

**THE IMPLEMENTATION OF SEMESTER CREDIT SYSTEM
(SKS) BASED-LEARNING SYSTEM IN SOCIAL STUDIES
DEPARTMENT OF SMAN 2 MALANG**

THESIS

By :
WINDI ANGGIA
NIM. 13130084



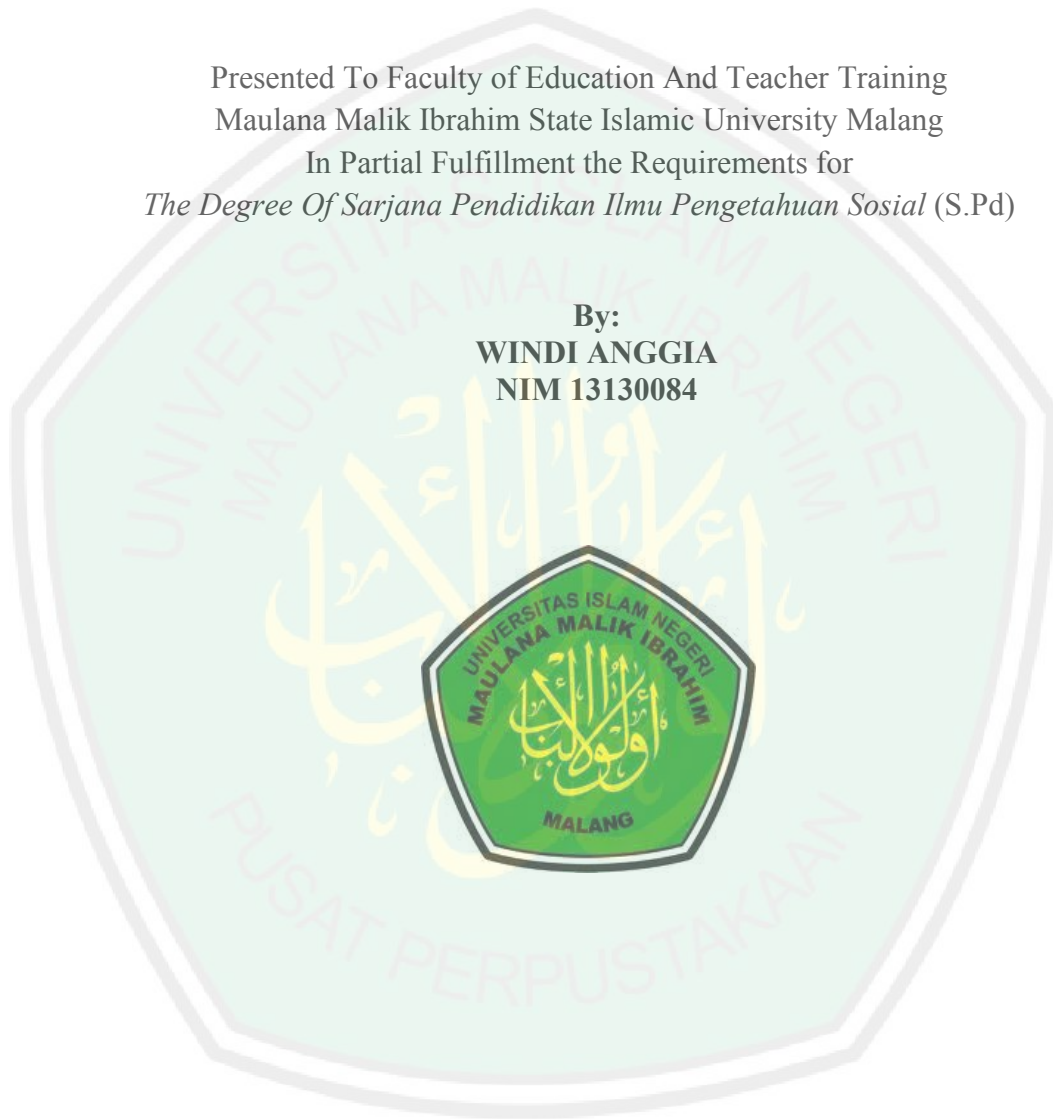
**SOCIAL SCIENCE EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY
MALANG
JULY, 2017**

**THE IMPLEMENTATION OF SEMESTER CREDIT SYSTEM (SKS)
BASED LEARNING SYSTEM IN SOCIAL STUDIES DEPARTMENT OF
SMAN 2 MALANG**

THESIS

Presented To Faculty of Education And Teacher Training
Maulana Malik Ibrahim State Islamic University Malang
In Partial Fulfillment the Requirements for
The Degree Of Sarjana Pendidikan Ilmu Pengetahuan Sosial (S.Pd)

By:
WINDI ANGGIA
NIM 13130084



**SOCIAL SCIENCE EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY**

JULY, 2017

APPROVAL SHEET

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by:

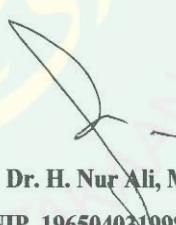
WINDI ANGGIA

NIM 13130084

Was Approved

by:

Supervisor


Dr. H. Nur Ali, M.Pd

NIP. 196504031998031002

Knowing,

The Head Of Social Science Education Department



Dr. H. Abdul Basith, M.Si

NIP. 197610022003121003

LEGITIMATION SHEET
THE IMPLEMENTATION OF SEMESTER CREDIT SYSTEM (SKS) BASED
LEARNING SYSTEM IN SOCIAL STUDIES DEPARTMENT OF SMAN 2 MALANG

THESIS

By

Windi Anggia (13130084)

Has been defended and approved by the board of examiners on July 10th 2017 as the requirement for the degree of Sarjana Pendidikan (S.Pd)

The Board of Examiners

Signature

Main Examiner,
Dr. H. Mulyono, M.A
NIP. 196606262005011003

:

Secretary,
Dr. H. Nur Ali, M.Pd
NIP. 196504031998031002

:

Advisor,
Dr. H. Nur Ali, M.Pd
NIP. 196504031998031002

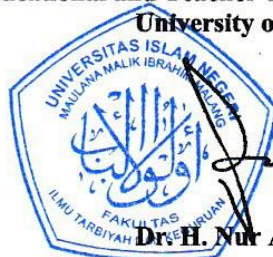
:

Chair Examiner,
Dr. Alfiana Yuli. E., MA
19710701200604 2 001

:

Approved by,

Dean Faculty of Educational and Teacher Training of Maulana Malik State Islamic University of Malang



Dr. H. Nur Ali, M.Pd

NIP. 19650403199803 1 002



MAULANA MALIK IBRAHIM MALANG
STATE ISLAMIC UNIVERSITY
FACULTY OF EDUCATION AND TEACHER TRAINING
Jalan Gajayana Nomor 50 Telepon (0341) 552398 faksimile (0341) 552398
Website: fitk.uin.malang.ac.id email: fitk@uin-malang.ac.id

EVIDENCE OF CONSULTATION

Name : Windi Anggia
Number of Student : 13130084
Department : Social Science Education Department
Advisor : Dr. H. Nur Ali, M.Pd
Title of Skripsi : The Implementation of Semester Credit System (SKS)
Based Learning System in Social Studies Department of
SMAN 2 Malang.

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Acknowledged by, 19-05-2017.
Head of Department,

Dr. H. Abdul Basith, M.Si
NIP. 19761002200312100

DEDICATION

By reciting Bismillah and Alhamdulillah,

Thanks to Allah SWT , the Lord who makes me possible to finish my thesis with all His miracle that make everything valueable for me. Shalawat and salam also always be given to prophet Muhammad SAW as the best paragon

who deliver us from jahiliyyah period to lightness

I dedicate my work to:

Education in Indonesia

My beloved father and mother (Mr. Marsudi and Mrs. Mistri) who always by my side and give me strength in all condition, I just wanna say “ I love you and thank you so much for all the best in the world ”

To all my teachers also my lecturers who always teach me sincerely and guiding me with their knowledge and experiences

To all my family and my beloved friends who can't be mentioned one by one which always support me, give their smile and beautiful day for me

My classmate in ICP-P.IPS/E 2013 who always fight together , I just wanna say “I will miss all the moment with you and thank you for the wonderful experince that we through together”

May Allah SWT gives all of you happiness. *Amiin*

MOTTO

الدَّهَبُ مِنْ أَثَمَنِ الْوَقْتِ

Time is more precious than gold



Dr. H. Nur Ali, M.Pd
Lecturer Faculty of Education and Teacher Training
Maulana Malik Ibrahim State Islamic University, Malang

OFFICE MEMO OF ADVISOR

Subject : Thesis of Windi Anggia
Attachment : 4 (Four) Exemplares

Malang, May 16th 2017

To Whom it May Concern,
Dean Faculty Of Education and Teacher Training
Maulana Malik Ibrahim State Islamic University, Malang

In
Malang

Assalamu'alaikumWr. Wb

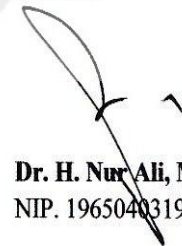
This office memo declares that skripsi originally owned by:

Name : Windi Anggia
NIM : 13130084
Study Program : Social Science Education Department (P.IPS)
Title of Skripsi : The Implementation of Semester Credit System (SKS)
Based Learning System in Social Studies Department
of SMAN 2 Malang.

Is considered **acceptable** to be defended after being intensively
read and regularly consulted in the area of research content, language,
and writing composition.

Wassalamu'alaikumWr. Wb

Advisor,



Dr. H. Nur Ali, M.Pd
NIP. 196504031998031002

CERTIFICATE OF SKRIPSI AUTHORSHIP

I hereby declare that this skripsi is originally written by Windi Anggia, student of Social Science Education Department (PIPS) as the requirement for degree of Sarjana Pendidikan Ilmu Pengetahuan Sosial (S.Pd), Faculty of Education and Teacher Training at Maulana Malik Ibrahim State Islamic University, Malang. This research writing does not incorporate any material previously written or published by other parties to achieve the other *Sarjana* status of other Higher Tertiary Education, except those which are indicated in the notes, quotation, and bibliography. Therefore, i am the only person who is responsible for the thesis if there is any objection or claim from others.

Malang, May 16th 2017

Author



Windi Anggia

NIM. 13130084

PREFACE

Bismillahirrohmanirrohim

All praises be to Allah the Most Gracious and the Most Merciful, the only one lord in this universe. Thanks to Allah because of all blessing and guidance, So writer is able to finish this Thesis entitled “The Implementation of Semester Credit System (SKS) Based Learning System in Social Studies Department of SMAN 2 Malang.” as the final instruction activities on the Maulana Malik Ibrahim State Islamic University of Malang.

Shalawat and salam always be presented to our beloved Prophet Muhammad SAW who has guidance us from the darkness to the lightness in this world and who can give the blessing in the hereafter. This thesis is written to submitted as a part of the requirement for obtaining Bachelor Degree in Social Science Education Department, Faculty of Tarbiyah and Teacher Training at Maulana Malik Ibrahim State Islamic University of Malang would not have been completed without The contributions and supports from many people.

Thus, I want to express my deepest gratitude to my advisor, Dr. H. Nur Ali, M.Pd who has given me his valuable guidance, inspiration and patience, which finally lead me to finish the process of thesis writing. Furthemore, I also want to expres my sincerely thanks to:

1. Allah SWT who always give me mercies and blessings so I can finish my thesis.
2. My beloved parents, who endless love me, support and pray for me, so I can finish my study in first degree (S1) at Maulana Malik Ibrahim State Islamic University of Malang
3. Prof. Dr. Mudjia Raharjo, M.Si as the rector of Maulana Malik Ibrahim State Islamic University of Malang, who has given me the hidden spirit and motivation to develop academical competences well as Islamic studies.
4. Dr. H. Nur Ali as the Dean of Tarbiyah and Teacher Training Faculty, Maulana Malik Ibrahim State Islamic University of Malang, who always support the students to study hard and develop science.
5. Dr. H Abdul Basith, M.Si as the Head of Social Science Department who always support the students.

6. Dr. H. Nur Ali, M.Pd as the advisor who always give me guidance and a lot of suggestion in order to complete the arrangement of research report.
7. All of my lectures in Social Science Department and also all of the lecture in the state Islamic University of Malang who have give the valuable knowledge and experience.
8. All the big family of ICP P.IPS 2013 who always support me to writing this thesis.
9. Head Master of SMAN 2 Malang, who give me permission to do the research.
10. Teacher and Students in SMAN 2 Malang who help me during this research.

Finally the researcher hopes that this thesis will be useful for her and for the readers. This constructive criticism and also the suggestion are expected from the readers.

