

STRATEGY OF THE SCHOOL PRINCIPLE IN IMPLEMENTING THE SEMESTER CREDIT SYSTEM (SKS) AT SMA TUNAS LUHUR PAITON

Durratus Shaimah^{*1}, Vastha Vusvitha²

¹Jurusan Manajemen Pendidikan Islam, Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia

²Jurusan Manajemen Pendidikan Islam, Sekolah Tinggi Agama Islam Negeri Sultan Abdurrahman Kepulauan Riau, Indonesia

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ABSTRACT

The purpose of this study is to determine the planning steps the principal took in implementing the Semester Credit System at Tunas Luhur High School. How to implement the Semester Credit System at Tunas Luhur High School. To find out the learning outcomes of implementing the Semester Credit System at Tunas Luhur High School. The research method used in this research is qualitative research with a case study research design, which means that the researcher becomes an essential instrument in conducting this research. Researchers collected data from various primary and secondary data relevant to the research theme. The data collection stage was conducted using interview, observation, and documentation techniques. The results of this study were in the form of planning and implementation strategies carried out by the Principal of SMA Tunas Luhur Paiton. As for student learning outcomes in implementing the Semester Credit System at Tunas Luhur High School, it is pretty good, but there needs to be an in-depth evaluation, especially in paying attention to the child's development rate every month by running the Academic Refresh Program and providing motivation and providing additional classes to complete material that is both review and educational. Enrichment.

Research Paper

Pesantren Reviews

Keywords: Problem Based Learning, Inquiry, Learning Outcomes.

INTRODUCTION

The curriculum is one of the essential foundations in implementing an educational institution. If likened to humans, the school is the body, the school community is the muscle, and the curriculum is the bone. With a curriculum, an educational institution can deliver to students the vision, mission, and goals to be achieved. The curriculum becomes a guide in the learning process that takes place in schools. With the existence of a curriculum, it becomes a measuring tool for educators to convey material (Daryanto, 2014). With the times' development, our country's curriculum has also developed. There was a time when the term "replace the minister of education replace

the existing curriculum" (Muhaimin, 2015). As we know, in the last 20 years, the existing curriculum in Indonesia has often changed. Starting from KBK (Competency-Based Curriculum), KTSP (Education Unit Level Curriculum), and currently, the majority of schools in Indonesia are starting to use C-13 (2013 Curriculum) (Aini & Taman, 2012). The changing curriculum becomes a challenge for each school in its use.

A well-processed curriculum will have an impact on the quality of an educational institution. The quality that exists in an educational institution will affect the output that will be produced (Muhammed, 2016). The sound output will impact the impression and value of society towards an educational

* Correspondance Address

E-mail: Durratusshaimah@gmail.com

institution. With community assessment, we can find out the quality that has been given by an educational institution (Laki, 2018). Therefore, the school principal must have a strategy carried out to manage and implement the curriculum. The process of implementing the curriculum is the responsibility of the school in its management. It started with the planning, implementation process, and evaluation. Therefore, the implementation of the curriculum will significantly impact the results of the learning process. The role of the principal in managing the curriculum is significant. The principal is not only the person at the forefront of an educational institution but also the primary key to driving life in an educational institution (Nicholson et al., 2020). Wahjosumidjo's book entitled: *Principal Leadership: Theoretical Review and its problems* explains the importance of principal leadership in achieving educational success, in the sense that a school's progress depends on school management (Wahjosumidjo, 2002).

Today, few schools apply the curriculum with the Semester Credit System (SKS) model approach (Anshori, 2017). Therefore, researchers are interested in researching schools that apply the curriculum with the Semester Credit System (SKS) model approach. Of the many institutions implementing the Semester Credit System (SKS), the researchers finally conducted research at Tunas Luhur Paiton High School. Tunas Luhur High School is an educational institution domiciled in the village of Sumberanyar - Paiton District - Probolinggo Regency, this institution is fully supported in its operations by the foreign company PT. Jawa Power - PT. YTL East Java (PLTU Paiton). As an educational institution that strives to always be innovative in curriculum development, Tunas Luhur High School can be said to be successful in its application. This is evidenced by the achievements of students and the output they produce.

