that describes the objectives of Full Day School implementation in Singkawang 10 State Senior High School (SMAN 10 Singkawang); 2) Describe and analyze evaluations on input components which include: curriculum development, educators, administrative personnel, facilities and infrastructure as well as financing in accordance with educational standards; 3) describe and analyze evaluations on process components which include: learning process, management in accordance with educational standards; 4) describe and analyze evaluations on product components which include: UN scores and graduation for the 12th year students of the current year 2016-2018. This study uses a qualitative approach with a descriptive type of research. From the data collected at the time of the research on the Evaluation of FDS Program at SMAN 10 Singkawang, the Context, Input, Process and Product evaluation obtained the following results: 1) In the evaluation of the context, the Vision and Mission of SMAN 10 Singkawang was in accordance with education. character based and government objectives in the FDS program; 2) In the Input evaluation it was concluded that the curriculum used in SMAN 10 Singkawang still refers to the KTSP and K13 curriculum, lack of teachers and TU and the lack of facilities and infrastructure available in schools; 3) In the process evaluation includes the learning process that has been carried out according to SNP standards, the teacher makes a lesson plan (RPP) as a PBM guide and is supervised by the Principal regularly and the Principal designs the school budget by arranging the RKAS within one year from the committee funding sources and BOSS; 4) Results of discussion about the results The product evaluation includes learning outcomes during the FDS implementation at SMAN 10 Singkawang can be concluded that during the 3 years running the implementation of FDS in SMAN 10 Singkawang has not improved the quality of education (seen from the UN average score data). Still below the average 6.00 (SNP standard).

Keywords: Evaluation; Full Day School Program

I. INTRODUCTION

Full Day School (FDS) is a term echoed by the Minister of Education and Culture which is now a trend in the world of education. The implementation of FDS actually has long been applied by schools of religious schools such as Islamic boarding schools and other religious foundations. One example in the city of Singkawang that has long applied the concept of FDS is the Islamic Boarding School Ushuluddin, the Islamic Boarding School Ibn Tamiyah, and the Pesantren Makarim. The concept of implementing FDS integrates general learning and religious learning as a reinforcement of students' character. The implementation of the FDS is supported by the legal basis of Presidential Decree Number 28 of 2017, Permendikbud Number 23 concerning School Day and Government Regulation Number

23 of 2010 concerning Civil Servant Discipline, the third of which is integrated and interrelated.

In SMAN 10 Singkawang the program offered is FDS. FDS is expected to improve the quality of education and character of students in accordance with Presidential Decree Number 87 in 2017. In the learning process students are obliged to pray together, scout and other non-academic activities. FDS has been running 3 years ago. With study time starting at 7:00 a.m. to 3:45 p.m., then continued self-development and prayer in congregation, scouts, rohis, sports etc. Learning time starts Monday to Friday (5 school days) in accordance with Permendikbud Number 23 of 2017. Because this program is considered to improve the quality of education and increase the character of students, it is permitted to be implemented. With the support of the Head of the Singkawang City Education and Culture Office at the time, it was an FDS program that continued until now.

FDS implementation does promise many things, including more student learning opportunities, teachers are free to add material beyond curriculum content, usually and even set the time to be more conducive, parents especially those whose mothers are busy working in the office and only able to go home before sunset they are calmer because their children are in school all day and are under the supervision of the teacher.

In this case, the researcher was very interested in conducting research at SMAN 10 Singkawang because: (1) SMAN 10 Singkawang was the only high school that applied FDS. (2). SMAN 10 Singkawang is accredited B, with facilities and infrastructure that are still inadequate to be able to carry out FDS that has survived until now.

The hope of this FDS implementation is (1) can improve the quality of education, (2) shape the character of students because students are longer in school with more intense supervision by the teacher compared at home. (3) increase social interaction between friends and teachers, (4) improve achievement in non-academic fields.

But the fact is that in the course of this program that is approximately three years running, of course, there will be problems, both internal and external constraints. Internal Constraints, as long as FDS was applied in SMAN 10 Singkawang, the researchers wanted to know what obstacles were experienced by teachers, students, parents and inadequate supporting facilities and infrastructure.

The results of the interim survey dialogue between researchers and several teachers and students the fact that all this time with learning that is too long in school makes the teacher and students feel tired, tired and quickly bored, thus reducing the enthusiasm of student learning and the spirit of teaching the teacher. For parents, they feel troubled that they have to bring their children's food to school, but after going home from school their children cannot help their parents at home or work to find additional income.

Based on the background described above, the writer is interested in writing about the evaluation of the FDS education program at SMAN 10 Singkawang. From the results of the writing that the writer will get after writing, the author will put it in the form of a scientific work in the form of a thesis. For that, the author takes the title "EVALUATION OF FULL DAY SCHOOL PROGRAM IN SMAN 10 SINGKAWANG" very interesting to study.