Malang, 16th of May 2017

Windi Anggia

GUIDELINES OF ARAB LATIN TRANSLITERATION

The writing of Arabic - Latin transliteration in this thesis using transliteration guidelines based on the decision by Minister of Religious Affairs and the Minister of Education and Culture of Republic Indonesia No. 158 of 1987 and No. 0543 b/U/1987 which can be broadly describe as follows:

A. Alphabet

ا =	A	ز =	Z	ق =	Q
ب =	B	س =	S	ك =	K
ت =	T	ش =	Sy	ل =	L
ث =	Ts	ص =	Sh	م =	M
ج =	J	ض =	dl	ن =	N
ح =	H	ط =	th	و =	W
خ =	Kh	ظ =	zh	ه =	H
د =	D	ع =	'	ء =	,
ذ =	Dz	غ =	gh	ي =	Y
ر =	R	ف =	f		

B. Long Vocal

Vocal (a) long = â

Vocal (i) long = î

Vocal (u) long = û

C. Diphthongs Vocal

أَوْ = Aw

أَيُّ = Ay

أُوُّ = Ô

إِيُّ = Î

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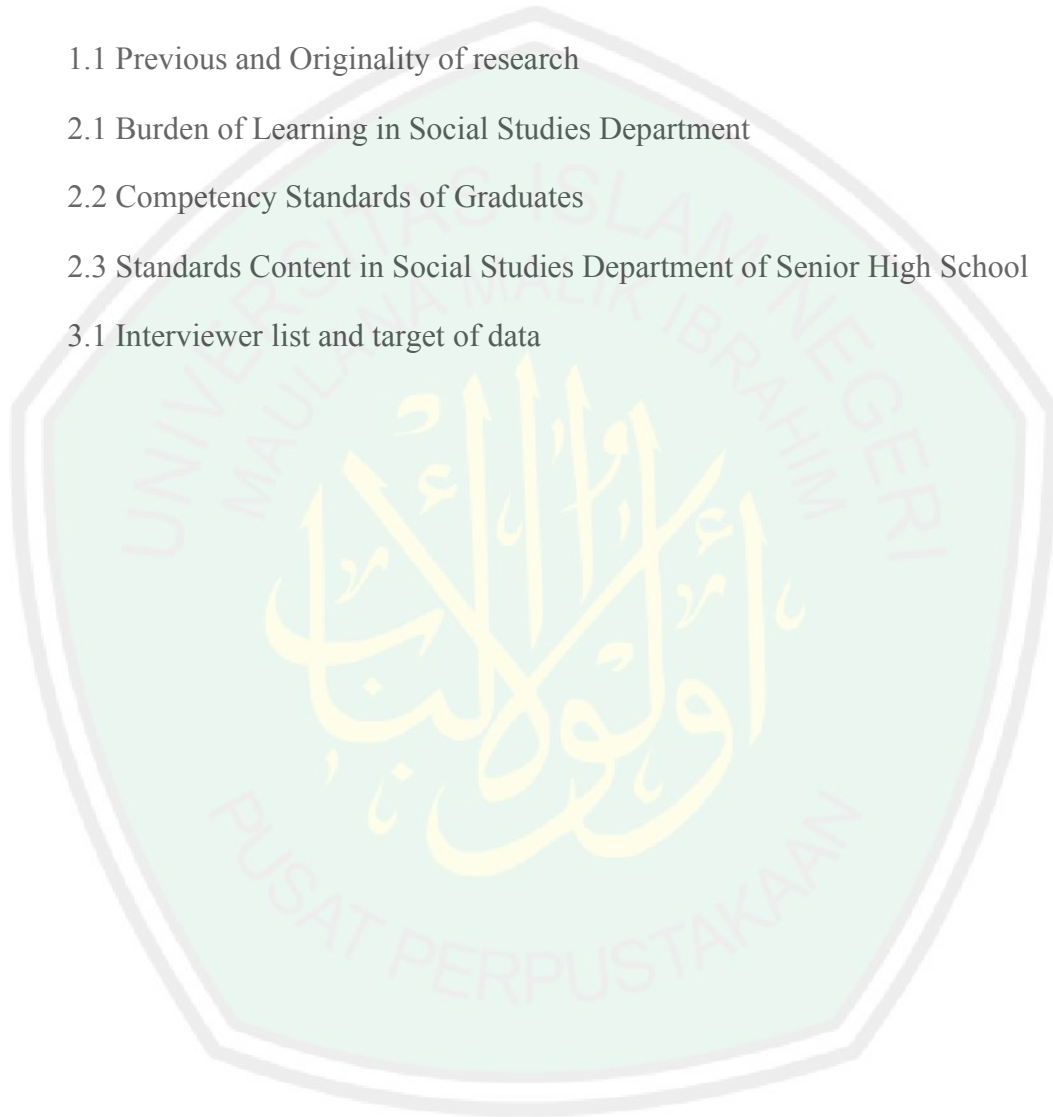


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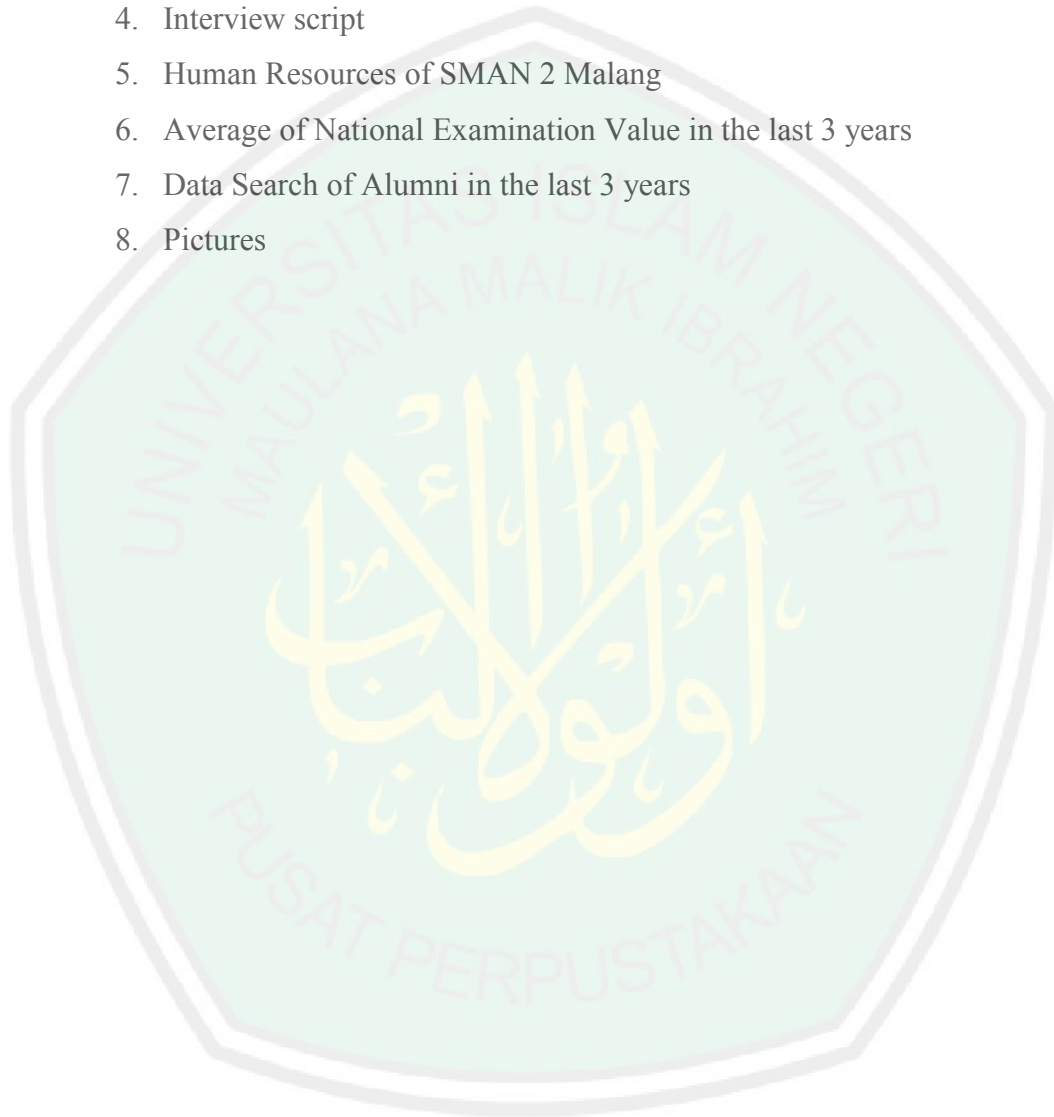


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Abstract

Anggia, Windi. 2017. *The Implementation of Semester Credit System (SKS) Based Learning System in Social Studies Department of SMAN 2 Malang*. Skripsi, Social Science Education Department, Faculty of Education and Teacher Training, Maulana Malik Ibrahim Malang State Islamic University, Malang. Advisor: Dr. H. Nur Ali, M.Pd.

Key Words : Semester Credit System (SKS), Learning System

The development and improvement the quality of education through the implementation of learning using Semester Credit System (SKS) is an innovative learning at the level of Senior High School to replace the package system. Learning using Semester Credit System (SKS) is applied to facilitate learning speed of the learners based on ability, interest and talent. Implementation of SKS at Social Studies Department in SMAN 2 Malang aims to optimize the potential of students and improve the quality of education in schools.

The research objectives are (1) to explain about how is the implementation of Semester Credit System (SKS) based learning system in Social Studies Department of SMAN 2 Malang, (2) to analyse the (positive and negative) impacts of implementation Semester Credit System (SKS) based learning system in social studies department of SMAN 2 Malang.

This research use qualitative research approach and the kind of research is descriptive. The research site is SMAN 2 Malang. The data collection technique are observation, interview and documentation. The validity of data use triangulation. Data was collected analyzed by reduction the irrelevant data, exposure of data and then make a conclusion.

The result of the research shows that, (1) Implementation of Semester Credit System (SKS) at Social Studies Department in SMAN 2 Malang is in accordance with government regulation where students are categorized into students with 5 semester and 6 semester learning pattern based on test result, minimal burden of study is 114 credits and a maximum of 126 credits, incomplete subjects can be repaired through Short Semester (SP), (2) Positive impacts implementation of SKS in SMAN 2 Malang that are SKS preparing students to university, SKS support potential student development, SKS is motivated the teacher more creative in developing learning strategy, maximal improvement of value through Short Semester (SP), while the negative impacts of SKS is impressed as learning in a hurry so that students on the 5 semesters learning pattern lack of system's performance to absorb the subject matter, there is a gap between students with different learning patterns

ملخص

انغيا، ويندو. 2017. تطبيق نظام التعلم على أساس نظام فصل الإلتئمان الدراسي في قسم العلوم الإجتماعية في المدرسة الثانوية الثانية الحكومية بمالانج. البحث، قسم العلوم الإجتماعية، كلية علوم التربية و ، جامعة الإسلامية الحكومية مولانا مالك إبراهيم مالانج، بمالانج. المشرف: الدكتور الحاج نور عالي الماجستير.

الكلمات الرئيسية: نظام فصل الإلتئمان لدراسي، نظام التعلم تطوير جودة التربية من خلال تنفيذ التعلم باستخدام نظام فصل الإلتئمان الدراسي (SKS) هو التعلم المبتكرة في المدرسة الثانوية الذي يستبدل على نظام الحزم . عملية التعلم باستخدام نظام فصل الإلتئمان الدراسي (SKS) يتم تطبيقها لتسهيل سرعة تعليم المتعلمين على أساس القدرة والاهتمامات والمواهب. يهدف تنفيذ الاعتمادات في العلوم الاجتماعية في المدرسة الثانوية الثانية الحكومية بمالانج لتحسين إمكانات المتعلمين و ارتفاع جودة التربية في المدرسة .

وكان الغرض من هذه الدراسة إلى: (1) وصف تنفيذ نظام التعلم على أساس نظام فصل الإلتئمان الدراسي (SKS) في المدرسة الثانوية الثانية الحكومية (SMAN 2) مالانج، (2) لتحليل الأثر (الإيجابية والسلبية) لتنفيذ نظام فصل الإلتئمان الدراسي (SKS) في المدرسة الثانوية الثانية الحكومية (SMAN 2) مالانج.

لتحقيق الأهداف المذكورة أعلاه، تم استخدام منهج البحث نهج نوعي لاستخدام البحوث الوصفي. موقع البحث هو في المدرسة الثانوية الثانية الحكومية (SMAN 2) مالانج. تقنيات جمع البيانات المستخدمة عن طريق استخدام الملاحظة والمقابلة و كذلك الوثائق. التحقق من صحة البيانات باستخدام تقنيات التثليث. وقد تم تحليل البيانات عن طريق الحد من بيانات لا صلة لها بالموضوع، قدم البيانات واستخلاص النتائج.

وأظهرت نتائج هذا البحث يدل على أن: (1) تنفيذ نظام فصل الإلتئمان الدراسي (SKS) في العلوم الاجتماعية بمدرسة الثانوية الثانية الحكومية (SMAN 2) مالانج متوافق مع الأنظمة الحكومية حيث يقوم الطلاب بتصنيفها مع أنماط التعلم قدر خمسة فصول دراسية وستة فصول دراسية على أساس نتائج الاختبار، وعبء تعلم الحد الأدنى التي يجب أن تؤخذ الطلاب هو ١١٤ ساعة معتمدة، وبعد أقصى قدر ١٢٦ ساعة معتمدة. وأما إذا كانت الطلاب غير كامل حول موضوعات يمكن تصحيحها من خلال الفصل الدراسي القصيرة (SP) (٢). الأثر الإيجابي لتنفيذ نظام فصل الإلتئمان الدراسي (SKS) في المدرسة الثانوية الثانية الحكومية (SMAN 2) مالانج، هو إعداد الطلاب للكلية، دعم تطوير إمكانات الطلاب، تحفيز المعلمين أكثر الإبداع في تطوير استراتيجيات التعلم، وتحسين المزيد من القيمة إلى حد أعلى من خلال الفصل الدراسي القصيرة، (SP) أما التأثير السلبي المعجب على نظام فصل الإلتئمان الدراسي كما أن تعلم العجلة حتى يتمكن الطلاب في نمط التعلم الخمسة أقل من المدة القصوى لاستيعاب الموضوع، وهناك الفجوة للطلاب مع أنماط التعلم المختلفة.

