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The Implementation of Semester Credit System-Based Economic Learning in The 2013 Curriculum Application of Senior High School

Abigail Puteri Setyawan, Yohanes Hadi Soesilo

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Faculty of Economics, Universitas Negeri Malang, Indonesia

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Abstract

This paper intends to describe and discuss the implementation of semester credit system-based learning in Economics subject of senior high school. This research used qualitative field research approach to identify the implementation of semester credit system-based learning in SMAN 2 Mojokerto. The data collection was obtained through interviews, field observation, and documentation. Based on the data obtained, the implementation of semester credit system-based learning has been conducted well. However, the researchers discovered that there were some obstacles such as students' lack of motivation, enthusiasm, and responsibility. Thus, it is important for teachers and school counsellors to direct and guide students during the learning process.

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Correspondent Email:
puteri_abigail@yahoo.com

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INTRODUCTION

A development and improvement of the quality of education through the implementation of learning using Semester Credit System is an innovative effort to improve the quality of education in Indonesia in learning at the Senior High School level. Learning using the Semester Credit System is applied to meet the needs of learners, each individual has different learning speeds according to their talents, interests, and abilities.

The implementation of Semester Credit System at the level of primary and secondary education in Indonesia is currently an innovative effort by the government to improve the quality of education. The implementation of this Semester Credit System is a manifestation of the mandate of Article 12 Paragraph (1) of Law Number 20 of 2003 concerning the National Education System. The article mandates that every student in each education unit has the right, among others: (b) receiving educational services in accordance with their talents, interests and abilities; and (f) completing the education program according to the pace of each learning process and not deviating from the stipulated deadline.

In the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 158 of 2014 concerning the Implementation of the Semester Credit System in Basic Education and Secondary Education: Article 1 the organization of education in which students determine the amount of learning load and subjects followed each semester in the education unit according to their talents, interests, and abilities/learning pace. (3) The achievement index, hereinafter referred to as IP, is the final value of student learning outcomes at the end of the semester which includes the value of knowledge competencies and skills competencies. Article 2 paragraph 1 "Semester Credit System is held with the principle of: (a) flexibility; (b) excellence; (c) sustainable progress; (d) fairness".

An important aspect in improving the quality of education is in the education system. In improving the quality of education, an ongoing analysis is needed. The ongoing analysis is expected to create an appropriate education system thus, the quality of education in Indonesia can be improved. In conducting an analysis to create an appropriate education system there are important elements, that is the characteristics of students. Each student has different characteristics. Thus, in making the system, it is very necessary to consider each student's characteristics. An education system that can cover all the characteristics of students will create better educational progress in the school environment thus the learning process can be carried out properly.

This paper intends to analyze the implementation of Semester Credit System-based economic learning in SMA Negeri 2 Mojokerto because this is a new program implemented by the government and also SMA Negeri 2 is the only school in Mojokerto that implements this Semester Credit System. Thus, the researchers were intrigued to conduct an analysis of learning implementation this Semester Credit System-based Economic learning.

Based on the observations conducted by the researchers at SMAN 2 Mojokerto, it obtained that this school is one of the favorite schools in the city and was a former International Standard School Pilot Project. SMAN 2 Mojokerto has implemented the 2013 Curriculum. Based on the observation, SMAN 2 Mojokerto is capable of implementing Semester Credit System. In addition, this school is a pilot school in the implementation of Semester Credit System. This school provides

the students with comprehensive guidance regarding study plan of Semester Credit System through School Counselors and Academic Advisor.

By conducting an analysis of the application of the semester credit system in SMA Negeri 2 Mojokerto, it is expected that this research can discover first-hand how the Semester Credit System implementation process. Also, this research intends to find out whether this Semester Credit System runs in accordance with applicable regulations and also in accordance with the needs of each individual student. Moreover, the results of this research is to give input to the school to overcome any obstacles that might arise from the implementation of Semester Credit System.

METHOD

This type of research was a qualitative field research. First, adjusting qualitative methods is easier when dealing with plural reality. Second, this method presents directly the nature of the relationship between the writer and the informant. Third, this method is more sensitive and more adaptable to the many sharpening of mutual influence on the value patterns encountered.