As one of the innovative schools in curriculum development, SMA Tunas Luhur uses the 2013 Curriculum with the Semester Credit System (SKS) model approach. As one of the innovative schools in curriculum development, SMA Tunas Luhur uses the 2013

Curriculum with the Semester Credit System (SKS) model approach, an approach that has the goal of serving student learning according to their talents, interests, and abilities/learning speed so that children with fast learning abilities it is predicted to be able to complete their study period of 2 years and children who have moderate learning abilities are predicted to be able to complete their study period of 3 years, and children who have slow learning abilities are predicted to be able to complete their study period of 4 years. In the end, the researcher chose to study at Tunas Luhur High School because he wanted to know the strategies used by the principal in planning and evaluating the curriculum implementation using the Semester Credit System (SKS) model approach at the institution. So that makes the school has its characteristics and become one of the favorite schools in Probolinggo Regency. Based on the background above, the researcher wants to know clearly about "The Principal's Strategy in the Implementation of the Semester Credit System (SKS) at Tunas Luhur Paiton High School."

LITERATURE REVIEW

The Semester Credit System (SKS) starts from a systems approach. The system is a whole consisting of interconnected components that influence each other and depend on each other to achieve a predetermined goal. Semester Credit System (SKS) Using credit as a measure or benchmark. Credit contains the meaning of appreciation, namely appreciation for the achievement of the expected ability set, learning experience, and time relating to meeting hours every week in one semester. The Semester Credit System (SKS) also uses a unit of time in the context of providing education, namely what is called a semester (Hamalik, 1991). Concerning educational programs, the notion of a semester is used as the smallest unit of time to express the length of an educational program at one level, meaning: a complete one-level education program from start to finish is divided into semester program administration (Slameto, 1991).

From the summary above, the Semester Credit System (SKS) is an education delivery

system that summarizes student learning load, teacher workload, and educational institution burden expressed in semester credit units. Semester credit units are awards for academic activities that use semester time units. At the same time, the learning load is the number of credits charged to students according to the study program taken.

METHOD

This research was conducted to determine the strategies school principals used in implementing the curriculum in an educational institution. Therefore, the research method used in this study is using a descriptive qualitative method with a case study type of research. The location of this research is addressed at SMA Tunas Luhur. Scientific reasons for choosing this location 1) Tunas Luhur High School is one of the most favorite schools in the Probolinggo area. 2) Tunas Luhur High School does not only focus on academic mastery but with good spiritual strength. 3) Tunas Luhur High School often gets many awards in both terms of academic and non-academic. One of them was receiving an award as a National-level Adiwata Mandiri school which was handed over directly by the Vice President of the Republic of Indonesia.

The data collection techniques used in this study were interviews, observation, and documentation. Observations were made at the research location directly to determine the natural conditions of the research location. The supporting data collection includes questionnaires and interview results. The data sources used in this research are primary and

secondary. According to Setiawan (2018), qualitative research uses various scientific methods to explain a phenomenon that occurs holistically and is described in clear, straightforward, and precise sentences.

RESULT AND DISCUSSION

The Principal's Strategy in Planning the Semester Credit System at Tunas Luhur Paiton High School

In implementing the Semester Credit System at Tunas Luhur Paiton High School, the principal who first chose the initiative to implement it was the principal. This is related to the vision and mission of the school, which has a vision that is continuously developing according to the times. The school principal tries to apply the latest learning model so that it is not only left behind by other institutions but also becomes a reference for existing learning models. Efforts made by the school principal, starting from planning, implementing, and evaluating, have been running optimally. Implementing the Semester Credit System (SKS) at SMA Tunas Luhur cannot be separated from good coordination between all elements in the school.