Abstrak

Anggia, Windi. 2017. *Implementasi Sistem Pembelajaran Berbasis Sistem Kredit Semester (SKS) di Jurusan IPS di SMAN 2 Malang*. Skripsi, Jurusan Pendidikan Ilmu Pengetahuan Sosial, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang, Malang. Pembimbing: Dr. H. Nur Ali, M.Pd

Kata Kunci : Sistem Kredit Semester (SKS), Sistem Pembelajaran

Pengembangan dan peningkatan kualitas pendidikan melalui pelaksanaan pembelajaran menggunakan Sistem Kredit Semester (SKS) merupakan suatu inovasi pembelajaran pada jenjang Sekolah Menengah Atas menggantikan sistem paket. Pembelajaran menggunakan Sistem Kredit Semester (SKS) diterapkan untuk memfasilitasi kecepatan belajar peserta didik berdasarkan kemampuan, minat dan bakat. Pelaksanaan SKS pada jurusan IPS di SMAN 2 Malang bertujuan untuk mengoptimalkan potensi yang dimiliki peserta didik dan meningkatkan kualitas pendidikan di sekolah.

Tujuan penelitian ini adalah untuk : (1) mendeskripsikan tentang Implementasi Sistem pembelajaran berbasis Sistem Kredit Semester (SKS) di SMAN 2 Malang, (2) Menganalisis dampak (positif dan negatif) dari implementasi Sistem Kredit Semester (SKS) di SMAN 2 Malang.

Untuk mencapai tujuan penelitian di atas, digunakan pendekatan penelitian yaitu pendekatan kualitatif dengan menggunakan jenis penelitian deskriptif. Lokasi penelitian adalah SMAN 2 Malang. Teknik pengumpulan data yang digunakan adalah dengan menggunakan observasi, wawancara dan dokumentasi. Pengecekan keabsahan data dengan menggunakan teknik triangulasi. Data dianalisis dengan mereduksi data yang tidak relevan, memaparkan data dan menarik kesimpulan.

Hasil penelitian menunjukkan bahwa, (1) Penerapan Sistem Kredit Semester (SKS) di jurusan IPS di SMAN 2 Malang sudah sesuai dengan peraturan pemerintah dimana siswa dikategorikan menjadi siswa dengan pola belajar 5 semester dan 6 semester berdasarkan hasil test, beban belajar minimal yang harus ditempuh adalah 114 sks dan maksimal 126 sks, ketidaktuntasan pada mata pelajaran dapat diperbaiki melalui Semester Pendek (SP) (2) Dampak positif dari implementasi SKS di SMAN 2 Malang yaitu SKS mempersiapkan siswa ke perguruan tinggi, SKS mendukung pengembangan potensi siswa, SKS memotivasi guru lebih kreatif dalam mengembangkan strategi pembelajaran, perbaikan nilai lebih maksimal melalui Semester Pendek (SP), sedangkan dampak negatifnya yaitu SKS terkesan sebagai pembelajaran yang terburu-buru sehingga siswa pada pola belajar 5 semester kurang maksimal dalam menyerap materi pelajaran, adanya gap pada siswa dengan pola belajar yang berbeda.

CHAPTER I

INTRODUCTION

A. Background of Research

Education is one of the means to develop the potential of human life, which means that every person has the right to get a proper education facilities so that it can be develop into a better individual. According to the law No. 23 year 2003 about National Education System, “Education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing their potential to have the spiritual power of religion, self-control, personality, intelligence, character, and skills which is needed by them, society, nation and country”¹

What needs to be realized in the world of education today, that every student has their own intelligence, aptitude and interests. United State of America is one of the country which paid attention to the quality of education. Over the last three centuries in America, the methods of determining student’s qualifications for the baccalaureate have taken the following general path. The examination qualifications are comprehensive examination, public oral and comprehensive internal, written exams

¹ *Undang-Undang No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional* (Bandung : Citra Umbara, 2013)

(comprehensive exams were written and reviewed by faculty, not involving public review). So that the test is too rigid in assessing the successful education of students just by looking at the end of the test without considering other factors.

The national education system in Indonesia is also evolving to realize the quality of national education better. One of the innovations embodied strive to achieve this goal is to apply Semester Credit System for secondary school level. This system is the realization of the Act 20 of 2003 Article 12, paragraph 1 of the National Education System, "Every learners in academic year will include: (b) obtain appropriate services talents, interests and abilities; And (f) completed the education program with the learning pace of each and do not deviate from the provisions deadline to use."²

Semester Credit System concept that is as published in the National Education Minister Regulation No. 22 of 2006 on the Content Standards for primary and secondary education unit is a system of education programs that learners determine their own burden of learning and subjects were followed every semester in the educational unit. Expenses learn each subject in Semester Credit System expressed in semester credit units (credits). The appearance of this system is in line with the development of 21st century teaching and learning paradigm. One of the real challenge in

² Ibid, page. 9

this century is that education should be able to produce human resources who have a whole competences.³

Semester Credit System is actually implemented in various colleges, but this system is expected to facilitate the secondary level students in every learning in schools based on the level of intelligence of each student. As stated in Semester Credit System implementation guide issued by the National Education Standards, states that Semester Credit System is one of the innovations in the world of education. This system provides the possibility to use more varied methods and flexible according to the abilities, talents and interests of learners.⁴ Usage of Semester Credit System began intensively used because package systems are found to be not democratic in channeling the interests and talents of learners. Students feel burdened with a package system that has been determined by the school so that students feel pressured by many subjects and homework to be done. Based on the article from Surya daily, mention that all state senior high school in Malang will carry out the instructional pattern of Semester Credit System start from academic year 2015-2016.⁵

Semester Credit System can be regarded as the new system is used in the world of secondary level education in Indonesia. Because this system is classified as a new system, especially for high school level

³ Yunus Abidin, *Desain Sistem Pembelajaran dalam Konteks Kurikulum 2013*, (Bandung: PT. Refika Aditama, 2014), page 8

⁴ *Panduan Penyelenggaraan Sistem Kredit Semester untuk Sekolah Menengah Pertama/ Madrasah Tsanawiyah dan Sekolah Menengah Atas/ Madrasah Aliyah..* (BSNP,2010). Page1

⁵ Harian Surya, (<http://surabaya.tribunnews.com/2015/06/16/pada-ajaran-baru-sma-negeri-di-malang-berlaku-sistem-sks>, accessible on Sunday, 27 November 2016 at 09.00 wib)

students, it is important to understand and to be able to adapt in the implementation of learning in the classroom. Here, the researcher choose the Social Studies Department students as the subject of research. As we know, Social Studies Department is one of the department that exist in the Senior High School beside the Science and Language department. But, based on the previous research which have been done by the other researcher there are some problems that faced by the students in Social Studies Department. In the previous research which has been conducted by Andre Bagus Hanafi⁶ showed that students in Social Studies Department get the discrimination by the society. In this research, researcher finds that students in Social Studies Department reputed as incompetence students compared with the students in Science Department.

The other problem that faced by the students in Social Studies Department is about the style of learning. From the research that has been conducted by Sutriyono and friends⁷ showed that students in Social Studies Department have tendency style of learning in diverger and assimilator with the high and medium category. Which means that students in Social Studies Department have style of learning more active and attractive than students in Science Department which more calm and dicipline in the class. Because of that style of learning, students in Social Studies Department always reputed as students with less good behaviour.

⁶ Andre Bagus Hanafi, *Diskriminasi terhadap Siswa IPS di SMA Surabaya : Studi Deskriptif tentang Fenomena Labeling yang Dialami Siswa IPS di SMAN 3 Surabaya dan SMA Barunawati Surabaya. Jurnal, Universitas Airlangga. 2014*

⁷ Sutriyono dkk, *Gaya Belajar Siswa Kelas XI Program IPA dan IPS di SMA 1 Bae Kudus. Jurnal, UKSW. 2012*

But we can not judge the students who have that kind style of learning as incompetence students just because they make noisiness in the class. So Semester Credit System (SKS) appear to facilitate the potential of each students and help the students to achieve the goals and optimal level of learning proces in the school.

In this study, researchers wanted to know how the implementation Semester Credit System in Social Studies Department, then how are the impacts of implementation Semester Credit System in education world especially in Social Studies Department.

Location of this research is SMAN 2 Malang. In addition, reseacher wants to know how is the implementation of Semester Credit System in Social Studies department of SMAN 2 Malang. Based on the background, researcher interested in conducting research on **"The Implementation of Semester Credit System (SKS) Based - Learning System in the Social Studies Department of SMAN 2 Malang"** as a thesis for a degree.

B. Research Questions

Based on this background, the focus in this study is formulated as follows:

1. How is the implementation Semester Credit System (SKS) based learning system in Social Studies department of SMAN 2 Malang ?

2. How are the (positive and negative) impacts of the implementation Semester Credit System (SKS) based learning system in Social Studies department of SMAN 2 Malang?

C. Research Objectives

1. To explain the implementation Semester Credit System (SKS) based learning system in Social Studies department of SMAN 2 Malang .
2. To analyse the (positive and negative) impacts of the implementation Semester Credit System (SKS) based learning system in Social Studies department of SMAN 2 Malang.

D. Research Significants

From the results of this study are expected to provide benefits seen from two sides, namely the theoretical benefits and practical benefits:

1. From the theoretical side, the results of this research are expected to broaden the knowledge of Semester Credit System and its implementation in schools. In addition, this study is expected to provide good advice on aspects of preparedness Semester Credit System implementation and evaluation of this system.
2. From the practical side, the result of this research can give the benefits for:
 - a. Education Department, to be used as advice in developing policies and evaluation of learning, especially in Semester Credit System at secondary school level.

- b. Party of SMAN 2 Malang, to be used as a contribution of thought and evaluation of the implementation of Semester Credit System with a variety of learning problems, especially in social studies department.
- c. The reader, to be used as new insights that can select and determine the education system services according to the needs.

E. Research Originality

From the search results the researchers found several relevant studies were also examines Semester Credit System, including; *first*, Rosed Amirudin thesis, with the title "*Implementasi Sistem Kredit Semester (SKS) dalam Pembelajaran Pendidikan Agama Islam di SMAN 2 Malang.*"⁸ This thesis describes on the prior stages application of Semester Credit System, enabling and inhibiting factors of Semester Credit System implementation. The results showed that in general the factors supporting the implementation of Semester Credit System in SMAN 2 Malang is to provide opportunities for students to excel academically and completed their study quickly according to their talents and interests, giving freedom to the students to choose subjects by themselves, facilitate the development of the evaluation system objectively. While the factors inhibiting the adoption of Semester Credit System in SMAN 2 Malang is the difference textbook for non Semester Credit System, teachers teaching schedule that conflicts with the schedule of Short Semester (SP).

⁸ Rosed Amirudin, "*Implementasi Sistem Kredit Semester (SKS) dalam Pembelajaran Pendidikan Agama Islam di SMAN 2 Malang*", Skripsi, Jurusan Pendidikan Agama Islam, Fakultas Tarbiyah Universitas Islam Negeri Maulana Malik Ibrahim Malang, 2011

Second, Mufti Lutfi Ati thesis, with the title "*Implementasi Sistem Kredit Semester dan Dampaknya terhadap Pembelajaran PAI dan Budi Pekerti Kelas X di, SMAN 1 Kebumen*".⁹ This thesis describes the changes into a regular system of school-based Semester Credit System in SMAN 1 Kebumen. As well as, how it impacts to the learning of Islamic Religion and main character after the implementation of Semester Credit System. From his research, the result of implementation Semester Credit System in Islamic Education is good based on Minimal Criteria of Completeness.

Third, Laili Hidayah thesis, with the title "*Manajemen Pembelajaran pada Sistem Kredit Semester di SMAN 2 Malang*".¹⁰ This thesis describes about the management process of Semester Credit System in SMAN 2 Malang. Include the planning, organizing, actuating until the evaluating process in managing the learning process in SMAN 2 Malang. The result of this research are learning planning is conducted by all parties in SMAN 2 Malang. For the teachers, they use lesson plan to map the learning material and there isi a routine evaluation that conducted by the headmaster and commission of educational unit. Below is the table which showed the originality of research from the previous research.

⁹ Mufti Lutfi Ati, *Implementasi Sistem Kredit Semester dan Dampaknya terhadap Pembelajaran PAI dan Budi Pekerti Kelas X di SMA Negeri 1 Kebumen*, Skripsi, Jurusan Pendidikan Agama Islam, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Kaliaga Yogyakarta, 2015

¹⁰ Lailil Hidayah, *Manajemen Pembelajaran pada Sistem Kredit Semester di SMA Negeri 2 Malang*, Skripsi, Jurusan Administrasi Pendidikan, Fakultas Ilmu Pendidikan, Universitas Negeri Malang, 2014

No	Researcher, Title	Similarity	Difference	Originality of Research
1.	Rosed Amirudin, Implementasi Sistem Kredit Semester (SKS) dalam Pembelajaran Pendidikan Agama Islam di SMAN 2 Malang, thesis, 2011	Examine about the implementation of Semester Credit System	Focus on Islamic Education subject matter	Supporting factor : Credit system give the freedom to the students to choose subject by themselves, facilitate the development of the evaluation system objectively Inhibiting factor : the teacher teaching schedule collide with the schedule of short semester (SP)
2.	Mufti Lutfi Ati, Implementasi Sistem Kredit Semester dan Dampaknya terhadap Pembelajaran PAI dan Budi Pekerti Kelas X di SMA Negari 1 Kebumen, thesis, 2015	Examine about the implementation of Semester Credit System	Focus on Islamic Education and Mind Character subject matter in X grade	Describes the changes into a regular system of school based on Semester Credit System especially in Islamic education subject
3.	Laili Hidayah, Manajemen Pembelajaran pada Sistem	Examine about the implementation of Semester	Focus on management learning of Semester	Describes about the management process in

	Kredit Semester di SMA Negeri 2 Malang, Thesis, 2014	Credit System	Credit System	learning based on Semester Credit System
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Table 1.1 List of the originality research related on Implementation of Semester Credit System (SKS)

F. Definition of Key Term

The definition of the term is an explanation of the terms that referred to the study so that it can be understood in accordance with the perception referred to the researchers. As in this study some of the terms in question include:

a. Learning System

In this research, what is meant by learning system is an organized way in further developing and promoting learning by involving all the components (i.e. teachers, students, materials, and learning environment) in it.

b. Semester Credit System

In this research, what is meant by Semester Credit System is the systematically learning process within the educational programs that learners determine their own burden of learning and subjects were followed every semester in the educational unit to achieve the goals effectively and efficiently.

c. Social Studies Department

The Social Studies department is the department examines the integration of the social sciences, such as sociology, history, geography, economics, politics, law and culture.

