

**IMPLIKASI PELAKSANAAN *FULL DAY SCHOOL* TERHADAP
KELELAHAN DAN KELUHAN MUSKULOSKELETAL SERTA
KONTRIBUSINYA TERHADAP PRESTASI BELAJAR PESERTA DIDIK DI
SMA NEGERI 1 SUKASADA**

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui implikasi pelaksanaan *full day school* terhadap kelelahan dan keluhan muskuloskeletal serta kontribusinya terhadap prestasi belajar peserta didik. Penelitian eksperimental lapangan (*field experimental*) ini menggunakan rancangan *nonequivalent randomized pre and post test group design* dengan variabel bebas berupa pelaksanaan *full day school*. Variabel terikat berupa: (a) kelelahan peserta didik yang didata dengan kuesioner 30 items of rating scale of general fatigue, (b) keluhan muskuloskeletal peserta didik yang didata dengan kuesioner Nordic Body Map dan (c) prestasi belajar peserta didik yang didata dengan 20 soal pilihan ganda. Pendataan dilakukan sebelum dan sesudah pembelajaran terhadap 27 sampel selama 3 (tiga) hari. Data yang diperoleh dianalisis dengan uji *t-paired* pada taraf signifikansi 5%. Data kontribusi kelelahan dan keluhan muskuloskeletal terhadap prestasi belajar peserta didik dianalisis dengan uji regresi. Hasil penelitian menunjukkan bahwa terjadi peningkatan kelelahan sebesar 41,66% dan keluhan muskuloskeletal sebesar 34,58% ($p<0,05$), sedangkan untuk kelelahan dan keluhan muskuloskeletal tidak berkontribusi terhadap prestasi belajar peserta didik karena kontribusinya hanya sebesar 2,9 %. Dengan demikian dapat disimpulkan bahwa pelaksanaan *full day school* berimplikasi terhadap kelelahan dan keluhan muskuloskeletal peserta didik, namun tidak berkontribusi terhadap prestasi belajar.

Kata Kunci: *Full Day School, Kelelahan, Keluhan Muskuloskeletal, dan Prestasi Belajar*

**THE IMPLICATION OF IMPLEMENTING FULL DAY SCHOOL ON
FATIGUE AND MUSCULOSKELETAL COMPLAINTS AND THEIR
CONTRIBUTION TO STUDENT LEARNING ACHIEVEMENT IN SMA
NEGERI 1 SUKASADA**

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ABSTRACT

This study aims to determine the implications of implementing full day school on fatigue and musculoskeletal disorders and their contribution to students' learning achievement. This experimental field research uses a nonequivalent randomized pre and post test group design with independent variables in the form of implementing full day school. Dependent variables include: (a) fatigue of students who were recorded with a questionnaire 30 items of rating scale of general fatigue, (b) musculoskeletal disorders of students that were recorded with the Nordic Body Map questionnaire and (c) student learning achievement that was recorded with 20 questions multiple choice. Data collection was carried out before and after learning of 27 samples for 3 (three) days. The data obtained were analyzed by t-paired test at a significance level of 5%. Data on the contribution of fatigue and musculoskeletal disorders to students' learning achievement were analyzed by regression tests. The results showed that there was an increase in fatigue by 41.66% and musculoskeletal disorders by 34.58% ($p < 0.05$), while for fatigue and musculoskeletal disorders did not contribute to student achievement because the contribution was only 2.9%. Thus it can be concluded that the implementation of full day school has implications for fatigue and musculoskeletal disorders of students, but does not contribute to learning achievement.

Keywords: Full Day School, Fatigue, Musculoskeletal Disorders, and Learning Achievement