In this study, the data sources that researchers used were human and non-human resources. Therefore, the source of data in this study was divided into two (two), specifically: (1) Primary Data Sources, primary data sources in this study was stakeholders related to the implementation of the semester credit system they are Vice School Principal in Curriculum, The Coordinator of the semester credit system program, Teachers and Students. The primary data needed in this study was related to the Analysis of the Implementation of Semester Credit System-Based Economic Learning in the Implementation of the 2013 Curriculum in SMAN 2 Mojokerto. (2) Secondary Data Sources, this data was obtained from references and literature that correlated with the discussion of this study such as books, journals, notes, and documents.

Data collection techniques used by researchers were using several methods, among others: (2) Interviews. The interviews were conducted to the Vice-Principal of Curriculum Affairs, students, teachers, and students, as well as those who are competent with research problems by referring to questions that have been prepared. Questions raised by researchers were open-ended question thus, the subjects were able to freely provide answers but still on the indicators to be examined. (2) Observation, the researcher conducted observations related to the implementation of Semester Credit System to the subjects. The researchers were present directly in the field to find out the implementation of Semester Credit System-based Economic learning in the implementation of the 2013 Curriculum. The researchers also participated in the activities carried out by research subjects to find out the actual conditions. (3) Documentation, this process aimed at collecting documents and archives in SMA Negeri 2 Mojokerto as an important data source.

The data analysis processes in this research involved three major measures as follows: Data reduction, Data Presentation, and Conclusions Drawing. The data reduction aimed at reducing some unnecessary data obtained during data collection. The data reduction selected some data that best represented the issues taken in the research. Then, it was followed by data presentation. Data presentation only presented the data that have been selected in data reduction. Last but not least, it

was continued by conclusion drawing. Conclusions drawing were made based on the data presentation.

RESULTS AND DISCUSSION

This research aims at examining the implementation of Semester Credit System-based Economics Learning in senior high school. This research, in detail, intended to observe whether students in senior high school are empowered to learn independently by applying Semester Credit System learning; whether students are given a proper opportunity to learn from various learning resources to improve their ability based on their passion and interest as well as their learning pace; whether students are given a proper opportunity to obtain treatment in accordance with their learning capacity.

During the implementation of Semester Credit System in school, it is important for school to understand and carry out learning activities based on Semester Credit System guidelines to ensure the process of learning. First, the implementation of Semester Credit System is demanded to be able to encourage students to learn independently. This is based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 158 of 2014 concerning the Implementation of the Semester Credit System in Basic Education and Secondary Education that the implementation of Semester Credit System offers the flexibility of choice of subjects and the time of completion of the study period which allows students to determine and manage learning strategies independently. Based on the results of research in SMA Negeri 2 Mojokerto, students have been encouraged to empower themselves in learning independently because it is a necessity and also the demands of the application of Semester Credit System. In its application, SMA Negeri 2 Mojokerto employed Independent Learning Activity Unit. This is based on the guidelines for organizing Semester Credit System in high schools published by the directorate of high school coaching for the Ministry of Education and Culture (2017) that, "the organization of learning varies through the provision of whole learning units for each subject that students can participate in." The whole learning unit is also called the Independent Learning Activity Unit. In encouraging students to be able to empower themselves in learning independently the teacher takes action by means of the teacher providing motivation, guiding, reminding, and also teaching to think deeper after the material is explained. This is based on the guidelines for organizing Semester Credit System in high schools published by the directorate of high school coaching at the Ministry of Education and Culture (2017) that, teachers to support the application of Semester Credit System are to carry out educative and dialogical learning which leads to character development and high order skills in the skills Hots). Not only teachers but also other academic staff specifically, School Counselors and academic advisors play a role. Therefore, it really has a direct effect that is good for students, that is, students become more enthusiastic to be able to complete the lesson. In addition, students no longer depend solely on the teacher's explanation but begin to search for information independently.