G. The Systematic of Discussion

To give an idea thorough and systematic research, the following is a systematic discussion in this study:

CHAPTER I is an introduction which is contains the background of the research, the focus of research, research objectives, research benefits, research originality , the term used in reseacrh and research systematic.

CHAPTER II is review of related literature. This chapter describe the theories related with the reseach such as learning System in Indonesian High School, Semester Credit System (SKS), and the Social Studies Department.

CHAPTER III is method of research. It is contains the research methodology that includes the approach and the type of research, the researcher's presence, location of research, data and data sources, data collection techniques, data analysis, research procedures, and checks the validity of the data.

CHAPTER IV is data finding. It is contains explanation of data and research results, in this chapter will be explain about the profile of SMAN

2 Malang and the data result including the documentation that show the learning process using SKS in Social Studies department .

CHAPTER V is discussion that contains a discussion of the research problem. In this chapter, the data that has been collect will be analyzed by reseacher including all information about implementation Semester Credit System. And also will be analyze about the (positive and negative) impacts of Semester Credit System on the learning in Social Studies department.

CHAPTER VI is the conclusion that contains conclusions and suggestions. In this chapter, reseacher try to make a conclusion from the data analyzed process and make some suggestion about the implementation of Semester Credit System

CHAPTER II

LITERATURE REVIEW

A. Theory based

1. Learning System in Indonesian High School

a. Concept of Learning System

According Jujun S. Suriasumantri, the system can be interpreted as a manifestation of the whole of an object of study in which the elements of those objects relate to each other in a regular braid. Gagne and Briggs stated that the system as an organized way to achieve certain goals, whether for the whole society or for some people.¹¹ If it is concluded, the system is a set of components that depend on a regular braid in activities that produce a particular purpose.

In some understanding of system above, it can be disclosed that the system has the following characteristics¹² :

- a. The system has goal-oriented
- b. The purpose system can be described in several functions
- c. The system has components that can perform these functions
- d. The components in the system are related to each other
- e. The system has the aspect of integration between the components
- f. The system has a feedback mechanism
- g. Processes the input into output

¹¹ Salamah, *Penelitian Teknologi Pembelajaran Berdasarkan Pendekatan Sistem*, Jurnal Pendidikan. FKIP Universitas PGRI Yogyakarta. Vol. 12. No. 2. December 2006 : 152-163

¹² Ibid, page 152-163

While learning is a set of actions designed to support a student's learning process, taking into account the extreme events that play a role in a series of internal events experienced by students (Winkel, 1991).¹³ One of the lessons of learning as proposed by Gagne (1977) will clarify the meaning contained in the lesson: *Instruction as a set of external events design to support the several processes of learning, which are internal.* Further Gagne (1985) proposes a complete definition of learning: *Instruction is intended to promote learning, external situation needs to be arranged to activate, support and maintain the internal processing that constitutes each learning event.*¹⁴ From some understanding of learning which have been expressed, hence can be concluded some characteristic of learning as follows:¹⁵

- a. It is a conscious and deliberate effort
- b. Learning should make students learn
- c. Goals should be set before the process is executed
- d. Implementation is controlled, good content, time, process, and the result.

In implementing learning, in order to achieve more optimal results need to be considered some of the principles of learning. Some of the principles of learning below are proposed by Atwi Suparman by adapting Fillbeck's thinking (1974), as follows :

¹³ Dra. Eveline Siregar, M.Pd dan Hartini Nara, M.Si, *Teori Belajar dan Pembelajaran*, (Bogor : Ghalia Indonesia, 2010), page. 12

¹⁴ Ibid, page 12

¹⁵ Ibid, page. 13

- a. New responses are repeated as a result of previous responses. The implication is the need for immediate positive feedback on the successful response of students.
- b. Behavior is not only controlled by the consequences of the response, but also the influence of conditions or signs in the student environment. The implication is the need to express the purpose of learning clearly before the lesson begins so that students are willing to study harder.
- c. The behavior caused by certain signs will be lost or decreased in frequency if not reinforced with pleasant results. The implication is the provision of useful learning content to students outside the classroom and provide feedback in the form of appreciation of student success. Also, students are often given training and tests so that new knowledge, skills and attitudes are often raised.
- d. Learning in the form of responses to the limited signs will be transferred to other limited situations as well. The implication is the provision of learning activities to students that involve signs or conditions that are similar to real-world conditions.
- e. Learning to generalize and differentiate is the basis for learning something as complex as dealing with problem solving. The implication is that it needs to be widely used, not just positive but also negative examples.
- f. The mental situation of students to face lessons will affect the attention and persistence of students during the learning process. The

implication is the importance of attracting students' attention to learn the content of learning.

- g. Learning activities are divided into small steps and accompanied by feedback. The implication is that teachers should analyze students's learning experiences into small activities, accompanied by exercises and feedback on outcomes.
- h. The need to break the complex material into small activities can be reduced by making it happen in a model. The implication is the use of media and learning methods that can describe complex material to students such as models, reality, film, video programs, computers, drama, demonstrations, etc.
- i. High-level skills are formed from simpler basic skills. The implication is that learning objectives should be formulated in the form of operational learning outcomes.
- j. Learning will be faster, more efficient and enjoyable when students are informed about the quality of their performance and how to improve it. The sequence of learning should start from simple to complex, students's progress in completing learning should be informed to the students.
- k. The development and speed of student learning varies greatly, there is a fast forward there is a slower. The implication is the importance of student's mastery of the prerequisite material before they learn about

the next learning material. Students get a chance to progress according to the speed of each learning.

1. With preparation, students can develop the ability by organizing their own learning activities and generate feedback for themselves to make the right response. The implication is the possibility for students to choose the time, way and sources of learning in addition to the predetermined, so that students can make themselves achieve learning objectives

Of all the principles of learning described above it can be said that the application of these principles in learning is a complex job, but can create effective and efficient learning activities when done carefully.

Learning by Gagne and Briggs interpreted as a way of teachers, designers of learning materials, curriculum experts or others with an interest in further developing a systematic plan to promote learning. It can be concluded that the learning system is an organized way in further developing and promoting learning by involving all the components in it. It should be understood that the learning in the education system was not free from imposed curriculum in any educational institution. So if we want to see a system of learning in the education unit then also have to look at the curriculum in force at the time.

b. Learning System in Indonesian High School

In this research, educational units studied were senior high school (SMA). SMA is an education after junior high school (SMP). School learning system taken within 3 years, starting from grade 10 to grade 12, high school students are generally aged 15-18 years. Structurally, SMA is a Technical Implementation Unit of the Department of Education District / City. In education in high school and an equal, number of teaching hours for at least 42 hours of study each week. Every hour lesson duration 45 minutes.

In the development of its learning system, curriculum plays an important role for the success of the learning process in the education unit. In Indonesia, the change of curriculum could be said common. Prior to the enactment of K-13 (Curriculum 2013) as it is today, the curriculum used in secondary level education unit KTSP (Curriculum Education Unit). In the KTSP some school still applies learning system based packaging systems to determine the burden of student learning. The burden of learning is set at Permendiknas No. 22 year 2006 was the learning load package system in primary and secondary education. Package System is a system of education programs that learners are required to attend the entire program of learning and learning load assigned for each class according to the curriculum structure prevailing in the educational unit. Expenses learn

each subject in Unit Package System stated in instructional hours.¹⁶ Completion of educational programs using a three-year package system SMA / MA / SMALB, and three to four years for SMK / MAK. The accelerated program can be organized to accommodate learners who have the potential intelligence and special talents.

On the implementation of the package system in the learning process, there are consequences to be felt by learners. Based on the exposure of BSNP (National Education Standards Agency), some of these consequences include:

- a. Learners are not able to determine the burden of their own learning, because learning load on the system already established package
- b. In the package system has only one possible, that all students are required to use the same way to complete the study program. The implications of this are among others that learners who are good will be forced to follow other students who have the ability and learning speed standard.
- c. Learning system with the package system is considered less provide a democratic space for the development of the potential of learners that includes abilities, talents, and interests

Some negative consequence mentioned above, government realize that the education needs a new innovation in the implementation of the

¹⁶ Permendiknas No.22 Tahun 2006

learning system. Hence the emergence of SKS as a new innovation in education is expected to bring positive changes in each of the learning process. Discussion of the credits will be presented in the next section.

2. Semester Credit System (SKS)

a. Brief History of Emergence Semester Credit System

As already known, Semester Credit System in education is a system where the load is determined by the learners themselves. Prior to the Semester Credit System there is a system called package system which used by the school where the load of learners have been determined by the school. Below will be presented on the history of the rise of Semester Credit System.

Semester Credit System emerged in America that has been overshadowed by some of the problems in education in the United States itself. The problems most prominent is the final exam for every student in obtaining a baccalaureate degree. Over the last three centuries, the methods of determining student's qualifications for the baccalaureate have taken the following general path. The examination qualifications are a comprehensive examination, and a comprehensive public internal oral, written exams (comprehensive exams were written and reviewed restaurants by faculty, not involving public review). According to John Harris,

Examination were based on the assumption that students had been amassing a sum of knowledge which tended to

unify and coalesce into a related whole – not filling little compartments from textbooks unrelated and to be speedily forgotten when the crisis had been successfully passed Proponents of the written, longer term examination pointed out in reply that reliance on the daily recitation caused the student to study subjects piecemeal, thereby losing the over-all grasp of material engendered by the newer examining procedure.¹⁷

From that opinion, it is known that the qualifying exam learner is determined by public examinations and oral and written test. So that students who successfully pass the exam that will earn baccalaureate degree. But that should be underlined here is that every student has a level of abilities, talents and interests so that the test is too rigid in assessing the successful education of students just by looking at the end of the test without considering other factors.

Early in the twentieth century, the industrialist Andrew Carnegie established the Carnegie Foundation for the Advancement of Teaching to create a pension system for the nation's college professors. To qualify for participation in the Carnegie pension system, higher education institutions were required to adopt a set of basic standards around courses of instruction, facilities, staffing, and admissions criteria. The Carnegie unit also known as credit hour, became the basic unit of measurement both for determining student's readiness for college and their progress through acceptable program of study.¹⁸

¹⁷ John Harris, *Brief History of American Academic Credit System: A Recipe for Incoherence in Student Learning*. Journal, Samford University. September 2002

¹⁸ Elena Silva, Taylor White and Thomas Toch, *The Carnegie Unit: A Century – Old Standard in Changing Education Landscape*, Journal, Carnegie Foundation. January 2015

Dietrich Gerhard in John Harris, identified two phases in the spread of the system of course credit that were stimulated by the introduction the elective system following 1870.

From now on in the growth of the credit system two phases can be distinguished: an earlier one in the which the colleges start to measure the teaching subject matter in hour units, and a later one , in which the credit system is further perfected and become consolidated: the value of each course both in high school and in college is now listed in units of credit , and it is definitely stated how many units of credit are required for receiving the respective degrees. The first phase can be date as of the 1870's and the 1880's; the second as of the next two decades, around the turn of the century.¹⁹

From the statement above, the emerge of Credit System is appeared to measure the teaching subject matter in hours unit. And as we know, credit system which based on hours unit , now it is develop besed on semester credit unit.

b. Definition of Semester Credit System (SKS)

Credit system is a system for the delivery of education by using semester credit units to declare faculty workload and the burden of education programs. Credit system also means a reward system on student achievement in the field or fields of learning experiences in order to fulfill the terms of the educational programs that follow.²⁰

¹⁹ Joh Harris, Op.cit. page 3

²⁰ Dr. Oemar Hamalik, *Manajemen Belajar di Perguruan Tinggi Pendekatan Sistem Kredit Semester (SKS)*, (Bandung : Sinar Baru, 1991), page. 35

Semester system is a system of education programs by using the smallest time unit called semester. Semester is a unit of time equivalent to the duration of 16-19 weeks of work, already including exam preparation (quiet week) and exam period.²¹

A reference to formulate the concept of credits is as published in the National Education Minister Regulation No. 22 of 2006 on the Content Standards for primary and secondary education units. In this regulation stated that: Semester Credit System is a system of education programs that learners determine their own burden of learning and subjects were followed every semester in the educational unit. Expenses learn each subject in Semester Credit System expressed in semester credit units (credits). Expenses learn the credits includes one hour of face to face activity, one hour of structured assignments, and one hour independent unstructured assignment.²²

According Munif Chatib in his book *Orang tuanya Manusia* stated that Semester Credit System is a natural acceleration, then he explained the characteristics Semester Credit System as follows:

- a. Exhaustiveness of curriculum required by the number of semester credit units (credits) which must be completed by learners
- b. Every field of study has its own burden

²¹ Nyoman Dantes, “Sistem Kredit Semester (SKS) dan Pembimbing Akademik (PA) dalam Kaitan dengan Implementasi Sekolah Kategori Mandiri (SKM), presented In House Training (IHT) Rintisan SKM-SMA Negeri 1 Kuta Utara”, (<http://nyomandantes.wordpress.com/2009/09/30/sistem-kredit-semester-sks-dan-pembimbing-akademik-pa-dalam-kaitandengan-implementasi-rintisan-sekolah-kategori-mandiri-skm/>, accessible on 11 November 2016 at 7.37 wib)

²² *Panduan Penyelenggaraan Sistem Kredit Semester untuk Sekolah Menengah Pertama / Madrasah Tsanawiyah dan Sekolah Menengah Atas / Madrasah Aliyah*, (BNSP, 2010), page.5

- c. Learners can be passed if able to complete the minimum credits
- d. Usually applied in college
- e. Graduation time varies, depending on its ability to take on the field of study credits in accordance with that ability. Acceleration will happen by itself.²³

Based on the character of Semester Credit System (SKS) above, it is shown that there is a learning revolution. This revolution is also to balance the information revolution in learning activity where it can help us to learn faster and properly. It is also suitable with the 21st century teaching and learning paradigm. In the model of learning revolution mention that type of intelligence is not only just one, and everyone has a unique style of learning same as the unique of finger print. And the effective school should be recognise and served it well.²⁴ From that statement, learning revolution paradigm lead the students to learn fast but correct. And it should be supported by the other component which has correlation with that system.