II. RESEARCH METHOD

In this study, in accordance with the title "Evaluation of the FDS Implementation Program in SMAN 10 Singkawang" uses a qualitative approach with descriptive methods. The data that will be evaluated in the implementation of the FDS program at SMAN 10 Singkawang is obtained using interview techniques, observation, field data collection, photographs and document documents needed, then presented in narrative form.

III. RESULT AND DISCUSSION

A. Result

The data obtained from the research results will be presented in sentences. Data were taken through the results of observations, interviews, and documentation that the authors collected in the form of question instruments, photos, photocopies of documents, video recordings and voice recordings through tablets and mobile phones. Interviews conducted to this research.

In its implementation, the process of interviewing and documentation is carried out simultaneously and not simultaneously, depending on the conditions and atmosphere of the resource person and the author. Before conducting an interview, the author must first ask permission from the Principal and make an agreement when the interview is conducted.

In the presentation of this data, the focus is on the research that the author has stated above. As for the research focus, the writer will present in the form of tables and explanations.

a. Evaluation on the context includes the school's vision and mission that describes the objectives of the FDS Implementation in SMAN 10 Singkawang

Through interviews, information was obtained that the school had formulated Vision and Mission in accordance with the National education objectives, namely with the Vision "The Achievement of Students Based on Faith and Taqwa" which were translated into missions: (1) Implement learning and guidance effectively so that each student develops optimally in accordance with potential. (2) Encourage and help every student to know his potential so that it can be developed optimally. (3) Cultivate appreciation of the teachings of religion and national culture, noble character, and noble character so that it becomes a source of wisdom in action. (4) Carry out extracurricular learning effectively according to their talents and interests so that each student has the advantage of independent learning and various academic/non-academic competitions. (5) Implementing school rules consistently and consistently. (6) Develop good behavior and real practice so that students can be role models for friends and society.

The findings for the context component in the formulation of Vision and Mission are in accordance with the objectives of national education so that there are a relationship between the school's Vision and Mission, the National Education Goals and Character-based School Objectives (FDS).

b. Evaluations regarding inputs include the resources available at the FDS Implementation at SMAN 10 Singkawang

Through the results of the interview, information was obtained that the school had used the 2006 curriculum for class X and class XI, while for class XII it still used the KTSP curriculum 2006. This was because the school had just implemented the 2013 curriculum starting in 2017 (TP / 2016) starting from class X, and now entering in the second year so that the level rises to class X and class XII, while for class XII still uses the 2006 KTSP curriculum.

In the implementation of FDS in SMAN 10 Singkawang uses a special FDS curriculum, so it still refers to the current curriculum. This is because the government has not issued an official curriculum specifically for FDS.

Competency Standards for Educators and Education Personnel (Principals, Teachers, and TAS)

Based on the data obtained from the personal data and the results of direct interviews with the curriculum waka, it can be concluded that the employment status (teaching and education personnel) and educational qualifications have not been in accordance with the SNP, especially the Tendik standard.

Standards of facilities and infrastructure in the FDS program

Based on the data obtained based on the search of interviews and direct observation with the Principal, Waka Curriculum, Waka Facilities and infrastructure and TU in SMAN 10 Singkawang, the authors compared the conditions in the field with the National Education Standards, which included: 1) The land area of SMAN 10 Singkawang 8948 M² which is still inadequate for school development which should be at least 15,000 M² to meet standards. 2). The number of classes is sufficient, but not equipped with facilities and infrastructure that are in accordance with the standards. 3) The Headmaster's Room, Administration Room, and BK Room are still united in one room by functioning of existing and inadequate classrooms. 4) Computer laboratory rooms are still not standard and function classrooms. 5) Teacher space is still not adequate for the comfort of the teacher in activities and rest, should be equipped with sufficient fan/air conditioner, sound system, CCTV, TV, internet etc. so that the atmosphere is comfortable felt by the teacher who is resting or doing activities. 6) Places of worship and parking that are proper but not adequate, so that to pray together students must wait. Whereas the canteen is still very less than adequate and inadequate. Katin is open from 7:00 to 15:00.

SMAN 10 Singkawang has facilities for 2 Voly fields and 1 table tennis table. Voly field conditions are still flat even though they have not been cast or cemented. So that the comfort of exercise is still not comfortable.

In carrying out FDS of SMAN 10 Singkawang with the limited facilities and infrastructure owned only by the spirit and motivation of the teacher in carrying out it. So that the implementation of FDS in SMAN 10 Singkawang still runs smoothly.

c. Evaluation of the process includes the process of implementing the FDS Implementation program at SMAN 10 Singkawang

Learning process

From the data collected at the time of the interview and direct observation that SMAN 10 Singkawang during the FDS implementation was in accordance with the SNP. The teacher in implementing PBM based on the Guidelines for Learning Plans (RPP) made according to the material in the curriculum that was implemented, which was arranged to adjust the education calendar issued by the West Kalimantan Provincial Education Office. Besides that learning also uses

learning media either through the internet or through LCDs and tape recorders. Periodically the Principal together with the supervisor and assessor team supervises the periodic learning process (academic supervision) individually.