These results are appropriate based on research conducted by Slamet P.H. that school principals must have several competencies in carrying out their duties and functions (Juliantoro, 2017). Among them are having insight into the future and knowing what actions will be taken within the institution, really understanding the way to be pursued (strategy) in the institution they lead, and having the ability to coordinate and harmonize all the limited resources available to meet the needs of schools which are generally unlimited, etc.

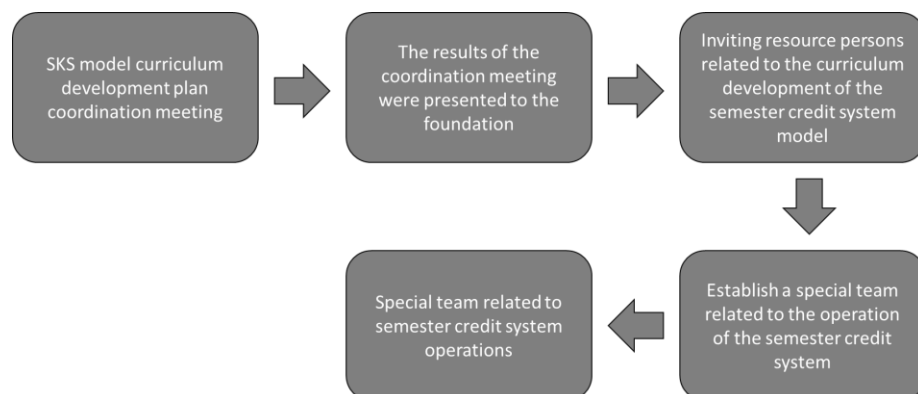


Figure 1. The planning stage of the SKS system at Tunas Luhur High School

The background to implementing the Semester Credit System at Tunas Luhur High School is the initiative of the school principal to develop the school. These initiatives are in the form of strategies that can be seen in Figure 1, including; first, the school principal held a coordination meeting with the ranks of the organizational structure to discuss the school's program for the next year as well as discuss plans to develop the SKS model curriculum. Furthermore, the results of the coordination meeting were presented to the foundation related to its management and financing system. Then review again with the Tunas Luhur Paiton High School teachers by inviting resource persons/consultants regarding the development of the Semester Credit System model curriculum. The next thing to do is for the top school to form a special team related to the Semester Credit System operations.

After carrying out the steps above, the school principal applied for an operational permit to the East Java education office to provide education with the Semester Credit System (SKS) at Tunas Luhur Paiton High School. The results are in the form of a Semester Credit System (SKS) model curriculum which is then socialized to the public. In the next stage, what is being carried out is holding workshops or training for teachers and

employees regarding the Semester Credit System (SKS) periodically (Fuadi, 2018). Then conducted a workshop on preparing curriculum learning tools for the Semester Credit System model and received an operational permit to procure the Semester Credit System at Tunas Luhur Paiton High School from the East Java Provincial Office.

The Strategy of the Principal in Implementing the Semester Credit System at Tunas Luhur Paiton High School

In implementing the Semester Credit System (SKS) at SMA Tunas Luhur Paiton in the first year, all students are given the same Basic Competency (KD). Furthermore, in one semester, subject teachers (MAPEL) along with Academic Assistant teachers (PA) and Counseling Advisor teachers (PK) saw changes indicating that some students indicated that they had the ability/interest to finish school within two years. Research conducted at Tunas Luhur Paiton High School is relevant to the theory put forward by Suhardan et al. that this stage is the most decisive stage in whether schools under the principal's leadership can learn effectively if educators and principals have a high responsibility in efforts to improve learning quality. The results of research in implementing the Semester Credit System at Tunas Luhur Paiton High School can be seen in Figure 1.