To achieve the goals of implementation Semester Credit System (SKS) is not only in formal environment but also informal environment. Autodidact is the principle key.²⁵ The implication of that statement is students can develop their own ability, interest and aptitude if there is a

²³ Munif Chatib, *Orang tuanya Manusia*, (Bandung : Mizan, 2013) page.160

²⁴ Gordon Dryden dan Jeannette Vos, *Revolusi Cara Belajar (The Learning Revolution)*, (Bandung : Kaifa,2000), page. 27

²⁵ Ibid, page. 33

support from the environment and availability of the tools, so the students can be the autodidact teacher who always enthusiastic in their lifetime.

c. The Basic Law Semester Credit System Implementation

In Indonesia there are basic law which manage the implementation of Semester Credit System i.e :

- 1) Regulation of the Minister of National Education of the Republic of Indonesia Number 22 of 2006 on the Content Standards.
- 2) Government Regulation Number 19 of 2005 on National Education Standards, Article 11 regulates the burden of learning in the form of a package system and Semester Credit System. In paragraph 3 states that the burden of learning for SMA / MA / SMLB, SMK / MAK or other forms equivalent in formal education expressed in the independent category semester credit units. The provision implies that the school standard category "may" apply Semester Credit System.
- 3) Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 158 of 2014 about implementation of Semester Credit System on primary and secondary level.

d. Semester Credit System (SKS) based Learning System

Learning system is a systematic process in which every component (i.e. teachers, students, materials, and learning environment) is crucial to successfully learning. So, learning system on Semester Credit System is a process of coordinating a full range of teaching and learning activities through a Semester Credit System to achieve the goals which has been targeted in an educational institution. Implementation of Semester Credit System consists of three components, namely²⁶ :

- 1) Face to face activity is a learning activity that a process of interaction between learners and educators.
- 2) Structured assignment is deepening the learning activities in the form of learning materials by learners are designed by educators to achieve the standard of competence. Time structured settlement assignment is determined by the educator.
- 3) Unstructured independent activity is the deepening of learning activities in the form of learning materials by learners are designed by educators to achieve the standard of competence. Completion time is determined by the learners themselves.

SKS in organizing educational units based on the following conditions:

1. SMP / MTs with standard categories and independent categories can implement SKS

²⁶ Munif Chatib, Op.cit , page. 7

2. SMA / MA with standard categories can implement SKS
3. SMA / MA with independent categories and international level shall implement SKS

So that the learning process in any educational institution that uses the credits can be carried out effectively and efficiently, needs to be set the minimum and maximum load of learning credits. The burden of learning that must be taken by students of SMA / MA is at least 114 credits and a maximum of 126 credits over a period of 6 semesters in the program learn Science, Social Studies, English and religious.

No	Subjects	Learning Expenses (credits)
		IPS Department
1	Religious education	6
2	Civic education	6
3	Indonesian	12
4	English	12
5	Mathematics	12
6	Physical Education and Health Sciences	4
7	History	6
8	Information and communication technology	4
9	Art and culture	4
10	Foreign language	6
11	Physics	2
12	Chemistry	2
13	Biology	2
14	Economics	14
15	Sociology	12
16	Geography	10
17	Local content	2

Table 2.1 Burden of Learning in Social Studies Department

3. Social Studies Department

a. Understanding of Social Studies Department

Social Studies on the Curriculum Education Unit in essence a compulsory subject as stated in Law No. 20 of 2003 on National Education System Article 39 is a compulsory subject that is given from the SD / MI / SDLB and SMP / MTS / SMPLB that examines a set of events , facts, concepts and generalizations relating to social issues. According to the National Council for the Social Studies (NCSS) Social Studies as :

... The integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies Provides coordinated, systematic study drawing upon such disciplines as anthropology, archeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as Appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people of make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.²⁷

Social Studies is one of the subjects taught at the middle school level. Definition Social Studies education is the simplification or adaptation of disciplines-social sciences and humanities, as well as basic human activities are organized and presented in a scientific and pedagogical / psychological for educational purposes.²⁸ Thus, we can

²⁷ The definition was officially adopted by National Council for the Social Studies (NCSS) in 1992. See National Council for the Social Studies, *Expectations of Excellence: Curriculum Standards for Social Studies* (Washington, D.C.: NCSS, 1994): 3

²⁸ Soemantri, *Menggagas Pembaharuan Pendidikan IPS*, (Bandung : PT. Remaja Rosdakarya,2001), page. 92

conclude that Social Studies department is the department examines the integration of the social sciences, such as sociology, history, geography, economics, politics, law and culture.

b. Competency Standards of Graduates

Competency Standards of Graduates are the criteria regarding the qualifications of graduates capabilities that include attitudes, knowledge and skills. The purposes of Competency Standards are used as the main reference for the development of content standards, process standards, assessment standards of education, standard of educators and education personnel, facilities and infrastructure standards, standardized management and financing standards.²⁹

In this study, the subjects of research are students of SMAN 2 Malang which belong to the intermediate level students. Then graduate SMA / MA / SMK / MAK / SMALB / PACKAGE C have the attitude, knowledge and skills as follows³⁰:

SMA / MA / SMK / MAK / SMALB / PACKAGE C	
Dimension	Qualifications Capability
Attitude	Has behavior that reflects the attitude of the faithful, noble, knowledgeable, confident and responsible in interact effectively with the social and natural environment as well as in placing itself

²⁹ Salinan Permendikbud No.54 Tahun 2013 tentang SKL Pendidikan Dasar dan Menengah, page.1

³⁰ Ibid, page. 2

	as a nation reflection in the association world.
Knowledge	Having knowledge of factual knowledge, conceptual, procedural, and metacognitive in science, technology, art and culture with human insight, nationality, civilization state and related to the causes and effects of phenomena and events.
Skill	Having the ability to think and act of effective and creative in the realm of the abstract and concrete as self-development which are studied in schools independently

Table 2.2 Competency Standards of Graduates

c. Content Standards

The enactment of the 2013 Curriculum in line with the enactment of Regulation of the Minister of Education and Culture No. 54 of 2013 on the Competency Standards of Primary and Secondary Education Graduates. These Competency Standards of graduates are used as the main reference for the development of content standards and others. Content standards provide a conceptual framework of learning and learning activities derived from the level of competence and scope of the material. The following will present the contents standard for some compulsory subjects in the Social Studies majors such as:

No	Subjects	Scope
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1.	History	The basic principle of Historical Sciences
		The early civilization of the world community and Indonesia
		The development of traditional countries in Indonesia
		Indonesia during colonial times
		National movement
		Proclamation and development of the nation state of Indonesia
2.	Geography	Basic concepts, approaches, and basic principles of Geography
		The basic concepts and characteristics as well as the dynamics of geosphere elements include lithosphere, pedosphere, atmosphere, hydrosphere, biosphere, anthroposphere, and spatial distribution patterns
		Types, characteristics, position, spatial distribution of Natural Resources (SDA) and their utilization
		The characteristics, elements, conditions, and spatial variations of the environment, their utilization and preservation
		Study areas of developed and developing countries
		Regional and territorial concept, criteria and mapping and their functions and benefits in geographical analysis
		Basic knowledge and skills about the ins and outs of maps, Geographic Information System (GIS) and remote sensing imagery
3.	Economics	Economy
		Dependency

		Specialization and division of labor
		Cooperatives
		Entrepreneurship
		Accounting and management
4.	Sociology	Social Structure
		Social Process
		Social change
		Types of social institutions

Table 2.3 Standards Content in Social Studies Department of Senior High School

d. Orientation of Social Studies Department

National Council for the Social Studies (NCSS) has long supported civic competence as the goal of social studies. By doing so, NCSS has recognize the importance of educating students who are comitted to the ideas and values of our democratic republic and who are able to use knowledge about reviews their community, nation and world, along with the skills of a data collection and analysis, collaboration, decision making, and problem solving.³¹ Social Studies programs have as a major purpose the promotion of civic competence the which is the knowledge, skills, attitudes required of students to be able to assume the office of citizen in our democratic republic.

B. The Learning System on Islamic Perspective

³¹ National Council for the Social Studies, Op.cit

Talk about learning system is not separated with the curriculum that already exist in educational world. As has been explained before that learning system is an organized way in further developing and promoting learning by involving all the components in it. But how about learning system on Islamic perspective ? We should know that education from the Islamic perspective , as a long life process and the function of Islamic religious education, should endeavor to teach and help students acquire different aspects of knowledge within the parameters of Islam through the use of well designed curriculum.³² From that meaning of education based on Islamic perspective, it can be said that Islam is the religion which paid attention in educational world. Indeed Islam is derestrict people to get their education even so their age is far advanced in life. And also education in Islam is an obligation for each moslems . Some of the hadith that explained this obligation that are :

وَمُسْلِمَةٌ مُسْلِمٍ كُلِّ عَلَى فَرِيضَةِ الْعِلْمِ طَلَبُ

Artinya : "Mencari ilmu itu adalah wajib bagi setiap muslim laki-laki maupun muslim perempuan". (HR. Ibnu Abdil Barr)

الْحَدِّ إِلَى الْمَهْدِ مِنَ الْعِلْمِ أَطْبُ

Artinya : "Carilah ilmu sejak dari buaian hingga ke liang lahat". (Al Hadits)

Learning system is include in the curriculum of education, and al

Shaibani argue that curriculum of education on Islamic perspective is

³² Miftachul Huda and Mulyadhi Kertanegara, *Curriculum Conception in the Perspective of the Book Ta'lim Al Muta'allim*, International Journal of Education and Research, Brunei Darussalam. Vol. 3 No. 2 February 2015, page. 221

recognised with the word of *manhaj* which means clear way used to the process of education by educator, together with the learner to develop knowledge, skill, and attitude. In other words, it is the range of experiences, both indirect and direct, concern to unfold the abilities consciously directed by training experiences through the school use for completing and perfecting the individual. In the learning process, it is undertaken to the conception for performing perfect man “*insan kamil*” which is useful for the social community.³³ So, learning system in the Islamic perspective in emphasize how the process of learning itself become a basic for the learners to be a perfect man in the future which is useful for their society and country.

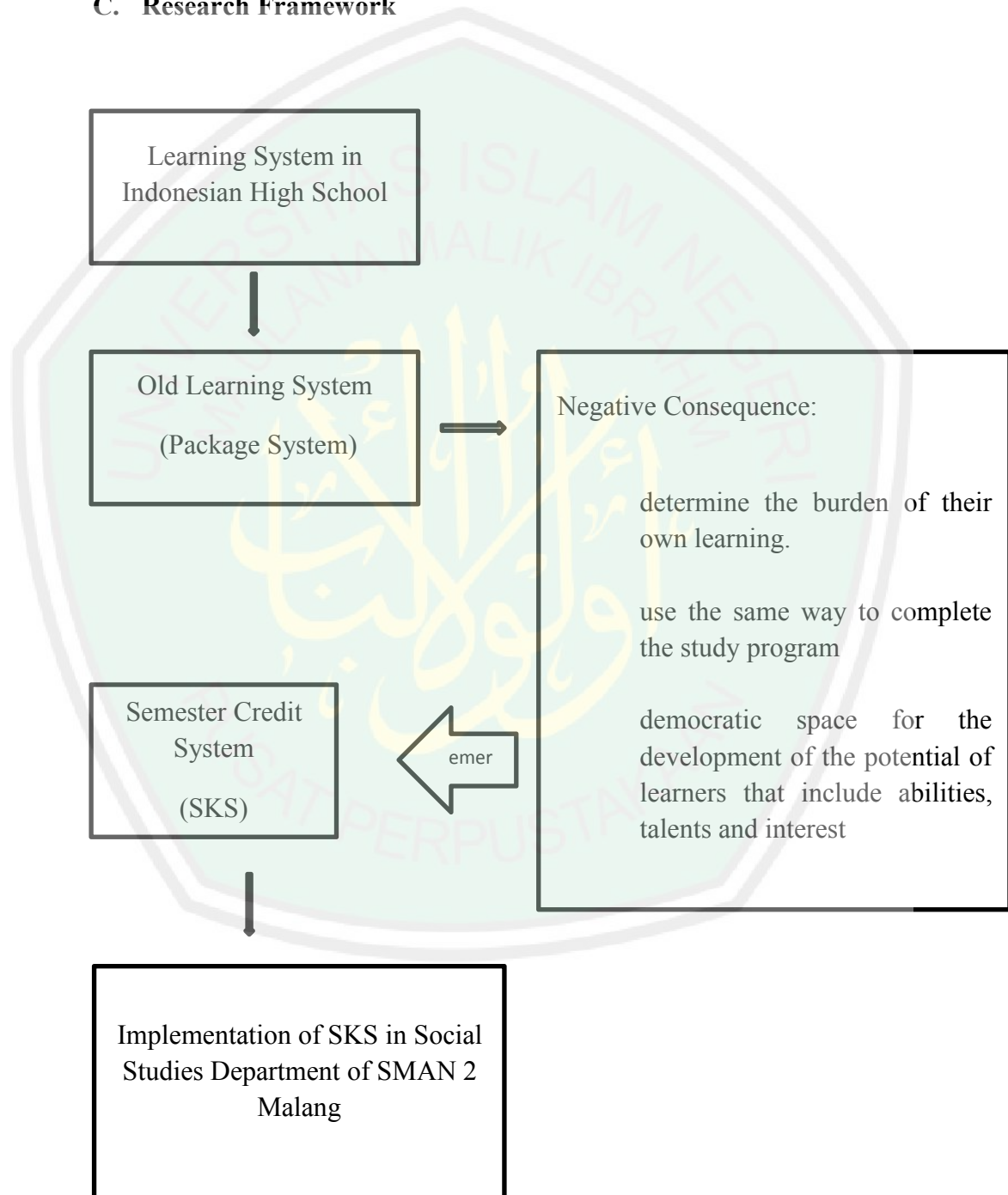
Conception of learning system in Islamic is required to those five characteristics in Islamic Education. First, there is profounded to the purpose of religious and character discourse on various aims, contents, methods and means. Second, there is spreading its content and its guidance, and developing effort towards all aspect of learning, intellectual, psychological, social, and spiritual. Third, it should make a balance between all the sciences and curriculum exerted. Fourth, there should be the effort to arrange through placing these three, *tauhid*, *akhlaq*, and *fiqh* as the underlying content to all the subject matter studied. Fifth, there should be suitable with the learner’s ability and skill.³⁴ It can be conclude that learning system in Islamic perspective is not only about how to learn

