



Journal

**EVALUATION OF SEMESTER CREDIT SYSTEM PROGRAM (SKS)
IMPLEMENTATION FROM THE ACHIEVEMENT OF NATIONAL
EDUCATION STANDARDS AT SMA NEGERI 81 JAKARTA**

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Abstract:

This study aims to evaluate the implementation of the Semester Credit System (SKS) program in terms of achievement of the National Education Standards at SMA Negeri 81 Jakarta. This research is an evaluation research using the CIPP model (Context, Input, Process, Product) with a qualitative descriptive approach. This data was collected through interviews, observation, documentation, and questionnaires. The results of the research regarding the evaluation of the implementation of the Semester Credit System (SKS) program in terms of achievement of the National Education Standards at SMA Negeri 81 Jakarta are good. Based on the evaluation of the context including the background and objectives of the SKS implementation, it can be stated that it is very good. Meanwhile, from the input evaluation, it includes teaching and educational staff standards, facilities and infrastructure standards, management standards and financing standards that can be stated as good. Based on the process evaluation, it was found that the level of achievement of process standards and assessment standards could be stated to be very good. Based on the product evaluation, the graduate competency standards obtained with an achievement level of 90% can be declared very good.

Keywords: Program Evaluation, CIPP, Semester Credit System, National Education Standards



BACKGROUND

Education is one of the most important aspects to improve the quality of human resources. One of the goals of education is to make students become individuals who have academic abilities or who have the ability to apply and develop knowledge. To achieve the expected educational goals, effective and quality learning is needed.

The quality of education is the ability of schools to manage school-related components effectively and operationally in order to produce quality in accordance with national education standards. The quality of education is in accordance with the norms of educational services. The school education service standards are in accordance with the education standards and guidelines set by the government.

Currently, the learning management system in Indonesia in all educational units at the primary and secondary education levels generally uses a package system, that is, all students take the same learning process with the same number of subjects and complete their study program at the same time. The authority for administering education is directed at students who have different talents, interests and intellectual abilities so that a different approach is needed in implementing the curriculum.

One of the innovative efforts to improve the quality of education in accordance with the intelligence and talent characteristics of each student is the development of learning with the Semester Credit System (SKS). As for the things that need to be considered by institutions in implementing this SKS program, namely: readiness in managing schools, adequate human resources and supporting facilities and infrastructure to support the implementation of this SKS program.

Basically, the SKS is a mandate from Undang-Undang No. 20 Tahun 2003 concerning the National Education System pasal 12 ayat (1). Furthermore, this mandate is further elaborated in Government Regulation Peraturan Pemerintah Nomor 19 Tahun 2005 concerning National Education Standards and Peraturan Menteri Pendidikan Nasional No. 20 concerning Content Standards.

In Regulation of the Minister of Education and Culture No. 158 of 2014 concerning the implementation of the Semester Credit System in primary and secondary education Article 1 states that "The Semester Credit System, hereinafter referred to as SKS, is a form of providing education in which students agree on the amount of study load to be followed and/or learning strategies each semester in educational units according to talent, interest, and ability/speed of learning" (High School Development Directorate, 2017).

The Semester Credit System (SKS) is organized through varied learning and flexible time management. Varied learning is carried out through the availability of learning units in each subject followed by students. Meanwhile, flexible time management is carried out through the learning load taken and the completion time of the study period by students in each subject



(Muhlis, 2016). According to (Fajriati Nurhidayah, Prasetyo Budi Widodo, 2012) in Hanif Naufal (2020) the SKS program in SMA/SMK/MA consists of compulsory subjects, packages, and compulsory and free choices. However, it is different from students who actually determine the choice of subjects in each semester.

The background to the emergence of the Semester Credit System program based on the National Education Standards Agency (BSNP) (2010) concerning Guidelines for the Implementation of the Semester Credit System, due to weaknesses in the package system which only provides one possibility, namely that all students must use the same method to complete the program learn. Unlike the semester credit system (SKS), it is possible to use more varied and flexible methods according to the abilities, talents and interests of students. Therefore, the application of SKS is expected to accommodate the diversity of potential students.

SMA Negeri 81 Jakarta is the second school that has been verified by the DKI Jakarta Education Office regarding readiness in implementing the SKS program. The curriculum uses a semester credit system because initially SMA Negeri 81 Jakarta was a school with International Standard Status (RSBI) status where there were 3 curricula, namely, the regular curriculum, the accelerated curriculum, and the international class curriculum. The acceleration program curriculum implemented at SMA Negeri 81 Jakarta was implemented in 2006-2016. Currently SMA Negeri 81 Jakarta is a model for other schools that wish to implement a semester credit system program. SMA Negeri 81 Jakarta applies a semester credit system (SKS) with a minimum learning load of 260 hours of lessons.