Second, in the implementation of Semester Credit System-based learning schools are required to be able to provide students the opportunity to learn and complete each material in accordance with the talents, interests, abilities, and pace of learning of students. This is based on the Regulation of the Minister of Education

and Culture of the Republic of Indonesia Number 158 of 2014 Concerning the Implementation of the Semester Credit System in Basic Education and Secondary Education Article 2 paragraph 3 (2014: 4) that the implementation of Semester Credit System enables students to obtain learning opportunities and reach the level of ability optimal in accordance with the talents, interests, and abilities as well as pace of learning. Based on the results of research in SMA Negeri 2 Mojokerto, students have been given the opportunity to learn and complete each material in accordance with the talents, interests, and abilities as well as pace of learning of students, it was proven by providing remedial activities. This is based on the guidelines for the implementation of Semester Credit System in senior high schools published by the directorate of high school development of the Ministry of Education and Culture (2017: 6) stating that students, including slow learning groups, must be assisted with adequate remediation programs to pursue the completion of competencies at least the same as students normal ones.

In providing students the opportunity to learn and complete each lesson topic according to students' talents, interest, abilities, and pace of learning, the teachers should be able to direct students within Independent Learning Activities Unit, motivate and guide students directly, provide continuous and comprehensive explanations of certain topics, provide solutions to students, and pay special attention to issues encountered by students. This is in accordance with the guidelines for the implementation of Semester Credit System in high schools published by the directorate of high school development of the Ministry of Education and Culture (2017: 12) that to develop students in actualizing the various potentials, teacher needs to consider pace of learning or each students, whether they are fast or slow learners". When teacher directs, pays special attention, and provides students a proper opportunity in the learning activities, students will be encouraged to learn and empowered to develop their potentials.

Third, in the implementation of Semester Credit System-based learning, schools are required to be able to provide students who have completed the material in the lessons first to continue to the next material without being delayed by other students. This is based on the Minister of Education and Culture Regulation of the Republic of Indonesia Number 158 of 2014 concerning the Implementation of the Semester Credit System in Basic Education and Secondary Education Article 2 paragraph 4 (2014) that the implementation of Semester Credit System allows students to directly follow the content, subjects or further programs without being delayed by other students who remain in certain topic. Based on the results of research in SMA Negeri 2 Mojokerto, students who have completed the lesson content in the first topic can continue to the next topic without being delayed by other students. Based on the guidelines published by Directorate of High School Education Fostering, fast learners must be facilitated to learn effectively with the time of learning which meets their learning pace.

Fourth, in the implementation of Semester credit system-based learning are required to be able to provide students the opportunity to obtain treatment in accordance with their learning capacity. This is based on the Minister of Education and Culture Regulation of the Republic of Indonesia Number 158 of 2014 concerning the Implementation of the Semester Credit System in Basic Education and Secondary Education Article 2 paragraph 5 (2014) that the implementation of Semester credit system-based learning allows students to obtain the opportunity to

obtain appropriate treatment with the learning capacity they have and the learning achievements achieved by individuals.

Based on the results of research in SMA Negeri 2 Mojokerto, students were given the opportunity to obtain treatment in accordance with their learning capacity. The teachers place themselves in various roles for students according to the students respective learning portions. This is based on the guidelines for the implementation of Semester credit system-based learning in high schools published by the Directorate of High School Fostering stating that every teacher, in accordance with his/her authority, must organize classical learning, small group learning, and individual learning according to the needs of students. In giving students the opportunity to obtain treatment in accordance with their learning capacity, the teacher takes action by providing guidance, opportunities and taking time for students to be able to consult both in person and through social media. In addition, the teacher will more prioritize students who are considered less capable. This is in accordance with research conducted by Setyaningsih and Zulkarnain (2016) that students are excited and more self-directing to complete studies in accordance with their learning abilities.

The Obstacles and Solutions to the Implementation of Semester credit system-based learning

During the implementation of Semester credit system-based learning in senior high school, the researchers discovered some important findings which constituted as the obstacles. Primarily, the researchers discovered that there were several drawbacks that inhibit students' independency. The drawbacks were lack of motivation, enthusiasm, and responsibility.