³³ Ibid, page 224-225

³⁴ Ibid, page 225

science but also the character of the Islamic value itself. So, from the good Islamic basic in the learning system , hopefully the learner can be a good person with a good science and akhlaq.

C. Research Framework



CHAPTER III

RESEARCH METHODOLOGY

The research methodology used in order to obtain the data in order to obtain accurate research results. Therefore, a systematic research methodologies needed in presenting the data and organized. The research methodology in this research consists of several parts which will be described as below:

A. The Approach and Type of Research

This research uses descriptive and qualitative research approaches. Researchers want to know implementation of Instruction on Semester Credit System in the Social Studies department in SMAN 2 Malang. So as to be able to provide a descriptive understanding of the subject, researchers need to dig deeper to informans who are competent in gave the information related to it.

Qualitative research methods are defined as research methods that collect and analyze data in the form of words (verbal and written) and actions of human who has been observed by the researcher. ³⁵ Qualitative research aimed to understand a social phenomenon based on the informan's perspective

³⁵ L.J. Moleong, *Metodologi Penelitian Kualitatif Edisi Revisi*, (Bandung: PT. Remaja Rosdakarya, 2005), page. 4

B. Attendance of Researcher

In qualitative research, the researcher itself becomes an instrument or tool of research. Since only the human as a tool that can be related to the respondent or any other object, and only human beings are capable to understand the reality or the fact on the field.³⁶ Therefore, in this research, researcher should be sensitive and active in collecting information from sources. Researcher came to SMAN 2 Malang with a research recommendation letter from faculty that is reinforced by a letter of recommendation letter from Education Department of Malang.

C. Research Site

The research was conducted in SMAN 2 Malang, which is located at Martadinata street No. 84 Malang. Objects have been selected for several reasons and considerations. *First*, SMAN 2 Malang is considered sufficient competent to provide information related to the issue to be studied. *Second*, the location of SMAN 2 Malang is easy to access by researcher.

D. Data and Data Sources

Data is information that can be used as the basis of assessment (analysis or conclusions). The data collected in this research are primary data and secondary data.

³⁶ Ibid, page.9

1. Primary data

Primary data is data obtained directly from the source through observation and interviews. In this research the primary data obtained from direct observation in the school and in-depth interviews to several key informant whose their competence can be justified, they are Deputy of Curriculum sector of SMAN 2 Malang and some of the teachers and students of the Social Studies department.

2. Secondary Data

Secondary data is data obtained from the information that has been processed by the other party. Researchers obtain secondary data in the form of news or article about implementation of Semester Credit System and value document of student learning outcomes which are used as supporting material in the research study.

E. Data Collection Techniques

The data collection technique is a systematic way to obtain the necessary data. In qualitative research, researchers collected data by analyzing the words stating reasons or interpretations or meanings and events as well as the actions of a person or group.³⁷ In this research, researchers used data collection techniques as follows:

³⁷ Afrizal, *Metode Penelitian Kualitatif: Sebuah Upaya Mendukung Penggunaan Penelitian Kualitatif dalam Berbagai Disiplin Ilmu*, (Jakarta : Rajawali Pers , 2015), page. 20

1. Observation

Observation is a technique of collecting data to know something is going on or what is being done where researchers feel the need to see, hear and feel.³⁸ In this research using a model of passive observation, because researchers only observed without taking part in doing what is done by the data source, As for which is used as the data source are as follows:

- 1) Activity, ie any activity related to implementation on Semester Credit System and learning process in the Social Studies department in SMAN 2 Malang.
- 2) The act, which is the behavior of the object of research related to the implementation of Semester Credit System in the Social Studies in SMAN 2 Malang.

2. Interview

Interview is a number of questions that have been compiled from questions of a general nature which is then be detailed and developed to obtain in-depth information from informants.³⁹ In this research, speakers who have in providing information is Deputy of Curriculum in SMAN 2 Malang and some subject teachers majoring in social studies also students in social studies department. Below is the list of my interviewer and the data that reseacher wants to gather.

³⁸ Ibid page. 21

³⁹ Ibid page. 21

No	Informant	Target of data
1	Deputy of curriculum of SMAN 2 Malang	Data about the background of implementation SKS based learning system in SMAN 2 Malang, expectation of SKS,
2	Teachers in social studies department	Data about the implementation SKS in social studies department, benefit and weakness of SKS, challenges of SKS for the teachers
3	Students	Data about student's opinion about SKS in SMAN 2 Malang, student's readiness (feeling) in the learning process using SKS, student's expectation about SKS

Table 3.1 Interviewer list and target of data

3. Documentation Studies

Researchers collected written material such as news media, meeting minutes, letters and reports to find the necessary information.⁴⁰ In this research, researchers used mass media or article and document student learning outcomes as a material to check the truth or accuracy of any information obtained research by conducting in-depth interviews.

⁴⁰ Ibid page. 21

F. Data analysis

The data analysis was directly in conjunction with the data collection process. Among them through three stages: data reduction, data presentation and verification of data that take place simultaneously.⁴¹

1. Stage Data Collection

In this phase, researcher collected data as much as possible from a variety of sources, either through direct interviews with informants, field observations and documents in SMAN 2 Malang.

2. Data reduction

The reduction process data in this study means summarize, selecting subject matter and focus on the important things that are needed. This is done with the purpose of facilitating researcher in collecting data and then reducing the data so that researcher get a clear picture.

3. Data presentation

Presentation of data in this research is the process of presenting the information that has been obtained in a unitary form of selective so easy to understand its meaning.

⁴¹ Burhan Bungin (ed), *Metodologi Penelitian Kualitatif*, (Jakarta : PT Grafindo Persada,2007), page. 144-145

4. Verification or Conclusion

Verification or conclusion is this stage is the stage of the search for meaning of the data and explanations that appear then the data is verifiable. After testing the truth, researcher gave a conclusions from the interpretation and evaluation of information that has been obtained.

G. Research procedure

Research procedure includes several stages such as:

1. The preparation phase (Pre Field)
 - a. Determining the location of research and consider that SMAN 2 Malang is a school that apply Semester Credit System in the learning process. And manage a permission with the school.
 - b. Asses situation of the place of researc.
 - c. Choose the key informants.
 - d. Preparing the research tools and ethic.
2. Fieldwork stage, including self preparation before going to the field of research and gaining the data.
3. Data analysis stage which is done after fieldwork stage.
4. Writing the result of research.

H. Checking Validity of Data

Checking the validity of the data is an important process in a research to test the validity and reliability of data or information from a variety of sources. There are some strategy to get the validity of data in qualitative research example triangulation, member checking, and auditing.⁴² Examination of the validity of the data in this research using triangulation techniques. Triangulation techniques done by collecting data from many informants, i.e people who live in the object of study. So that the more varied the information obtained and verified.

⁴² J.R. Raco, *Metodologi Penelitian Kualitatif*, (Jakarta: PT. Grasindo, 2005), page.133

CHAPTER IV

DATA FINDINGS AND RESULT OF STUDY

A. Overview of SMAN 2 Malang

1. Brief History of SMAN 2 Malang

Not many people know about the history of SMAN 2 Malang which became the forerunner of other SMAN in Malang. In 1948-1949, the beautiful city of Malang is not spared from the Dutch attack. Students who are members of the Student Army (TRIP) involved a war in the field of Jalan Salak (now be TRIP Hero Street which is also close to the tomb of TRIP heroes). The rest back to South Malang, to Kepanjen area, Ngebruk to Sumberpucung.

After the war they are willing to return to school. But in Malang there is no school that can accommodate them. Among them have passed HBS or equivalent and require a higher school. So it is with those who graduate HIS or the equivalent. At that time in the city of Malang there is an AMS that occupies the building in the Alun-Alun Bunder Malang (now a Tugu Road Malang City), but the students did not want to go to school in the Netherlands. At the insistence of the students who joined in this TRIP, then Mr Koeswandono tried to establish a school with the help of several teachers. In April 1950 stood the school with the name "Preparatory School" located on Jalan Arjuno

(now SMPN 8 Malang). This school only accommodates students with backgrounds in the subject of exact science. Therefore students with a background in social and linguistic sciences demand that a school be established for them. Finally, Mr Koeswandono as the leader in Malang city established a school that became the branch of Preparatory School. This school is located south of Alun-alun Malang and named SMA Negeri 1 AC Malang. Preparatory School located on Arjuno street finally moved to Alun-Alun Bunder complex and occupied the building in the north and changed its name to SMA Negeri 2-B Malang.

In the year 1950 Malang Post event that requires the students TRIP is ready to fight. The situation quickly subsided and the students wanted to go back to school. Because of the many students who have not been accepted in the schools then established another new school to accommodate them by the name of SMA Negeri 3-B which specifically accommodate students from the majors of Science which occupies the complex of East Alun-Alun Bunder. In its development, SMA Negeri 2-B Malang has so many students that it is forced to borrow a Teritorium building on Suropati Street to accommodate its students. In 1959 out PP no. 10/1959 on Chinese Hoakui. In 1960 there was the nationalization of Chinese school buildings such as the Ma-Chung building, Ta-chung building and so on. The Chinese school building in Kotalama was also nationalized. In 1962 the government established a

new school that is SMA Negeri 4 AC and occupies the Chinese school building in Kotalama.

But not how long the exchange of buildings with SMA Negeri 2-B Malang, so around that year official that SMA Negeri 2-B Malang moved to Kotalama with the new name of SMA Negeri 2 Teladan Malang led by Mr. Poerwadi as Principal. The Model name behind the name of the school means that SMA Negeri 2 Malang at that time dared to change the government's policy as one of the high school schools that receive students from the background of science, social and language. In 1968, Teladan high school was abolished and the school was back to SMA Negeri 2 Malang, which is located on Jalan Kotalama No.84, which is now Laksamana Martadinata 84 Malang.

2. Profile of SMAN 2 Malang

a. School Identity

School : Senior High School 2 Malang

School Statistic Number : 301056101002

NPSN : 20533664

Head Master : Dr. Rr. Dwi Retno UN, M.Pd

Department : Science, Social Studies, Language

Curriculum : K-13

Address : Laksamana Martadinata Street - 84

District	: Malang
Post Code	: 65118
Province	: East Java
Website	: www.smandaku.com
E-mail	: sman2.mlg@gmail.com
Motto	: Studium Pro Patria

b. Vission and Mission

1) Vission

"Creating intelligent people, excel in the work, noble character and cultured environment."

2) Mission

- a) Conducting a conducive KBM (learning activity) in a safe, orderly, disciplined, clean and beautiful school environment with the support of adequate infrastructure.
- b) Realize a superior human being, noble character and independent.
- c) To support the school community work and achievement.
- d) Creating a prosperous, born and inner school citizen
- e) Increase the potential of the school community, being faithful and devoted man.
- f) Creating harmonious, democratic, and critical relationships among citizens and the school environment.

- g) Implement management school which is orderly and transparent.
- h) Establish relationships between citizens and the school environment based on noble morals.
- i) Establish a good cooperation and mutual benefit with institutions / agencies at the local, national, and international levels.
- j) Improve cooperation in IPTEK (Science and Technology).
- k) Increase awareness / love of school community to the environment by preventing environmental pollution, environmental damage, and protecting biodiversity in the surrounding environment.

B. Research Finding

1. The Implementation of Semester Credit System Based Learning System in Social Studies Department of SMAN 2 Malang

SMAN 2 Malang is one of the public schools that has been the only school sampling from the implementation of Semester Credit System in Malang. This school began to be a school sampling related to the implementation of Semester Credit System (SKS) since 2009. In its development, Semester Credit System (SKS) gives influence to the development in the world of education, not least for SMAN 2 Malang. This system is an innovation system in the world of education to

support students in developing the abilities, interests and talents of different students, especially in terms of the speed of student learning.