Source of fund

Schools also program education and training to improve teacher competencies such as 2013 Curriculum training, ICT etc. In addition, teachers are often included in training held by LPMP and Proven Education Office. The results of the Teacher Council training that are sent will provide dissemination to other Teachers.

Evaluation and Assessment

Assessments conducted at SMA Negeri 10 are in accordance with the applied curriculum, which has different characteristics (KTSP 2006 and K13). A prominent difference is in the 2006 curriculum assessment, learning outcomes must meet the minimum score (KKM), the value under KKM will be remedial according to certain KD. Whereas for the 2013 curriculum, it emphasizes the value of competence and character of students although they must meet the minimum assessment standards (KKM) but do not need to be remedial, the realm and competence are described per KD.

d. Evaluation Regarding the product includes learning outcomes during FDS implementation at SMAN 10 Singkawang

From the data from interviews with the Principal and Waka, the curriculum found that during the FDS of SMAN 10 Singkawang for the last three years (in 2016, 2017 and 2018) there were no satisfactory results. When compared with the value before implementing the FDS the results are still better. The implementation of FDS in SMAN 10 Singkawang has no effect on increasing the average grade of graduation according to SNP (> 6.00). And even the results are lower than before carrying out FDS.

B. Discussion

The findings obtained from the results of interviews with the Principal, Waka Curriculum, Waka Facilities and infrastructure, TU and Teachers were processed and discussed to obtain the meaning of each evaluation.

From the results of the discussion will be formulated conclusions from the findings based on the results of the research in the field compare with SNP (attachment of the Minister of National Education and Culture Regulation No. 19 of 2007 concerning management standards) during the implementation of FDS in SMAN 10 Singkawang.

a) Evaluation of the context includes the school's vision and mission that describes the objectives of the FDS Implementation in SMAN 10 Singkawang.

From the results of the research data, it was found that the Vision and Mission of SMAN 10 Singkawang were in accordance with the objectives of the National Education Standards which emphasized character education and improvement through self-development. This Vision and Mission was formulated by the Principal together with the Board by adjusting the School's work program to achieve the national education goals.

This is in accordance with the opinion of Muhaimin et al (2009: 348): "School/madrasa work plans are operational plans that are prepared based on the program, objectives, and activities to be carried out annually to realize the achievement of 8 expected national education standards". This is also contained in the Appendix of the Minister of National Education Regulation number 19 of 2007 dated 23 May 2007 concerning education management standards by primary and secondary education units at number 4 points a and so on ... explaining the school work plan:

"b) The school/madrasa mid-term and annual work plans: 1) approved by the board of educators meeting after considering the considerations of the school/madrasa committee and the enactment of the enactment of the district/city education office. In private schools/madrasas, this work plan is validated by school/madrasa organizers; 2) contained in a document that is easy to read by the parties concerned. c) A four-year and annual work plan is adjusted to the approval of the educator council meeting and consideration of the school/madrasa committee. d) The annual work plan is used as the basis for managing schools/madrasas as indicated by independence, partnership, participation, openness, and accountability "

In the formulation of Vision and Mission in accordance with the attachment of the Minister of National Education and Culture Regulation No. 19 of 2007 concerning education management standards by primary and secondary education units no. 1 points a and b concerning the school's vision and mission are as follows:

"a. Schools / Madrasas formulate and define the vision and develop it. B. School / Madrasa Vision: 1) serve as an aspiration with school/madrasa citizens and all interested parties in the future; 2) able to provide inspiration, motivation, and strength to citizens of schools/madrasas and all interested parties; 3) formulated massively from various school/madrasa citizens and interested parties, in line with the vision of the institution above and the vision of national education; 4) Decided by a meeting of the board of educators led by the Head of School / Madrasa by observing the input of the school/madrasa committee; 5) socialized to citizens of schools/madrasas and all interested parties; 6) periodically reviewed and reformulated in accordance with the development and challenges of the community "

In the implementation of Vision and Mission in SMAN 10 Singkawang, the school's policy obliged to pray together at Dzbur and Asr prayers. In addition, during breaks students are also encouraged to perform Duha prayers, pray before and after study, say greetings and religious race competitions when celebrating Islamic holidays. Whereas for other religions are also encouraged to carry out worship in accordance with the beliefs and beliefs they hold.

