

The Implementation of Curriculum 2013 Using Semester Credit System At Senior High School

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Abstract— This study aims to investigate the implementation of curriculum 2013 using Credit Semester System at Madrasah Aliyah (senior high school level) that focuses on the supporting factors and factor inhibiting implementation of curriculum 2013 using Credit Semester system. The design of this study is descriptive research with case study design. Data collection techniques were in term of participant observation technique, in-depth interview techniques, and documentation. The result shows that the implementation of the 2013 using curriculum in the Credit Semester System has been done well, it is only contradicted by UKBM in the implementation of SKS and supporting factors and inhibiting factors from the 2013 implementation of curriculum using the Semester Credit System.

Keywords— *Implementation; 2013 Curriculum; System Credit Semester (SKS)*

I. INTRODUCTION

Education is the key to all the progress and development of quality because by education, human can realize all his potential both as a person and as a citizen, moreover, the success of a country is seen from a good Human Resources and it is determined from good education as well. [1] Argues the importance of quality human resources, saying that: "No matter how advanced the technology is the development of information, the availability of models and the adequacy of materials, if there is no good human resource it is difficult for the organization to achieve its goals". Therefore, the government is obligated to provide qualified education that has been clearly mandated in Article 3 Law no. 3 of 2003 on the National Education System saying that "the ultimate goal of national education, in general, is the improvement of qualified human resources".

Start from the 20th century, there has been a major change in the concept of education and assessment. The changes have been brought in the era of school teaching. From the old way of teaching where students should be taught and given as much knowledge as possible in the subjects. This is in line with the statement of [2] that asserts that "Indonesia is the only country in the world where all children must have the same intellectual ability".

A curriculum is expected to be able to solve the nation's problems especially in the field of education by preparing students through planning, implementing and evaluating the education system in an effective and efficient manner. Therefore, a positive step is when the government [3]

revitalizes the character education in all types and levels of education. "The curriculum has a very important role in the whole world of education. With the suitability and determination of each component in the curriculum, it is expected that the goals and the objectives of education will be maximally achieved ". [4]

The government has enacted a new curriculum called Curriculum 2013. The 2013 curriculum is more emphasized on character education, through the development of a character-based and competency-based 2013 curriculum so that Indonesia will become a dignified nation, and its people will have value or manner that can be offered to other people and other nations in the world so that Indonesia can compete with developed countries in the era of globalization. The curriculum is one element that can provide a significant contribution to realize the process of developing the quality of the students' potential. So there is no denying that the curriculum, which is developed based on competence is very necessary as an instrument to direct students to be (1) qualified human beings who are able and proactive in responding to the challenges of an ever-changing era; and (2) Educated humans who have faith and fear of God, noble, healthy, knowledgeable, capable, creative, independent; and (3) citizens who are democratic and responsible. The 2013 curriculum will also affect the future of students, because currently, many national successors have not been as good example to solve such problems in the field such as Brawl, Corruption, Terrorists and so on, they are intelligent people who have a lot of knowledge, therefore the successor of The nation does not need to have to be smart but need a touch of religious knowledge.

In order to serve students who belong to high quality in technology in the world, the education programs are held, including one of the acceleration program or which has now been changed into Semester Credit Unit which is currently implemented by several schools including in Madrasah Aliyah (senior high school level). According to Law 20 of 2003 on the National Education System in Article 12 paragraph (1) it is mandated that "every learner in every educational unit shall have the right, among others: (b) to obtain educational services according to his or her talents, interests and abilities; and (f) completing the educational program according to the individual learning speed and not deviating from the stipulated time limit." Credit System is a system of implementation of education by using Semester Credit Unit (SKS) to state the workload of faculty and the burden of organizing the program of the educational institution. The Credit System also means a

system of rewards towards student achievement in the field of the learning experience. It functions to fulfill the conditions of the education program that participates. [5] The Minister of Education and Culture's Regulation no. 81A Curriculum Implementation explains the concepts and principles of the implementation of SKS in Madrasah schools which are stated as follow:

(1) Learning concepts and strategies as the basis and framework of developing lesson plan (RPP) and learning implementation in various modes, strategies, and models. (2) The concept and strategy of applying Semester Credit System as the foundation for the education unit in initiating or continuing the management of the learning process curriculum by applying the semester credit system. (3) The concept and assessment strategy as the basis and the framework of developing the technique and instrument of learning assessment with authentic approach, and (4) The implementation of the concept and strategy of counseling and consultation that leads to realize students to their self potential and academic according to ability, talents, and interests.