Based on the findings discovered by the researchers, during the implementation of semester credit system-based learning in senior high school, not all students demonstrated a sufficient motivation. Some students seemed disorganized when carrying out the learning activity. This is due to the adjustment that made by students. Some students could not adjust themselves from involving a conventional learning approach to semester credit system-based learning approach. Indeed, if the students could not adjust well in the learning process, it is difficult to achieve complete motivation during learning process. In accordance with the guidelines published by the government, it is important for teachers to guide and direct students to enable students' adjustment in the learning process. In addition, school counselor needs to pay attention to students' adjustment and provide students direction in terms of psychology.

Second obstacle is related to the accomplishment of learning materials or lesson contents. In semester credit system-based learning approach, students are given an opportunity to accomplish lesson contents based on their talents, interest, ability, and learning pace. This learning approach allows students to adapt with their own characteristics. Thus, one student to another might have different process of learning to accomplish certain learning objectives. This process allows high achievers students to complete learning more significant in numbers rather than slow achievers. At some point, this process is good to provide high achievers to accomplish more, however it is not beneficial for slow achievers. At the end, the gap and disparity of learning outcomes will be greater and clear since most of the slow achievers could not pursue similar learning process as how the high achievers

do. In this context, teachers and school counselors play an important role in motivating students, particularly slow achievers, to complete the learning process. Motivation from teachers and school counselors should be given to those who achieving slowly to avoid discouragement came within the students. As stated by Oko (2014), motivation sent by teachers in classroom has significant impact to make students aware of their academic responsibility which at the end of the day, it improves students' academic performance. In addition, Trolian, Jach, Hanson and Pascarella (2016) argue that teacher's interaction in classroom with students offers a great opportunity to establish student's confidence which also results of their motivation in learning. Thus, it is clear that teacher's direction, in a positive way, improves student's motivation to complete learning process.

Student Responses Related to the Implementation of Semester Credit System-Based Learning

This research also discovered some findings related to the students' responses about Semester Credit System-based learning. Semester credit system-based learning differs from the conventional learning approach which provides greater freedom to accomplish learning process. Thus, it results different perception from each student.

Based on the observation carried out by the researchers, most students feel empowered when applying semester credit system-based learning. This is in accordance with the research of Nurhidayah et al. (2012) that students who have high achievement motivation would rather choose to finish faster to satisfy their curiosity. In addition, students will also have free time later to prepare for the next lesson. This is in accordance with Widyastono's research, Herry (2013) that, students who have already completed tasks will have free time and feel more enjoy using the remaining time to deepen lesson understanding. However, there are also some students who prefer to help other students who are still struggling in completing the lesson.

In addition, students perceived that semester credit system-based learning provides them more opportunity to learn based on their capacity and learning pace. Students perceived that they are more comfortable in the learning process. This is in accordance with research conducted by Setyaningsih and Zulkarnain (2016) that students become enjoy (relaxed) and excited, are free to complete studies in accordance with their learning abilities.

CONCLUSION

Based on the results of research and discussion above, this paper concludes several important points regarding the implementation of semester credit system-based learning as follows: During the implementation of semester credit system-based learning in Economics subject of senior high school, students have been encouraged to empower themselves in an independent learning process. Semester credit system-based learning offers students an opportunity to learn and accomplish lessons based on their capacity, abilities, interests, and learning pace. This approach is beneficial for students since each student has their own characteristics and could not be generalized. The semester credit system-based learning approach offers students with fast learning pace to accomplish as more as possible lesson.

However, the researchers concluded that there were some obstacles during the implementation of semester credit system-based learning in senior high school. It was found that students somehow feel less motivated and responsible towards learning process they need to carry out. Some slow learner students felt demotivated when carrying out semester credit system-based learning since they some of fast learner students accomplished more lessons than them. In addition, dealing with the responsibility, some slow learners students demonstrated less responsible efforts. Thus, to improve students' motivation and enthusiasm, it requires an active role of teachers and school counselors to guide and direct students.

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