Schools need to design curricula to improve student learning outcomes. In its implementation, the curriculum was developed to answer students' challenges in the learning process. The curriculum is designed in schools to suit the circumstances and needs of the environment, because it is related and becomes a reference for all parties involved in implementing the applicable curriculum.

The curriculum development program is the responsibility of the education unit in optimizing educational outcomes through analysis of complexity, carrying capacity and intake. As a reference in the assessment, the education unit needs to determine the minimum completeness criteria (KKM). Complexity refers to the level of difficulty of basic competencies and competency standards that must be achieved. Carrying capacity includes supporting the learning process owned by the school such as books, study rooms, laboratories, and others in the implementation of the curriculum that has been determined by the school. While intake is the reasoning ability and thinking power of students.

The formulation of the problem in this study is as follows:

1. What is the context, namely the background and objectives of implementing the Semester Credit System (SKS) program in terms of the achievement of National Education Standards (SNP) at SMA Negeri 81 Jakarta?



2. What is the input, namely the existence of educators and education staff, infrastructure, management, and financing for the implementation of the Semester Credit System (SKS) program in terms of the achievement of the National Education Standards (SNP) at SMA Negeri 81 Jakarta?
3. What is the process, namely the process and assessment of student learning outcomes in implementing the Semester Credit System (SKS) program in terms of achievement of the National Education Standards (SNP) at SMA Negeri 81 Jakarta?
4. What are the results/products, namely the competence of graduate students implementing the Semester Credit System (SKS) program in terms of the achievement of the National Education Standards (SNP) at SMA Negeri 81 Jakarta?

LITERATURE REVIEW

A. Program evaluation

Program Evaluation Evaluation is part of management planning, organizing, implementing, monitoring and evaluating. Therefore, the curriculum is regulated in stages starting from the design, organizing, implementation to monitoring and evaluation stages. Thus, evaluation is a series of activities carried out to see the success of a program.

According to Tyler (1950, p. 69) cited by Farida Yusuf Tayibnapis (2008) Evaluation is a process to find out whether educational goals have been realized or achieved in accordance with educational goals. Furthermore, according to two evaluation experts, namely, Cronbach (1963) and Stufflebeam (1971) in the book Suharsimi Arikunto (2009) stated that program evaluation is an effort to provide information to be conveyed to decision makers.

Safuruddin Abdul Jabar (2014) says that evaluation is a process of describing, searching, and providing information that is very useful for decision makers in determining alternative decisions.

From some of the opinions above, it can be concluded that program evaluation is an activity to collect data or information about the running of a program which is then used to determine the right alternative in making a decision in making a policy.

One of the purposes of program evaluation is to serve as a reference in program evaluation. In addition to knowing the effectiveness and efficiency of implementing a program, knowing the achievement of predetermined program objectives, can make evaluators take into account the direction of decision making on the object being evaluated.



Many program evaluation models have been developed by experts to be used in evaluating programs. These models include:

1. CIPP Evaluation Model
 2. UCLA model
 3. The Brinkerhof model
 4. Stakes Model
- b. Semester Credit System (SKS)

B. Semester Credit System Program (SKS)

The Semester Credit System Program (SKS) is an innovative effort to improve the quality of education at the secondary education level. The purpose of implementing SKS is to accommodate the diversity of potential students so that students get learning services according to their talents and interests.

In Regulation of the Minister of Education and Culture No. 158 of 2014 concerning Implementation of the Semester Credit System in Elementary and Secondary Education Article 1 states that the Semester Credit System (SKS) is a form of providing education in which students agree on the amount of study load to be followed and/or learning strategies each semester in educational units according to talent, interest, and ability/speed of learning.

SKS is organized through a varied learning organization and flexible study time management. Organizing varied learning is done through the provision of complete learning units for each subject that students can follow. Flexible study time management is carried out by taking the learning load for the complete learning units for each subject by students according to their respective learning speeds.

C. National Education Standards

National Education Standards (SNP) in Indonesia have been regulated in Indonesian Government Regulation No. 57 of 2021 concerning National Education Standards as amended by Government Regulation Number 4 of 2022 concerning Amendments to Government Regulation Number 57 of 2021. National Education Standards are the key to realizing a quality education system. The scope of SNP consists of 8 standards, namely: content standards, facilities and infrastructure standards, teaching and education staff standards, financing standards, management standards, process standards, assessment standards, graduate competency standards.



METHOD

Based on the problems and research objectives, this research is an evaluative study using the CIPP evaluation model (Context, input, process, and product) with a qualitative descriptive approach. The research location was carried out at SMA Negeri 81 Jakarta which is located on Jl. Kartika Eka Paksi, Cipinang Melayu, Kec. Makassar, City of East Jakarta.