In connection with the description of character education, Mulyasa stated that character education in schools

is known from the daily behavior seen in the activities as follows: a) awareness; b) honesty; c) sincerity; d) simplicity; e) independence; f) concern; g) freedom to act; h) accuracy; i) commitment.

Implementation of achievement, before starting the lesson students are required to read books for 10 minutes (literacy) conducted at 07.00 to 07.10 and schools program to participate in competitions in the academic and non-academic fields. In the academic and non-academic fields at SMAN 10 Singkawang speech competitions program, poetry reading competitions, quizzes, paskibra, scouts, dance arts and others that are usually arranged in national holidays and PENSI.

From the information that researchers got in 2017 students from SMAN 10 Singkawang represented West Kalimantan for Paskibra at the National level, and in 2018 represented West Kalimantan in dance invitations in Thailand.

From the explanation above, it can be concluded that the implementation of Vision and Mission in SMAN 10 Singkawang is in accordance with the objectives of national education in both concept and implementation. *b. Evaluations regarding inputs include the resources available at the FDS Implementation at SMAN 10 Singkawang.*

1. Curriculum development.

From the information that the researchers collected, (interview with Waka Curriculum), curriculum that was run in SMAN 10 Singkawang were 2 namely Curriculum 2006 for class XII and Curriculum 2013 for class X and class XI (data 2018). SMAN 10 Singkawang implemented the 2013 Curriculum starting in 2016 (2016/2017 school year). For the 2006 curriculum, the maximum class hours are 44 hours in one week (every 45 minutes), while for the 2013 curriculum the maximum hour is 42 hours.

In the implementation of FDS, it is admitted that schools still use the applicable curriculum (KTSP and K 13). This is because there is no clear regulation governing the curriculum specifically for FDS. In its application, the school moves Saturday lessons to be distributed to another day (Monday to Friday) so that the 6 working days (Monday to Saturday) are 5 working days (Monday to Friday and Saturday holidays). During FDS school hours start from 07.00 to 15.45 with 3 breaks.

In general, failure in education quality can be caused by several sources which include: weak curriculum design, poor work environment, inappropriate systems and procedures, haphazard work schedules, lack of resources, and inadequate staff development. `

In completing the curriculum administration of SMAN 10 Singkawang Sekolah has the first document containing the profile of the school, curriculum, RKJM and RKT as well as the second document containing RPP, assessment etc. which is revised annually. The first document preparation was made jointly between the Principal and the School Development Team in the decree by the principal.

In the Teaching and Learning Process (PBM) the School develops learning materials based on RPP which are stated in the Standard of Competency (SK) and translated into Basic Competency (KD) for the KTSP 2006 Curriculum. on character education. To ensure the effectiveness of curriculum and learning program development, the principal as the manager of the teacher learning program together, should describe the curriculum content (SK and KD), in detail and operationally into indicators, as a basis for making syllabus and R.P.P. in principle curriculum development should pay attention to the following characteristics as expressed by Mulyasa:

- 1) Curriculum development cares for aspects of intellectual, emotional and spiritual intelligence professionally.
- 2) The description of the education unit level curriculum is carried out on the initiative, independent effort and creativity of each teacher.
- 3) The curriculum can be easily understood by the teacher in planning learning.
- 4) The teacher consistently refers to the curriculum in developing learning tools.
- 5) R.P.P is regularly checked by the principal and signed.
- 6) There is a network of cooperation with sources and learning centers outside of school.
- 7) Utilizing experienced personnel as resource persons, related to certain basic competencies that students need to possess.

In implementing PBM, the teacher disrupts the Lesson Plan (RPP) in accordance with the applicable curriculum. Headmasters, supervisors, and assessors regularly conduct supervision and monitoring and evaluation. Supervision is carried out still limited to academic supervision for education quality guarantor.

From the findings that teachers and principals in conducting the learning process are in accordance with Permendikbud Number 19 of 2007 concerning standards for managing basic and secondary education regarding curriculum activities.

"Curriculum and Learning Activities. a. Educational unit level curriculum (KTSP): 1) School / Madrasa compile KTSP, 2) KTSP preparation pays attention to the standard of Graduate Competency, Content standards, and implementation rules, 3) KTSP is developed according to school conditions, potential or regional characteristics, according to the culture of the local community and participants students".

However, the implementation of the curriculum that is in accordance with the implementation of FDS still does not meet expectations. The hope is that the government will immediately compile and implement a curriculum that is in accordance with the implementation of FDS.

2. Competency Standards for Educators and Education Personnel (Principals, Teachers, and TAS)

a) Principal Competency

Availability and competence of principals in accordance with the prevailing laws and regulations (Permendikbud No. 28 of 2010 concerning Appointment of Principals). The head of SMAN 10 Singkawang for the

period of 2015 until now is led by Musa'n, S.Pd with the S-1 qualification of the Indonesian Language Department at the Tanjungpura University College in Pontianak. Appointment of principals through the Principal Education and Training held by the Provincial LPMP. The requirement for the Head of School to be regulated in Permendikbud No. 28 of 2010 and refers to SNP on Tendik standards.