Madrasah Aliyah has begun implementing the 2013 curriculum, it is because one of the demands and challenges facing the world of education in the future. It is to produce human resources who have complete competence, namely attitude competency, knowledge competence, and integrated skills competencies. Madrasah Aliyah has characteristics and structures such as the characteristics of schools in general; where Madrasah is specifically not supervised by the Ministry of National Education but it is supervised by the Ministry of Religion as confirmed by Presidential Decree No.34 (1972). "What distinguishes Madrasah and other senior high schools is that they have unequal characteristics, Madrasah is very prominent in the religious value of their society, while other senior high schools are general educational institution with universal learning". [6] After this reformation, the demand for good Madrasah management is highly demanded, because Madrasahs are one of the most important educational institutions to be concerned. In Madrasah, many Indonesian students are able to form and develop their behavior well. They do not only have desirability to the world but there is also a tendency for the hereafter.

In order to serve students who are classified as high quality in the world of education, technology programs are held including the acceleration program or what has now been changed and called as Semester Credit System (SKS), where the Acceleration Program (acceleration) is determined by educational services according to the potential intelligence and special talents owned by students. The procedure of the system is by giving them the opportunity to complete regular programs in a shorter period of time than their friends. The philosophy of providing services through SKS is demanded that learning services is applied fairly, while normal students get learning services that are in accordance with their habitat. The system provides opportunity for students to achieve their progress rapidly according to their accuracy [6]

For this reason, the government creates a curriculum for special education that includes curriculum structure, learning workload, standard competence, and basic competence. The

curriculum is particularly developed for students with physical, emotional, mental, intellectual and/or social disabilities based on graduate standard competence, subject group standard competence, and subject standard competence. Disabled students can be grouped into two categories, (1) students with disabilities who are having low average intellectual abilities, and (2) students with disabilities accompanied by low average intellectual abilities.

The mistaken in the world of education in Indonesia is that they are not balanced with readiness in planning a policy. It resulted that the 2013 curriculum using SKS is still hampered from the Ministry of Religion policy aspects. Moreover, there is no SKS guide for Madrasah, so the application of the SKS relies on the use of the Package Curriculum.

The main objective of the preparation of the SKS-based curriculum is to provide opportunities for students who have high intellectual ability so that they can complete the learning time according to the speed of the study with 4 Semesters only. The application of the principle of streaming through the preparation of the SKS curriculum is seen as a form of positive response in the face of differences in students' abilities (Goas, 2007: 379). Students' Learning Loads per day for those who apply the SKS curriculum with 4 Semesters will be heavier if the study period uses a total of 5 days per week. The consideration of using learning time to maximize students' achievement through SKS due to time (Time learning) is one of the important determinants of the achievement [6]. The content of curriculum material for the SKS program does not sharply differ from the Standard Curriculum of regular programs. The difference lies in the rearrangement of the teaching program structure in a shorter time allocation. This SKS program will allow the standard curriculum to be taken by Madrasah Aliyah students in three to two years only.

II. METHOD

This study uses a qualitative approach, [7] collecting detailed data about the phenomena that occur in the field. The design of this research is a case study aiming to investigate the implementation of 2013 curriculum using credits in Madrasah Aliyah [8].

The study was conducted at the Bangkalan State Aliyah Madrasah (MAN Bangkalan) which is located at Jalan Soekarno Hatta No. 5, Bangkalan Regency. The subject of this study consisted of the Principal and the Deputy Principal in the field of Curriculum, student affairs, public relations, and facilities and infrastructure. The additional informants were teachers, academic mentors, students and parents. Data collection methods were carried out using participant observation techniques, in-depth interviews, and documentation studies.

The researcher conducted an interview about the analysis of the implementation of the 2013 curriculum with the credits described in the research focus. Observations were done in the classroom learning activities. Documents which are needed in this study include RPP, Syllabus, PROTA, PROMES, curriculum 2013 with SKS, curriculum structure, several other documents, and photos of activities. The steps of the data analysis process in this study namely condensation, display,

and drawing conclusion. The validity was done to collect data information. Data display in this study used data sources, methods, data acquisition, interviews and observation and analysis of documentation. The types of data are in the form of writing, where conclusions are made to check the results of research finding so that it can be concluded from the results of the study that the data are really valid.