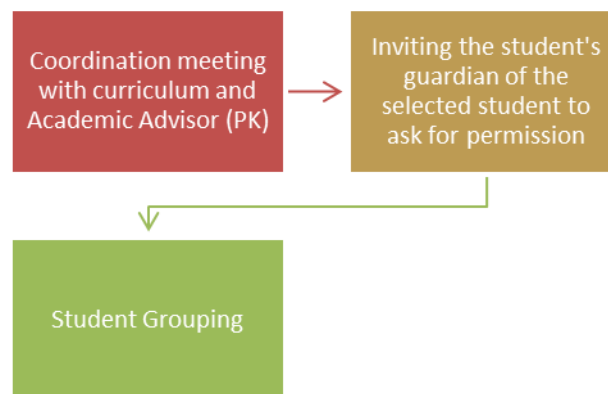


Figure 2. Initial Strategy in the Student Learning Grouping Stage

Based on Figure 2, the first strategy carried out by the school principal is a coordination meeting with the curriculum Academic Advisor (PK) to determine which children are indicated to be able to pursue education for two years. The next step taken by the school principal is to invite the guardians of the selected students to ask permission for these students to take part in the Semester Credit System (SKS) model curriculum

for fast learning/accelerated student groups. The following process is that students who are allowed by their parents will join groups of students with fast learning abilities/accelerated students and follow the patterns of learning development services announced by the school.

The Principal's Strategy in Evaluation of the Semester Credit System at Tunas Luhur Paiton High School

In the evaluation stage, the implementation of the Semester Credit System at Tunas Luhur Paiton High School conducts an academic refresh

accompanied by the school principal, curriculum, and Counseling Guidance (PK) every II.

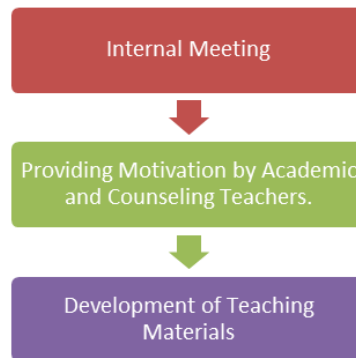


Figure 3. Evaluation Process of Student Learning Outcomes

The results of Figure 3 above are then described as follows an internal school meeting is held monthly, called an academic refresh. Academic refresh aims to know students' development in general, both in terms of academic and non-academic development. The top school coordinates with teachers and staff regarding the current condition of students. Each teacher gives his assessment of each student. From the results of the meeting, it can be seen the condition of students and how to handle them. Every child has different variables. They can even change every day. Therefore, Subject teachers (MAPEL), Academic Assistance teachers, and Counseling Advisor teachers (PK) provide enthusiasm and motivate emotional refreshment so that the child's condition does not deteriorate.

The development of teaching materials for students who take part in the Semester Credit System program graduating two years/accelerated students is not only carried out in regular classes. To catch up on time spent on material for two years, schools hold development classes that must be attended by fast learning group students/accelerated students as a means for students to talk about the development of teaching materials, both material review and material enrichment, this session is held every year. Monday, Tuesday, Thursday, and Friday.

CONCLUSION

The principal's planning process for implementing the Semester Credit System at Tunas Luhur High School is through several agendas. (1) The School Principal evaluates and revises the School Curriculum and discusses plans

to develop the Semester Credit System (SKS) curriculum model. (2) Coordinating and presenting to foundations, (3) Inviting Resource Persons / Semester Credit System Curriculum Consultants (SKS) to form a Semester Credit System Model Curriculum Development Team (SKS), (4) Registering Operational Permits, (5) Disseminating SMA Curriculum Tunas Luhur model of the Semester Credit System for student guardians, (6) Conducting Workshops/Training-training on Implementation of the Semester Credit System (SKS) model curriculum and preparation of learning tools for teachers and employees regularly.

The implementation process of implementing the Semester Credit System at Tunas Luhur High School is through several stages. (1) The school principal holds a coordination meeting with teachers and Counseling Advisors (PK) to discuss the latest child developments and discuss students who will take part in the Semester Credit System (SKS) program. (2) Inviting the student's guardian to ask for permission. The management of the Semester Credit System (SKS) is the responsibility of each subject teacher. So that all teachers can participate in its management.

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