As a leader in the program, the Principal develops character-based education by requiring teachers and students to carry out worship according to their respective religions and beliefs. The principal socializes the school program to Teachers, students and parents, Guardians through Teacher council meetings, coaches and committee meetings. The principal is open to running school management by involving school citizens in facing work problems based on consensus. And strongly emphasizes discipline.

Preparation to carry out FDS approximately one year before it is implemented. Before the FDS program is run first the Principal socializes with the Board of Teachers, Parents of students/guardians through Teacher Council meetings, committee meetings, and ceremony coaches. Once agreed upon, then the school (headmaster) coordinates with the Head of the Singkawang City Education Office and the Mayor of Singkawang with a positive response from local officials.

The principal is very cooperative and accommodates all input, exclusion, and criticism from both the community, the Council of Teachers and students. And find a solution by means of consensus. And Alhamdulillah, until now the implementation of FDS runs smoothly and is accepted by all parties despite the limitations and lack.

So that it can be concluded that the principal has followed the stages or procedures in determining the FDS program plan in SMAN 10 Singkawang through socialization with the Board of Teachers, students, and the community. In addition, the competencies of school principals are in accordance with SNP, but the hope is that principals will further improve their educational qualifications to a higher level (Post Graduate) so that the insight of education management will be even wider.

b) Teacher Competence

From the data collected by the number of teachers who are civil servants and non-civil servants in SMAN 10 are as follows: PNS = 17, Non-PNS = 10, PNS is seconded to increase certification hours = 2 and there are no civil servant teachers who continue to graduate.

The data above was obtained from staffing data and the results of direct interviews with the curriculum staff. Based on the data above, it was concluded that employment status (educators and education personnel) and educational qualifications were not in accordance with the SNP, especially the Tendik standard.

For National Standards Education Amount (SNP) Teachers who are PNS and Non-PNS must have more Teachers who are civil servants who are qualified and relevant. As for the percentage of teachers who continue their S2 and S3 education and have post-graduate degrees min. 20% of the number of Teachers. At Singkawang

SMAN 10 Singkawang there is only 1 teacher who has post graduate degree (S2), only 1 is a Buddhist Teacher.

The above conditions are in line with the attachment of Minister of National Education Regulation number 19 of 2007 dated May 23, 2007, concerning education management standards by basic and secondary education units regarding educators and education personnel at number 6 points an etc ... as follows:

"A. Schools / Madrasas formulate empowerment programs for educators and education personnel: b. empowerment program of educators and education personnel: 1) prepared by taking into account the Standards of Educators and Education Personnel: 2) developed in accordance with the conditions of schools / madrasas, including the division of tasks, overcoming any shortage of labor, determining the system of reward and professional development for every educator and education staff and apply professionally, fairly and openly; c) the appointment of additional educators and educators is carried out based on the provisions carried out based on the provisions stipulated by school /madrasa organizers. "

All civil servant teachers are certified. And all PNS and Non-PNS Teachers have attended the 2013 curriculum training, and are in accordance with SNP. In carrying out classroom learning, the teacher has all used lesson plans as a reference in accordance with the applicable curriculum and evaluates learning outcomes.

From the findings, it was concluded that for Teacher Qualifications still need to be improved by encouraging Teachers to continue their education to post-graduate and the hope is that the government helps increase the number of teachers who are civil servants in accordance with their qualifications so that the Teaching and Learning Process runs smoothly.

c) School Administration Personnel (TAS)

In carrying out administrative duties at school, SMAN 10 Singkawang has as many as 2 administrative staff who are all honorary and high school graduates. For cleaning staff 1 person and 1 person security personnel who are all also honorarium and high school graduates and irrelevant so it can be concluded that Administrative Staff at Singkawang 10 State Senior High School still do not meet National Education Standards (SNP). And the amount is not adequate in accordance with the ratio of the number of students and teachers/employees.

In the attachment to the Minister of National Education Regulation number 19 of 2007 dated May 23, 2007, concerning education management standards by primary and secondary education units concerning educators and education personnel at number 6 point a, indicates that the School Education Administration has Head of TAS (School Administration Staff) and School have a school administration staff (TAS) in the field of education administration/fields relevant to the minimum education S1. And the number of TAS must be in a straight line with the number of students and employees.

To overcome this problem, the researcher gave a solution, the school encouraged TAS to increase the qualification of education by continuing education to a higher level and proposing to the government to increase the number of civil servants TAS. And include in the relevant training or workshop.