SMAN 2 Malang as a sequential school implementation of Semester Credit System (SKS) in the city of Malang is considered successful by showing alumni of good graduates even though at that time using a different system from other public schools. Background SMAN 2 Malang implementing SKS and become a sequential school application of SKS is described by Mr. Slamet as Deputy of Curriculum as follows.

“Sekolah kita memang pada awalnya memberanikan diri untuk menerapkan Sistem Kredit Semester karena pada saat itu memang ada informasi dari pemerintah bahwa nantinya semua sekolah menengah harapannya dapat melaksanakan proses belajar mengajar dengan SKS. Nah saat itu, kenapa tidak SMAN 2 menerapkan SKS toh nanti juga semua sekolah akan memakai SKS. Jadilah sekolah kita sebagai sekolah percontohan SKS di Malang. Dan terbukti bahwa kualitas lulusan sekolah kita juga tidak kalah dengan sekolah lainnya meskipun kita menggunakan sistem yang berbeda. Nah sekarang kan semua SMA negeri di Malang wajib menggunakan SKS , sekolah kita kan sudah lama pakai SKS jadi ya nggak kaget lagi lah.”⁴³

The statement indicates that the Semester Credit System (SKS) is worthy of consideration in developing government programs in education. In 2014 the government began to issue the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 158 on the Implementation of Semester Credit System on Basic Education and

⁴³ Interview with Mr.Slamet as Deputy of Curriculum in SMAN 2 Malang, on 6th February 2017

Secondary Education. With the regulation, school which is accredited “A” can apply Semester Credit System (SKS) in the implementation of education as well as SMAN 2 Malang. In Permendikbud Number 158 Year 2014 article 10 paragraph 1 and 2 also mentioned that

“(1) Setiap peserta didik dengan bakat, minat, dan kemampuan / kecepatan belajar dapat menyelesaikan program belajar paling cepat sebagaimana yang dimaksud dalam pasal 8 paling cepat 4 semester dan paling lambat 8 semester. (2) Penyelenggaraan program belajar sebagaimana yang dimaksud pada ayat 1 ditetapkan oleh satuan pendidikan masing-masing.”⁴⁴

To maximize the potential of each learner by using Semester Credit System (SKS) then, it needs a mature planning stages that support the implementation of the system itself. Based on the narrative of Deputy of Curriculum, here is an explanation of the stages of the implementation of Semester Credit System at SMAN 2 Malang.

“Hmm... untuk tahapan pelaksanaan SKS di SMAN 2 sendiri memang dilakukan sesuai dengan prosedur perencanaan dengan berbagai persiapan dan pertimbangan yang matang. Setelah adanya Permendiknas yang mengatur tentang pelaksanaan SKS di tingkat SMA, maka dari sana pihak sekolah mulai untuk memetakan SKL, SK, KD dari masing-masing jurusan. Kalau di jurusan IPS sendiri nanti contohnya akan muncul seperti geografi 1, geografi 2 dst. Baru kemudian mengembangkan silabus ke dalam kegiatan tatap muka, tugas terstruktur, dan tugas mandiri bersama dengan guru-guru. Selanjutnya penyusunan beban belajar. Di sini, pihak sekolah mulai membuat tabel distribusi mata pelajaran (umum, wajib, pilihan), berapa bobot sks nya, lalu

⁴⁴ Permendikbud No.158 year 2014, *Penyelenggaraan Sistem Kredit Semester pada Pendidikan Dasar dan Pendidikan Menengah*

disesuaikan dengan variasi belajar siswa. Nah selanjutnya ini pembuatan prosedur akademik, maksudnya siswa diberikan pilihan rencana studi terbatas pada semester 1, pilihan terbimbing pada semester 2 dan pilihan diperluas di semester berikutnya. Sedangkan untuk evaluasinya kita bisa lihat nanti pada hasil belajar siswa. Dari situ nanti kita adakan evaluasi terkait dengan pelaksanaan SKS nya apakah sudah sesuai dengan perencanaan awal dan nanti pasti akan ada perbaikan untuk ke depannya.”⁴⁵

Through the explanation, it can be seen that in the process of implementing SKS in the Social Studies Department is done through initial planning by mapping SKL, SK, KD to be developed into the learning in the classroom coordinate with the teachers concerned. Points that need to be observed in the implementation of SKS in SMAN 2 Malang is implemented gradually with the provision of choice on limited courses in the ood semester. Limited choices means that the course menu is determined by the school and enforced for all students. While the guide choice means that menu subjects whose election is guided by the Academic Advisor (PA) with consideration of student’s IPK. And the expanded option means the subject menu specificity of the program can be celebrated with the menu subjects cross program. Mr. Slamet Riyanto as deputy of the curriculum mentioned that

“Terkait dengan penerapan SKS untuk di SMAN 2 Malang sampai saat ini masih menerapkan yang periode belajar 5 dan 6 semester karena itu juga kebijakan di masing-masing sekolah. Tetapi nanti kalau misalnya ada banyak siswa yang tidak tuntas maka itu memang bisa sampai semester 8

⁴⁵ Interview with Mr. Slamet Riyanto, Op.cit

sehingga siswa harus mengulang untuk bisa lulus. Sedangkan perbedaan SKS yang dahulu dengan yang sekarang, ya kalau yang dulu SKS kita kan masih percontohan ya jadi yang dulu ini masih memakai pola on-off dimana ada beberapa mata pelajaran yang di semester ini keluar di semester besoknya tidak keluar seperti di perguruan tinggi. Dengan kurikulum yang berbeda pula yaitu KTSP. Tetapi untuk SKS yang sekarang hanya memberlakukan pola on saja atau sebutannya itu pola continue jadi setiap semester ini setiap mata pelajarannya selalu dipasarkan.. Nah, untuk kurikulumnya sekarang kan K-13 jadi SKS nya ini ya mengikuti perkembangan kurikulum juga. Jadi penilaiannya ada 3 aspek yaitu kognitif, afektif, dan psikomotorik. Jadi misalkan ada salah satu aspek yang kurang maka bisa dilakukan SP di aspek yang kurang tersebut.”⁴⁶

From the statement of Mr. Slamet can be seen that there is a significant difference from the implementation of Semester Credit System in SMAN 2 Malang today. Both in terms of systems that have been endorsed by the government are also different educational curriculum used. In addition, there are tests that must be taken by students when first entered so that the test results can be determined how long the learning period that can be taken by each student. This is reinforced by the interview with Mr. Slamet who said that

“Memang sebelum masuk di kelas, masing-masing siswa harus menempuh tes terlebih dahulu. Jadi pada awal pendaftaran setelah mereka diterima di SMAN 2 Malang, para siswa ini di tes terlebih dahulu untuk mengetahui tingkat kecerdasan kognitif mereka. Tes yang diberikan berupa Tes Potensi Akademik (TPA). Sehingga dari hasil tes tersebut, dapat diketahui kemampuan masing-masing siswa kemudian baru bisa diputuskan masuk kelas dengan

⁴⁶ Ibid

pola belajar 5 semester atau 6 semester. Untuk siswa yang masuk pola belajar 5 semester akan diberi kesempatan untuk merasakan proses pembelajaran selama 3 bulan, jika siswa merasa pola tersebut terlalu memberatkan maka siswa boleh pindah ke pola belajar 6 semester. Tetapi setelah pemberiannya kesempatan tersebut mereka bertahan di pola belajar 5 semester maka siswa tersebut harus bertanggung jawab atas pilihannya sendiri dan sudah tidak bisa pindah ke pola belajar lain.⁴⁷

Implementation of Semester Credit System at the secondary school level is a new innovation program. So it is natural that there are still shortcomings in the implementation process in schools. From the results of interviews that have been done is known that there are still some obstacles experienced by schools in the implementation process of Semester Credit System. In SMAN 2 Malang, the obstacle that is currently concerned is the problem of National Exam for students with 5 semester study period. This was conveyed by Mr. Slamet as follows

“Untuk UN kalau yang pola 6 semester saya rasa tidak ada masalah ya karena mereka lulus dengan waktu yang normal. Tetapi untuk siswa dengan pola 5 semester ini yang memang masih belum diwadahi oleh pemerintah mestinya pemerintah mengadakan UN ini 2 kali yaitu bulan Januari dan April. Sama dengan Perguruan Tinggi yang juga belum meawadahi siswa dengan pola 5 semester. Seharusnya kan Perguruan Tinggi juga membuka perekrutan untuk mahasiswa baru setahun 2 kali untuk mewadahi sekolah yang menerapkan SKS terutama siswa yang bisa lulus lebih cepat.”⁴⁸

⁴⁷ Ibid

⁴⁸ Ibid

From the statement shows that the policy issued by the government on the implementation of Semester Credit System (SKS) at the middle level is still not perfect. Because it is still not accompanied by the policy of the implementation of the National Exam (UN), which until now has not been clear for the best solution. Apart from the government, the university also plays an important role in the process of admission of new students. Unfortunately for now there is still no university that accommodate schools that implement Semester Credit System (SKS). While the current strategy that can be taken by SMAN 2 Malang is to maximize the learning process, both in the class with 5 semester and 6 semester learning patterns to strengthen students's understanding before facing the National Exam. This is in accordance with the statement of Mr. Slamet following

“Strategi yang ditempuh sekolah kalau misalkan pemerintah belum menentukan kebijakan selanjutnya untuk siswa dengan pola 5 semester. Strategi yang bisa ditempuh sekolah untuk siswa dengan pola 5 semester sendiri lebih ke penguatan pada materi yang akan diujikan dengan memanfaatkan waktu yang tersisa dari waktu normalnya. Jadi mungkin sekolah bisa menguatkan siswa melalui bimbingan belajar. Harapan ke depannya ya semoga SKS ini bisa dikembangkan semakin meluas dan semakin mantap. Serta didukung dengan kebijakan pemerintah dan perguruan tinggi yang lebih jelas sehingga bisa melakukan perekrutan mahasiswa di dua periode.”⁴⁹

⁴⁹ Ibid

The explanation above , make us aware that need of Semester Credit System (SKS) in high school is very necessary. It is proved that with this system, the potential development of each student can be implemented optimally. But unfortunately the government policy related to the preparation of SKS implementation rules can be said is still not perfect, especially in the National Examination that should be implemented 2 times in one year. Therefore, the government should consider the consequences of the implementing this system again, so that no party feels harmed.

2. The (Positive and Negative) Impacts of the Implementation of Semester Credit System (SKS) Based Learning System on the Social Studies Department of SMAN 2 Malang

Implementation of Semester Credit System at secondary school is one of the new innovations in Indonesian education. In the process of implementation, SKS also gives an impact in the process of student learning in the classroom. In this study who became the subject of research are students majoring in Social Studies, grade X and XI in SMAN 2 Malang are classified in the category of study period 5 semesters and 6 semesters. From the observation and interviews that have been done by the researcher obtained the data that can show the impact of the implementation of SKS in SMAN 2 Malang. In-depth interview conducted

by researcher with Mr. Pandi as economics teacher and Mrs. Ida as the civics teacher in the Social Studies department. According to Mr. Pandi, SKS is good enough to be applied in high school as an adaptation of students before entering university. He also expressed his opinion as follows

“Menurut pendapat saya sebenarnya cukup bagus ya SKS ini bisa diterapkan di SMA karena bisa digunakan sekolah untuk mempersiapkan siswa masuk ke perguruan tinggi. Kalau yang sekarang SKS nya diterapkan pada kurikulum 13 dimana ada 3 aspek yang menjadi pertimbangan penilaian. Yaitu aspek kognitif, afektif dan psikomotorik. Jadi dari penilaian tersebut siswa tak hanya dinilai dari segi kecerdasannya saja tapi juga sikap dan keterampilannya. Dan saya rasa itu adil bagi masing-masing siswa.”⁵⁰

From the opinion of Mr. Pandi can be seen that one of the principles in the implementation of SKS is the principle of justice is implemented in SMAN 2 Malang. In addition SKS itself also adheres to 3 other principles of flexible, advanced and continuous improvement.

Result of observation activity conducted by researcher in class X IPS-4 study period 6 semester and class X IPS-2 study period 5 semester, researcher get data where there are significant difference in learning process in different learning period. In observation activities in class X IPS-4 students learn with facilities and adequate classroom infrastructure. The learning environment in the classroom is also quite conducive. At the beginning of the lesson the teacher opened the lesson with a greeting then

⁵⁰ Interview with Mr. Pandi as Economic Teacher in SMAN 2 Malang, on 6th February 2017

asked to provoke the students curiosity. After that the teacher starts to explain the learning materials in the classroom. Teaching and learning activities can still run orderly when discussion begins. Students are very enthusiastic when teachers give instructions to discuss the topic of learning that is taxes and subsidies in groups. Students seen try to understand the topic of learning with the maximum.



Picture 4.1 Students in 6 semester learning pattern prefer discuss in a group

The difference of student character is very clear when the researcher observes the learning activity in class X IPS-2 with study period 5 semester. In this class the students look very disciplined and focused. From the results of this observation, the learning environment in the classroom can be better conditioned than the previous class. Although economic subjects in this class get late hours during the day, but students remain enthusiastic in learning. This is because teachers are also

instrumental in establishing *the mood* of students by providing joke around the learning topic. In this class, the teacher is not too hard in trying to explain the subjects because students in the 5 semester study period have a superior understanding. Student's learning material in 5 semester period is also faster than class with period 6 semester.