III. RESULT AND DISCUSSION

A. Implementation of the 2013 Curriculum using the Semester Credit System at Madrasah Aliyah

Madrasah Aliyah opens services for students who have high intellectuals, for that reason, Madrasah Aliyah opens SKS class services. Madrasah Aliyah Bangkalan is the only school in Madura, which organizes SKS classes, that supports 2 existing regulations consisting Education Office and the Ministry of Religion related to school's background. In carrying out the system, Madrasah Aliyah refers to a number of regulations as stated as follows: (a) Law No. 20 of 2003 concerning National Education System; Government Regulation N. 19 of 2005 concerning National Education Standards; (b) April 2010 BSNP Semester Credit System guide; (c) Permendikbud No. 81A in 2013 concerning the implementation of the 2013 Curriculum, Permendikbud No. 158 of 2014 concerning SKS.

Madrasah Aliyah collaborates with renowned universities in East Java in giving tests to participants who take part in the SKS program. The test is done before the children take the Madrasah Aliyah test to hold an academic test and see the student's junior high school report card. Good planning is supported by human resources that work well so as to produce qualified and competent human resources in their fields. In a result, the 2013 curriculum implementation using SKS can flow in line according to the plan.

After joining the government permission from both the department, and the Ministry of Religion related to the implementation of SKS in MAN Bangkalan, as well as the organizational structure in the SKS program, the curriculum is applied in Bangkalan MAN SKS program which stands for 2013 curriculum in accordance with the curriculum used in current education. The curriculum can also be interpreted as the number of stretches of instructional Klibart's execution time definition which refer to SKS that is the part of the curriculum structure, that means to arrange the curriculum for all subjects in Madrasah.

According to Permendikbud number 158/2014, Madrasah can apply the type of package curriculum, but it can also apply the SKS-based curriculum. The structure used by SKS is the curriculum structure with serial subjects to be a reference for designing a learning map (roadmap) that is provided as an option by students in accordance with the speed of learning and learning strategies, while the roadmap functions to accommodate more equitable distribution related to the burden of 24 hours face-to-face lessons time. From the existing Roadmap, curriculum 2013 planning SKS in MAN Bangkalan is used to provide a choice of learning maps taken by SKS students, so that students can assign classes or study in groups according to the roadmap provided. The learning of SKS that must be prepared includes the syllabus, the lesson plans, and

the teaching materials in the unit of learning, the preparation of lesson plans carried out by the teacher according to the developed syllabus. Provision of learning units is carried out by education units (Madrasah) based on Curriculum Structure and subject matter as well as Main Competence and Basic Competence. The demand for the availability of the SKS curriculum must be part of the strengthening of institutional and planning Madrasah that encourages students to have great opportunities for [9] Semester Credit System according to Permendikbud Number 158/2014 article 1. It defines as a form of education that allows students to determine the amount of subject that are taken in every semester in education units according to their talents and interests. Conversion of learning load distribution in SKS requires flexible guidance so every Madrasah Aliyah's student gets an opportunity that suits his ability.

The curriculum menu should at least provide three things, namely Equal opportunity, Equal treatment and Equal outcome [10]. It is on Article 2 which concerns to the principle of justice that requires SKS to allow intelligent students get the opportunity to get educational services in accordance with the specificity of the learning they endure and the learning achievements they achieve individually.

The program provided by the school functions to help students in completing classroom learning. Students are given the learning time which is only 30 minutes for SKS classes, and SKS students are active in each subject given by the teacher so that they can complete their study period within 2 years. This provision doesn't only require how a quick curriculum can be brought up, but it also guarantee the fulfillment of the demands for the output quality [11]. In the view of Jenifer Fox, it is emphasized to produce qualified graduates according to competence and develop the potential of intelligent students.

The success and effectiveness is one of the characteristics of the implementation of the 2013 curriculum using the Semester Credit System in Madrasah Aliyah. There needs to be a synergy of all elements such as the head of the Madrasah. The student' committee in implementing K13 by socializing character education is also important supporting factor. Other factors in term of supporting elements are the increasing of the intensity of the MGMP parenting to produce tools, the KBM process and the maximum evaluation. Moreover, teacher's enhanced pedagogic abilities by seminars or other activities is also crucial where they can increase their competency in K1 1, KI 2, KI 3 KI 4 and KD in terms of theory and practice by maximizing MGMP. In addition, it is important to improve teacher competence in terms of teaching by attending motivational seminars held by schools and outside of school in order to create self-motivated characters.