The data used in this research comes from primary and secondary data. Primary data, namely data that comes directly from the implementation of the learning process that originates from the school principal, Deputy Head of Curriculum, Implementing Coordinator of the Semester Credit System program, teachers and students. While secondary data is data obtained or collected by researchers from existing data relating to the literature and documents that support this research.

Data collection used through document analysis, interviews, observation and questionnaires. The variables used are process standard variables, facility and infrastructure standards, educator standards, education cost standards, management standards, and assessment standards and graduate competency standards.

RESULTS AND DISCUSSION

A. Aspects of context (context)

1. Background of SKS implementation

In the Regulation of the Minister of Education and Culture Number 158 of 2014 concerning Implementation of the Semester Credit System in Elementary and Secondary Education in Article 4 it states that learning with credits is managed in a differentiated form of learning for each group of students with different learning speeds. For this reason, there must be a diversification of learning services in the implementation of SKS.

This is in accordance with Law Number 20 of 2003 concerning the National Education System Article 12 paragraph (1) and is based on the principle that each individual has different abilities, as well as a form of school commitment to innovation in providing educational services.

This is in accordance with the presentation of the results of interviews with key informants and teachers at SMA Negeri 81 Jakarta which stated that with the SKS program, teachers play a role in facilitating students' learning abilities for children who have different learning speeds.

2. The purpose of implementing the SKS

Program Based on the results of interviews with the Principal and Deputy Principal in the Curriculum field at SMA Negeri 81 Jakarta, the researcher can conclude that the purpose of holding the Semester Credit System Program at SMA Negeri 81 Jakarta is to assist students in completing their education program early, namely 2 years and the teacher's task is as a facilitator or providing services for children who have the ability or fast learning speed.



B. Input Aspect (Input)

1. Standards for Educators and Education

Based on the results of a document study, SMA Negeri 81 Jakarta has 50 teaching staff, 7 of whom have the academic qualifications of S2, and 45 of them have S1. Meanwhile, there are 16 educational staff. In addition, there are 32 teachers with PNS and CPNS status, and 17 PPPK educators. It can be concluded that the majority of teachers at SMA Negeri 81 Jakarta have good welfare, have been recognized professionally by the state because they already have certification, have academic qualifications in accordance with the subjects taught.

Based on the results of research through questionnaires conducted by student respondents, out of 76 students stated 88% which means very good in implementing the credit system in terms of achievement of educator standards at SMA Negeri 81 Jakarta when viewed from pedagogical, personality, social and professional competence.

2. Facilities and infrastructure standards

Based on the results of observations made at SMA Negeri 81 Jakarta, it can be said that the facilities and infrastructure provided are complete to support the sustainability of the program and are used optimally by all students and teachers in the teaching and learning process. This condition is very supportive in the success and smoothness of the learning process within the scope of education.

Another opinion was also obtained from the results of the student questionnaire which stated 81% which means very good in implementing the semester credit system in terms of the achievement of adequate standard of facilities and infrastructure to support the learning process at SMA Negeri 81 Jakarta.

The facilities and infrastructure of SMA Negeri 81 Jakarta are deemed adequate to support learning and teaching activities such as land area, number of rooms, and building area. SMA Negeri 81 Jakarta completes school facilities such as procuring ATK tools, procuring educational equipment, computers, printers, tools and practice, books, school equipment and maintenance as a whole.

3. Management Standards

The management standards for SMA Negeri 81 Jakarta consist of the composition of the school work plan and the foundations for carrying out school activities including the preparation of vision and mission, school profiles, RKJM, RKT, RKAS, RAPBS, school accreditation and management of BOS.

In addition, the principal of SMA Negeri 81 Jakarta also supervises or supervises teachers during the SKS program, thereby increasing the quality of teaching and focusing more on providing learning services to students according to the abilities, speed, talents and interests of students. Because the teacher has an important role in the sustainability



of the program to maximize student learning outcomes and develop student independence in making their choices.

4. Financing Standard

SMA Negeri 81 Jakarta funding optimizes BOS national funds as explained by Mr. Joko as the principal of SMA Negeri 81 Jakarta. "The source of funds for the sustainability of the SKS program comes from BOS / BOP funds"

Based on information from the Deputy Principal, the budget for the SKS program is included in regular learning activities. The required budget is made in the School Activity Plan and Budget (RKAS) proposed by each field, where credits are included in the curriculum sector. Financing management based on priority scale.

With the support from various parties, both from the Education Office and the parents of students, it has helped to ensure sufficient budget for the implementation of the SKS program. In addition, Mr. Joko also said that financial accountability reports are made annually and submitted at teacher meetings.