3. Standard facilities and infrastructure

Data on facilities and infrastructure were obtained based on interviews and direct observations to SMAN 10 Singkawang. In this case, the author compares the conditions in the field with the National Education Standards, which include: 1) The land area of SMAN 10 Singkawang 8948 M2 which is still inadequate for school development which should be at least 15,000 M2 to meet the standards. 2). The number of classes is sufficient, but not equipped with facilities and infrastructure that are in accordance with the standards. 3) The Headmaster's Room, Administration Room, and BK Room are still united in one room by functioning of existing and inadequate classrooms. 4) Computer laboratory rooms are still not standard and function classrooms. 5) Teacher space is still not adequate for the comfort of the teacher in activities and rest, should be equipped with sufficient fan/air conditioner, sound system, CCTV, TV, internet etc. so that the atmosphere is comfortable felt by teachers who are resting or doing activities. 6) Places of worship and parking that are proper but not adequate, so that to pray together students must wait. Whereas the canteen is still very less than adequate and inadequate. Katin is open from 7:00 to 15:00.

Referring to the Attachment of the Minister of National Education Regulation number 19 of 2007 dated 23 May 2007 concerning education management standards by primary and secondary education units regarding the number 7 infrastructure and facilities soon ... states:

"a. Schools / Madrasas establish written program policies regarding the management of facilities and infrastructure. b. The facility and infrastructure management program refers to the Standard of Facilities and Infrastructure in terms of 1) planning, fulfilling and utilizing educational facilities and infrastructure; 2) evaluate and carry out maintenance of facilities and infrastructure in order to remain functioning to support the education process; 3) complete learning facilities at each level of class in school/madrasa; 4) prepare a priority scale for the development of educational facilities in accordance with the educational objectives and curriculum of each level; 5) maintenance of all physical facilities and equipment with regard to environmental health and safety "

Referring to the Ministry of Education and Culture, particularly in the standard of facilities and infrastructure, indicates that the ratio of land area is in accordance with the number of students. The minimum land area can accommodate facilities and infrastructure to serve the minimum number of study groups.

In SMAN 10 Singkawang, library space in the past few years is still functioning classrooms that are joined by

the UKS room, and get assistance for the 2018 fiscal year through the central BSS fund, which is a library room complete with furniture. During this time the existing library room conditions have not felt comfortable for students to read, because they have not been equipped with air conditioning or an adequate fan. The number of reference books is also still inadequate so that it can inhibit students to seek accuracy in learning.

For laboratories as a means of student, practice is still insufficient, there is only a science laboratory (a combination of Chemistry and Biology Labs), it is necessary to propose to the government to add the facilities and infrastructure of the laboratory.

SMAN 10 Singkawang has facilities for 2 Volleyball courts and 1 table tennis table. Voly field conditions are still flat even though they have not been cast or cemented. So that the comfort of exercise is still not comfortable. Places of Worship, Parking, and Canteens

1. Having adequate places of worship, parking, and canteens.\
2. Sports fields, arts that are sufficient and feasible

The implementation of FDS in SMAN 10 Singkawang with limited facilities and infrastructure owned by SNP standards is still not feasible to carry out FDS but with the enthusiasm, determination, and motivation of the teacher in carrying out it. So that the implementation of FDS in SMAN 10 Singkawang still runs smoothly.

Therefore it can be concluded that with the limitations of facilities and infrastructure which is a factor supporting the smooth implementation of FDS in SMAN 10 Singkawang, it is still not feasible to be implemented. The hope is that the government and the public pay more attention to schools that lack facilities and infrastructure.

To overcome these problems researchers provide solutions to maximize the resources available in schools and continue to encourage the role of the community and government to actively participate in providing moral and material assistance so that PBM can run smoothly.

c. Evaluation of the process includes the process of implementing the FDS Implementation program at SMAN 10 Singkawang

In the discussion of evaluating the process of implementing the FDS program at SMAN 10 Singkawang, there are 2 main things that need to be discussed, namely: 1) the Learning Process; 2) Standard costs.

1. Learning Process

In carrying out the learning, all teachers have used learning tools (RPP) according to their curriculum (2006 KTSP curriculum and 2013 curriculum) and have used learning media, through books, internet etc. This is in accordance with the Attachment of Minister of National Education Regulation number 19 of 2007 dated 23 May 2007 concerning education management standards by primary and secondary education units regarding curriculum activities

In the National Education Standards (SNP) states that (1) the learning process is carried out appropriately, covering learning. Encouraging students to find out, (2) learning

encouraging students to find out and (3) utilizing learning media to improve learning efficiency and effectiveness.

In the learning process at SMAN 10 Singkawang, students and teachers are strongly encouraged to use internet (wifi) facilities to download learning materials, find information, assignments etc. Students can use internet facilities via wifi networks during breaks and during PBM. In addition, the teacher in implementing PBM was encouraged to use the internet, LCD, tape recorder, and go directly to the field as direct learning outside the classroom.