The role of the Head of Madrasah Aliyah in this case is to help teachers achieving the target set. The daily implementation that is targeted towards the achievement of existing values is also the function of the headmaster that directs SKS class students' in accordance with the 2013 curriculum in learning. Eventually students can observe, ask, and give the reason, try, and form networks for all subjects.

In accordance with [12] curriculum 2013 emphasizes the modern pedagogical dimension in learning, namely using a scientific approach. The scientific approach to learn as intended includes observing, questioning, reasoning, trying (Experimenting), and forming a Networking for all subjects.

According to the theory, there is an SKS program in the 2013 curriculum besides growing the characters really well, it is so as to produce people who are productive, creative, innovative and well-characterized who can improve the quality of education by balancing hard skills and soft skills through attitudes, skills, and knowledge in order to face the global challenges that continue to develop.

Madrasah Aliyah which serves the SKS program tries to conceptualize the 2013 curriculum. It is starting with the learning to listen to the holy Quran, when the teacher enters the class; she or he gives spiritual morality. This SKS program is the basis for improving student skills where SKS students are not only demanded to be creative and innovative but they also need to be spirituals. They are also required to follow the developments that are increasingly advanced and demanded by global competition so that the assessment of teachers towards students by following KI and KD can be seen at the end of the learning. The teacher always provides a special method in each lesson for SKS students and is also helped by the excellent programs provided by the school to help to learn about achieving the maximum target. This can be seen from the assessment of attitudes, knowledge, and skills and learning outcomes to productive, creative, innovative, and affective learners through strengthening attitudes, skills, and knowledge.

B. Supporting factors

Supporting factors of the 2013 curriculum implementation using the Semester Credit System are the Bangkalan state Madrasah Aliyah's teachers who have met this good standard, proven that teachers who teach SKS are selected teachers from Madrasah heads through supervision. After that, the madrasah head determines that the selected teacher teaches SKS, as well as several teachers who has a S2 certificate (postgraduate students) so as to be a very good supporter. There are other supporting facilities and infrastructure so that learning in the Semester Credit System class becomes more comfortable with complete facilities such as LCD, Speaker, AC, comfortable chairs, small library in the classroom. In addition, in terms of outside of the classroom, there is a library, library of skills and a broad and comfortable field. The main supporting factors according to [13] can increase the education Team for Preparing Guidelines for the Standardization of Education Media for Education Department and Culture. They are as a means of education' facilities needed in the teaching and learning process for both moving and not moving things so that the achievement of educational goals can run smoothly, regularly, effectively, and efficiently. Supporting factors from the school with the excellent program, and the Semester Credit System Team is in term of program leader and secretary in managing the program. The supporting factors must be supported by the parental support so that the Implementation of the Semester Credit System with the 2013 curriculum can reach the target planned. Other supporters from outside of the school are the Association of Madrasah Credit System of East

Java and cooperation with leading universities in the east java in giving test questions that supporting the Semester Credit System.

C. Inhibiting Factors

The inhibiting factor is the characteristics of students who have high intellectual needs, so that special handling and the lack of teachers in giving spiritual to students are needed. It is caused by the class time learning that is only 30 minutes. The second factor is the existence of outside of school activities which is very disturbing for SKS students who have a very solid activity. In MAN Bangkalan, there is a *Santri* city, so most them are cottage students who also have other activities. They are categorized as inhibiting factor. The third one is that the different curriculum is not yet emulated by the Ministry of Religion. It is the most impediments in the implementation of the 2013 curriculum using the Semester Credit System.

IV. CONCLUSION

Implementation of the 2013 curriculum using the Semester Credit System in Madrasah Aliyah has been carried out well and followed the 2013 curriculum rules as it should be. The problem appears that there is only the SKS differentiation curriculum which has not been initiated by the Ministry of Religion. It resulted that the East Java Madrasah Aliyah SKS follows the rules of the East Java Madrasah Aliyah SKS Association. It is made together and applied together, where the structure of the SKS-based curriculum with duration of 4 semesters covering 159 as required in the Regular Madrasah curriculum should be well performed. By the preparation of the SKS curriculum, Madrasah Aliyah can institutionally empower themselves especially to be able to provide services to students who have high intellectuals. Madrasah Aliyah is ready to contribute to be creative and productive school which graduates competent students in term of living in the era of globalization.

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