C. Aspects of the process (Process)

1. Process standard

a) Teacher preparation

Based on the results of interviews with several teachers at SMA Negeri 81 Jakarta, data was obtained that in each new school year the teachers prepare learning with the SKS program by making RPP (Learning Implementation Plans), syllabus, Annual Program (Prota), (Semester Program) Prosem through work meeting at the subject teacher deliberation (MGMP) to make lesson preparations. Apart from that, according to Ms. Nurul, there is no difference in lesson plans between schools that apply credits and those that do not apply credits. The difference lies in UKBM and teaching modules because they suit the needs of students.

b) Implementation of credits

The implementation of the SKS program at SMAN 81 Jakarta has been going according to the goals that have been made, namely active students or fast learning groups will get more credits in accordance with the Grade Point Average (GPA) they get and they can take enrichment in the semester furthermore.

The implementation of learning with the SKS program at SMA Negeri 81 Jakarta is still semi-packaged. Where there are still subjects that are required in each semester while for specialization subjects and cross-interest students are given the freedom to determine for themselves. For students who wish to take the accelerated program, the school prepares a series of subjects in which students are facilitated by each teacher so that they can complete all credits within 2 years or 4 semesters.



The obstacles in the implementation of the SKS program based on the results of an interview with Mrs. Nurul that in the implementation of the SKS program were found in teachers and students. Barriers to the teacher, namely the teacher must prepare all the teaching modules with assignments and assessments to be carried out. Furthermore, the obstacles from students are their ignorance of their abilities so that they feel that they are learning in a normal group.

2. Learning Assessment Standards

The assessment of SMA Negeri 81 Jakarta includes daily tests, midterm tests, final semester tests, class promotion tests and school exams. The learning achievement assessment system at SMA Negeri 81 Jakarta uses the PAP (Balance Reference Assessment) with the establishment of KKM for each UKBM which is regulated by the education unit.

The implementation of the SKS program assessment is described in the learning outcomes of students, which have been designed by the curriculum section for reports on learning outcomes. Reports on student learning outcomes at SMA Negeri 81 Jakarta are tailored to the needs of each student. In the implementation of the SKS program at SMA Negeri 81 Jakarta, each student receives learning outcomes according to learning abilities.

D. Product Aspect (Product)

1. Graduate Competency

Standards Competency standards for SMA Negeri 81 Jakarta graduates are prepared based on Permendikbud No. 20 of 2016 concerning graduate competency standards which include attitudes, knowledge, and skills. Based on the results of interviews with teachers, the graduation criteria at SMA Negeri 81 Jakarta are that they must have completed or participated in all subjects as evidenced by report cards and also a minimum good attitude assessment.

Based on the results of document studies and interviews, with the existence of the SKS program, SMA Negeri 81 Jakarta has succeeded in passing students with the 2 (two) year program and all of these students are accepted at State Universities through the Test and Achievement pathways.

CONCLUSION

Taking into account the limitations in this evaluation research, conclusions can be drawn based on the results of the research and discussion presented that context, input, process and product aspects of the implementation of the Semester Credit System Program (SKS) are viewed from the Achievement of National Education Standards in Public High Schools 81 Jakarta has been running well in accordance with the applicable Minister of Education and Culture Regulation, but there are still a number of things that need to be improved or further developed.



- a. Based on the tabulation of results and discussion of research results and aspects evaluated on the context aspect, namely the background and objectives of implementing the Semester Credit System Program (SKS) above, it can be concluded that the Semester Credit System Program (SKS) can be stated as "very good" with an achievement of 100%.
- b. Based on the tabulation of the results of the discussion, the research from the aspects that were evaluated showed the level of achievement of the standards of teaching and educational staff in the input aspect was 93% which could be declared "very good" based on the results of document studies and interviews. Input evaluation on the analysis aspect of document studies and observation of the achievement of facilities and infrastructure has an achievement level of 87%. Input evaluation on the input aspect of achieving management standards with an average achievement level of 92%, namely "very good". Furthermore, in the input aspect, the level of achievement of financing standards reaching 92.5% can be stated as "very good".
- c. Based on the results of the process evaluation tabulation, it was found that the process standard achievement level was 80% in the aspect of teacher preparation in the teaching process of the SKS program so that it could be declared "good". The last aspect that becomes the material for process evaluation is the assessment standard. Based on the results of interviews and student questionnaires with an average achievement of 91%, they got the title of "very good". Thus the level of achievement on the process aspect is 85.5% so that it can be stated that the evaluation on the process aspect is very good.
- d. Based on the product evaluation results in table IV. 4 competency standards Graduates obtained with an achievement level of 90% can be declared very good. Thus the competency standards for graduates at SMA Negeri 81 Jakarta are very good in terms of attitude, knowledge and skills dimensions.

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