With the limitations of existing material/package books, students are encouraged to want to know by reading or looking for material books in the library. Before carrying out PBM, 15 minutes in the first hour, students are required to say greetings, prayers, and liabilities.

Judging from the above exposure from the data and information collected by researchers through direct interviews, observation, and documentation, the Learning Process is in accordance with the National Education Standards (SNP), especially on process standards. Despite the limitations of internet networks and limited learning material books.

Periodically the Principal together with the supervisor and assessor team supervises the periodic learning process (academic supervision) individually. This is in accordance with Rohiat's opinion (2009: 115):

"Monitoring is an activity that aims to determine the development of the implementation of potential schools, whether according to the plan or not, the extent of the constraints and obstacles encountered, and how the efforts that have been and must be taken to overcome the obstacles and obstacles that arise during the implementing a potential school program. "

This is also in accordance with the Attachment to the Minister of National Education Regulation number 19 of 2007 dated 23 May 2007 concerning education management standards by the basic education unit part C number 1 points a, b, c, d and f concerning monitoring programs:

"1. Monitoring Program. a. Schools / Madrasas develop monitoring programs in an objective, responsible and sustainable manner. b. The preparation of supervision programs in schools/madrasas is based on the National Education Standards. c. The supervision program is socialized to all educators and education personnel. d. Supervision of school/madrasa management includes monitoring, supervision, evaluation, reporting, and follow-up of supervision results, f. Academic management supervision is carried out regularly and sustainably by principals/madrasas and school/madrasa supervisors "

It was concluded that the learning process at SMAN 10 Singkawang had run smoothly and the teacher was guided by the RPP in learning and had attended all the training. In improving the learning process, the hope is that the Principal encourages and supports the Teacher to improve qualifications and include training to improve Teacher's competence.

2. Cost Standards

There are 2 sources of costs used in SMAN 10 Singkawang, namely 1) Committee funds; 2) BOS funds; which will be described as follows:

1. Committee Fund.

Committee funds are funds collected by schools that are withdrawn from students through committee meetings (in accordance with Minister of Education Regulation No. 75 of 2016 concerning committees, Governor Regulation No. 23 of 2017 concerning levies and donations, ministerial circular letter, circular letter of the Provincial Education and Culture Office West Kalimantan.) And agreed together. The use of committee funds must be in accordance with the allotments that are posted in accordance with accounting standards and reported periodically to authorized agencies or institutions.

3. BOS funds

The BOS Fund is School Operational Assistance provided by the government to finance non-governmental government operations. BOS funds are used in accordance with the guidelines established by the central government. The amount of BOS funds for SMA / MA and SMK students per student is Rp. 1,400,000, - paid according to the number of students in the current year in accordance with Dapodik data.

Cost standards in the SNP indicate that schools provide cross subsidy services. The school manages funds well. Regulation of allocation of funds from APBD / APBN or / other sources.

Schools provide discounted fees through discount fees (20%, 50%, 100%) to students depending on the ability of students. In addition, students who are less able to be assisted by the government through PIP scholarships. Exemption of fees for underprivileged students. There is a list of students with a clear economic background.

In using the School's budget, the budget is designed to increase RKAS every year. The school prepares the RKAS together with the teacher council and is known to the committee as the basis for program funding in the current year. RKAS is made in conjunction with the Teacher Council and the school committee to determine the school financing budget for the current year.

In accordance with the Attachment of Minister of National Education Regulation number 19 of 2007 dated 23 May 2007 concerning education management standards by elementary education unit number 8 point a and so on. regarding finance and financing states:

"A. Schools / Madrasas formulate guidelines for managing investment and operational costs that refer to the Financing Standard. b. Guidelines for managing school and madrasa investment and operational costs govern: 1) sources of income, expenditure and amount of funds managed; 2) budget preparation and disbursement, as well as fundraising outside investment and operational funds; 3) the authority and responsibility of the principal/madrasa in spending the education budget in accordance with the allocation; 4)

bookkeeping of all revenues and expenditures and the use of the budget, to be reported to the school/madrasa committee, as well as the institutions above it. c. Guidelines for managing school and madrasa investment and operational costs are decided by the school/madrasa committee and determined by the principal/madrasa and get approval from the institutions above. d. Guidelines for managing investment costs and school/madrasa operations are socialized to all school/madrasa residents to ensure the achievement of transparent and accountable management of funds "

Schools have financial management guidelines related to educational contributions or funds from the community. Decision making in determining the number of funds extracted from the community as operational costs are carried out by involving various relevant parties (the principle involves the school committee, teacher representatives, representatives of education personnel, student representatives and private education/foundation organizers). The management of funds from the community as personal costs is carried out transparently, and accountable as indicated in the RKAS. It can be concluded that with limited costs can hamper the smooth implementation of FDS in SMAN 10 Singkawang so that the Headmaster hopes to find donors or sponsors from third parties.

d. Evaluation Regarding the product includes learning outcomes during FDS implementation at SMAN 10 Singkawang

In explaining the evaluation of the product, the researcher explained the value of the test results during the implementation of the FDS. The first exam for the implementation of Full Days School at SMAN 10 Singkawang began in 2016 with a paper and pencil based exam. While for the second and third years using the Compliance-based Examination (UNBK). From the data obtained by the average score of 6 subjects in SMAN 10 Singkawang during the implementation of FDS are as follows: 2016 = 59.90 (pass 100%), 2017 = 37.77 (pass 100%) and Year 2018 = (graduate 100%).

Judging from the results of the exam results of the last 3 years, the tendency of the average value to go down during the FDS implementation. This decline was made possible by the ineffectiveness of FDS implementation at SMAN 10 Singkawang. Many factors cause the decline in value, especially the long hours at school so that the condition of students and teachers is no longer fit because they are tired, weak, lethargic and sleepy so they don't focus on learning anymore. While other factors are caused by inadequate facilities that greatly influence the students 'and teachers' inability to implement PBM.

It can be said that during the 3 years running the implementation of FDS in SMAN 10 Singkawang has not improved the quality of education (seen from the data of the average UN score). Still below the average 6.00 (SNP standard). Researchers suggest improving the quality of education by conducting an in-depth study of the obstacles

and constraints in the implementation of FDS in SMAN 10 Singkawang based on the law and Government Regulation Number 32 of 2013 as Amendments to Government Regulation Number 19 of 2005 concerning National Education Standards.

IV. CONCLUSIONS AND SUGGESTIONS

A. Conclusions

From the data collected at the time of the study on the Evaluation of the FDS Program at SMAN 10 Singkawang, the Context, Input, Process and Product evaluation was concluded as follows:

1. Evaluate Context
 Vision and Mission are in accordance with character-based education and government goals in the FDS program.
2. Evaluate Input
 In the input evaluation, it was concluded that the curriculum used in SMAN 10 Singkawang still refers to the KTSP and K13 curriculum. And there are regulations that regulate both in terms of technical and legal aspects. For TAS personnel, their qualifications need to be improved, and principals are encouraged to improve qualifications and submit to the government to increase the number of teachers and TUs that are lacking. Needing parent participate in encouraging the smooth process of FDS learning and applying for assistance to the government to increase school facilities through DAK funds.
3. Process Evaluation
 In the process evaluation includes the learning process that has been carried out according to SNP standards, the teacher makes a lesson plan (RPP) as a PBM guide and is regularly supervised by the Principal. The Principal designed the school budget by arranging the RKAS within one year from the source of committee funds and BOS, although in reality, the available funds were insufficient for operational financing issued by the school, thus influencing the implementation of the FDS learning process.
4. Product Evaluation
 The results of the discussion regarding the results of product evaluation include learning outcomes during the implementation of FDS in SMAN 10 Singkawang, it can be concluded that during the 3 years running the implementation of FDS in SMAN 10 Singkawang has not improved the quality of education (judging from the average UN score). Still below the average 6.00 (SN standard). The hope is that schools emphasize more on the results to be achieved (UN scores) by developing learning strategies to boost the value of the national exam (UN). Overall from the results of the evaluation of the FDS program at SMAN 10 Singkawang, based on the analysis (CIPP) FDS in SMAN 10

Singkawang is still not feasible. Therefore the researcher recommends reviewing the continuation of FDS implementation in the coming year.

B. Suggestions

1. In context evaluation, the implementation of FDS is in accordance with the school's vision and mission but needs to be optimized. The vision and mission are made in rational terms and formulated together between the principal, teachers, and committees.
2. In the input evaluation (curriculum, educators, principals, TAS and facilities and infrastructure) the school has a curriculum that has been established by the government, namely KTSP and Curriculum 2013 and does not have a special FDS curriculum.
3. In the process evaluation, (the learning process, assessment process, and management process). The teacher learning process starts from: a) compiling a learning plan, carrying out the learning process, c) managing the class, d) evaluating the results as input for the next planning. It is in accordance with the standards of processes and management standards.
4. In the product evaluation, for 3 years FDS was carried out not able to improve the quality of education in SMAN 10 Singkawang, as evidenced by the low average score of the UN below 6.00 (according to SNP), it is recommended to change the learning strategy or management so that the value can be increased to more than 6.00.
5. Suggestions for Schools to review the continuation of FDS implementation for the coming year, and to optimize the role of the community in the success of FDS implementation in SMAN 10 Singkawang.
6. Suggestions for further researchers to examine the response of the community to the implementation of FDS in SMAN 10 Singkawang.

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