Students in the 5-semester period are more active and critical when the teacher gives the task to discuss. The competitive atmosphere in this class is more pronounced than the previous class. It is shown by the seriousness of students in solving the problems which is given by teachers. In this case the teacher will give rewards if there are students who managed to do the difficult questions. One of the rewards given is that students will get "A" score and UHT (Structured Daily Exam) which the students do in the next meeting only becomes a formality. Students are more responsible for their learning activities because the burden of learning they take are more, then students must study harder to stay pass in each credits unit (sks). The results of this observation are also reinforced by the opinion of Mr. Pandi who said that

“Untuk anak-anak dengan pola 5 semester ini memang kalau dilihat mereka sedikit tertekan tetapi itu memang konsekuensi dari pilihan awal mereka untuk masuk kelas tersebut. Jadi menurut saya mereka harus tetap bertanggung jawab dengan pilihan mereka sendiri. Kalau keadaan kelas saya rasa sudah cukup memadai dan kondusif. Untuk karakter siswa pola belajar 5 ini seperti yang saya bilang tadi anaknya lebih aktif dan kritis dan memang anak-anak yang terpilih melalui tes awal tadi sehingga untuk kognitifnya sudah sangat baik. Kalau yang pola 6 semester ini siswanya ya lumayan aktif dan seperti

siswa umumnya saya rasa mereka juga baik hanya saja kan untuk tingkat kognitifnya bisa dibilang masih unggul yang pola 5 semester.”⁵¹



Picture 4.2 Students in 5 semester learning pattern more competitive in the learning activity to get a score and pass the UHT

The same thing also found by researchers when doing observations on learning activities in class XI IPS with subjects of Civics subjects. Not much different from class X with pattern 5 semester and 6 semester before, in the process of learning student with 5 semester pattern are more active and critical especially in a discussion. This was conveyed by Mrs. Ida as a teacher of Civics subject as follows

“Anaknya memang aktif-aktif ya kalau di pola 5 kalau di pola 6 aktif tapi hanya beberapa saja. Jadi anak yang pola 5 ini memang unggul, karena memang sebelumnya kita tes IQ dulu. Memang anaknya aktif kritis jadi senang saya. Memang saya biarkan saja mereka karena ketika saya hanya menerangkan saja pasti nanti hanya satu dua anak saja yang tanya. Tapi kalau seperti tadi presentasi dan diskusi, anak-anak pasti lebih

⁵¹ Ibid

berkembang, jadi lebih aktif dan berusaha mencari dan akhirnya menyerang temannya dengan mencari celah karena pengetahuannya lebih luas.”⁵²



Picture 4.3 Situation in learning activity in the class seen very noisy because the students in 5 semester pattern are active to ask in a discussion

The implementation process of Semester Credit System implemented in SMAN 2 Malang can affect the learning process in class. From the interview process conducted to one of the students in the class XI IPS with a study period of 5 semesters named Rosa and Rama obtained the answer that initially they do not know what is SKS. In the next interview question, students admitted to being confused by the learning with the SKS. Both think that the system of learning in senior high school will be the same as the learning system when they are in junior high school, that is using a package system. Both argue in one of these interview sessions

⁵² Interview with Mrs. Ida as Civic Teacher in SMAN 2 Malang, on 19th April 2017

"Kalau ditanya apa itu SKS, awalnya kita sama sekali nggak tau. Tapi waktu awal masuk ke SMAN 2 baru dikasih tau kayak ada sosialisasi gitu. Kita dibawa ke aula baru untuk sosialisasi SKS. Orang tua itu aja waktu rapotan baru tau apa itu SKS."⁵³

In the process, the implementation of SKS greatly affects the student's learning in each class. According to Rosa and Rama, the application of this SKS affects the way teachers teach. It refers to teacher speed of teaching in the classroom and the using of learning media. The explanation of both responses is as follows

"Rama : Ya enak sih , Cuma ya ada yang nggak adil juga. Eemh kan ini kan misalnya 5 sama 6 semester, nah yang 6 semester ini kan bobot sks nya sedikit sedangkan kita kan sks nya banyak . Jadi kalau buat penentuan IP itu kalau menurutnya saya itu lebih menguntungkan yang 6 semester. Jadi kalau menurut saya kita itu merasa dirugikan gitu lho, tapi itu menurut saya pribadi sih

Rosa : Ada enak sama nggak enak nya sih. Kan kita kan nanti kalau pelajaran itu ngejar. Gurunya juga cepet banget ngajarnya. Sekarang kita kan kelas XI, tapi pelajaran kita itu sekarang udah kelas XII. Nah kan berarti yang diuntungkan kan malah dia kan (siswa pola 6 semester). Dia belajarnya nyantai terus IP nya kan bisa naik , kalau kita kan dikejar materi yang banyak kan . Nanti kalau mau naikan IP kan butuh kerja keras yang sangat banyak"

Both explanations are explained that with the implementation of SKS both students and teachers have the responsibility of each to complete learning materials in accordance with the target in each learning period.

⁵³ Interview with Rama and Rosa as Social Studies students in SMAN 2 Malang, on 19th April 2017

The task and role of teachers as educators and facilitators for students should be done optimally with the different learning periods that taken by each student. Pak Pandi said

“Sebagai guru, kita memang dituntut untuk menyelesaikan target pembelajaran sesuai dengan silabus. Untuk kelas dengan periode belajar 5 semester ini yang harus bekerja sedikit lebih keras ya. Karena guru dituntut untuk menyelesaikan materi pembelajaran tapi dengan waktu yang lebih sedikit dibanding dengan kelas periode 6 semester. Sehingga untuk metode mengajarnya ya kebanyakan ceramah kemudian tanya jawab karena lebih efektif. Mediana ya PPT itu. Kalau dikasih game nanti siswanya malah main-main tidak kondusif kan malah rugi dengan waktunya. Ya mungkin game saya berikan ketika semua materi sudah disampaikan.”⁵⁴

Besides Pak Pandi, Mrs. Ida also said the same thing that is as follows

“Kalau anak-anak itu sering bilang “bu waktunya terlalu cepat. Sering bilang “ Bu kayaknya sama ya wong nanti pada saat ujian kita sama nggak ada bedanya. Ya Cuma yang diuntungkan itu dia yang di pola 5 dia sudah selesai sedangkan yang pola 6 masih materi. Ya mau gimana lagi namanya juga sistem jadi mau nggak mau ya harus diterima. Sebagai guru juga harus bisa jadi fasilitator yang baik.”⁵⁵

Based on the narrative of the teachers and students, the implementation of SKS in the student learning system in the Social Studies department showed a significant influence. Differences in the

⁵⁴ Interview with Mr. Pandi, Op.cit

⁵⁵ Interview with Mrs. Ida, Op.cit

speed of student learning brings influence on the results of student learning next. Responsibility for maintaining the IPK value to remain stable or increasing is necessary in the learning process using this SKS.

This is as told by Rama and Rosa following:

“Rama : Iya pasti bu, secara nggak langsung juga mempengaruhi hasil belajar kita. Kita dituntut menyelesaikan materi lebih cepat dengan waktu yang dipercepat pula jadi agak beban sedikit

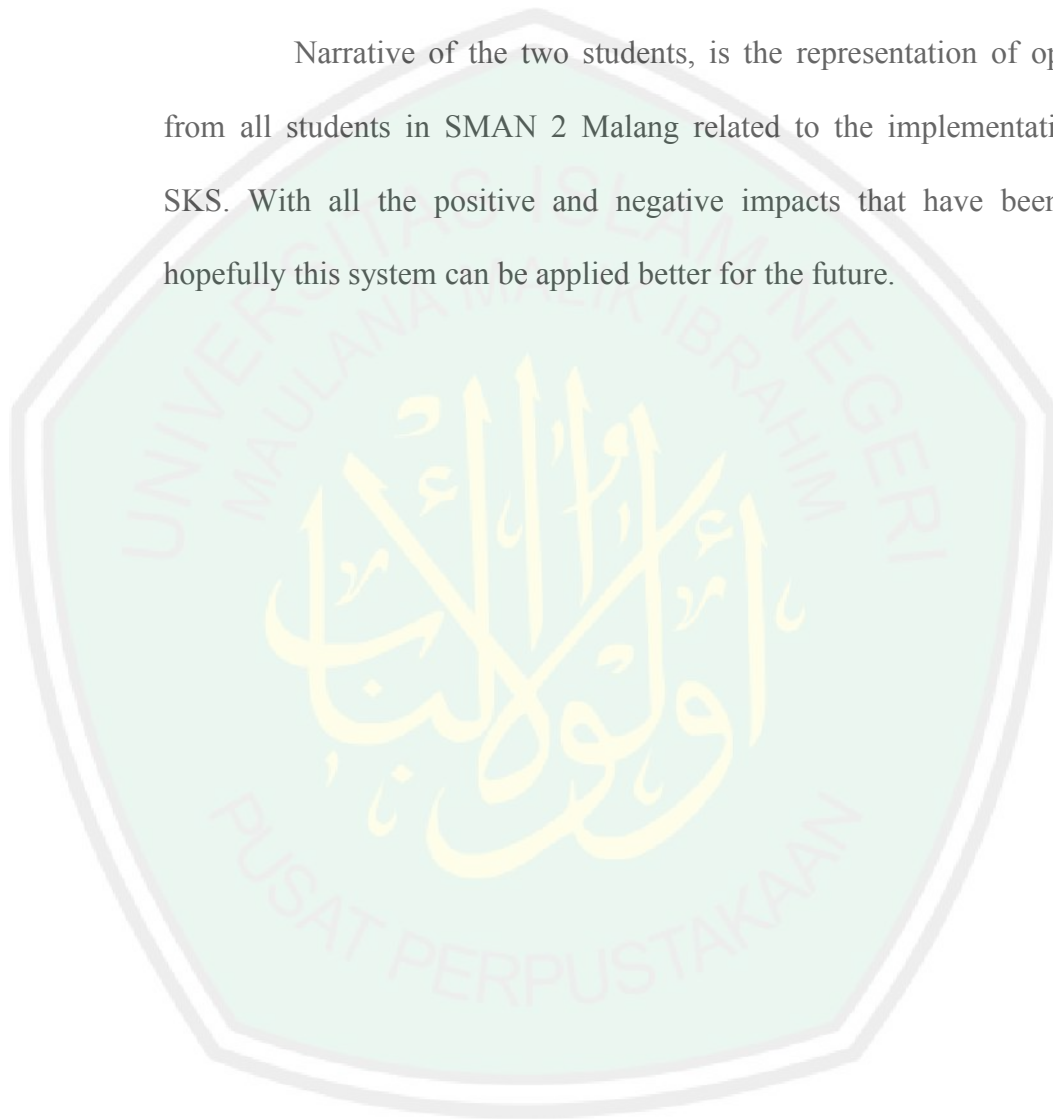
Rosa : Iya berpengaruh bu, kita kan ngebut belajar bu tapi tetep aja kita harus punya nilai yang tetap baik. Ke depannya kita kan juga nggak bisa ngubah sistemnya SKS itu karena kan udah kebijakan dari sekolah dan kebijakan dari pemerintah. Jadi kita sebagai siswa di sini cuma bisa menjalankan hehe.”⁵⁶

The implementation of SKS as a new learning system in the middle level is a good innovation in education. But the implementation of this system is also still not fully perfect. One of the most highlighted at this time is the problem of National Examination (UN) for students with 5 semester learning patterns. In fact the government has not given a clear decision or regulation in the implementation of the UN for students with a 5 semester pattern. Although students should have a 5 semester learning pattern can pass faster, but in the current SKS implementation, students with 5 semester learning patterns must follow the same UN as students with 6 semester learning patterns. This was stated by Rosa in the following statement

⁵⁶ Interview with Rama and Rosa, Op.cit

“Rosa : Ya sama sih bu kecepatan itu keluhannya paling sama itu juga pelaksanaan UN yang masih nggak jelas. Soalnya kita lulus nya sama aja dengan yang pola 6 semester. Jadi kita nunggu satu semester buat UN”⁵⁷

Narrative of the two students, is the representation of opinion from all students in SMAN 2 Malang related to the implementation of SKS. With all the positive and negative impacts that have been felt, hopefully this system can be applied better for the future.



⁵⁷ Interview with Rosa, Op.cit

CHAPTER V

DISCUSSION

A. The Implementation of Semester Credit System (SKS) Based Learning System in Social Studies Department of SMAN 2 Malang

Instruction is intended to promote learning, external situation needs to be arranged to activate, support and maintain the internal processing that constitutes each learning event.⁵⁸ While the system, Gagne and Briggs stated that the system as an organized way to Achieve Certain goals from, whether for the whole society or for some people.⁵⁹ So, Learning system is an organized way in further developing and promoting learning by involving all the components (ieteachers, students, curriculum, materials, and learning environment, etc) in it.

Learning system is one of component in the curriculum that affects success in a learning process in an educational institution. SMAN 2 Malang is one of the schools in Malang that implemented Semester Credit System (SKS) since 2009. Semester Credit System (SKS) is a system in the learning process that learners determined their own burden of learning and subjects

⁵⁸ Dra. Eveline Siregar, M.Pd dan Hartini Nara, M.Si, Loc.cit, page. 12

⁵⁹ Salamah, *Penelitian Teknologi Pembelajaran Berdasarkan Pendekatan Sistem*, Jurnal Pendidikan. FKIP Universitas PGRI Yogyakarta. Vol. 12. No. 2. December 2006 : 152-163

followed every semester in the educational unit.⁶⁰ With the implementation of credits as an innovation in the learning process, is expected to facilitate the learning speed of each student based on ability, interests and talents of students. Implementation of Semester Credit System (SKS) at SMAN 2 Malang is implemented in accordance with the Regulation of the Minister of Education and Culture No. 158 Year 2014.

Based on BSNP (National Education Standards Agency) in 2010 the upper secondary education unit that conducts the SKS is guided by the provision that the school with the standard category can hold the SKS while the self-contained and international standard school is obliged to carry out the SKS.⁶¹ From this requirement SMAN 2 Malang as one of the independent standard schools are obligated to conduct credits system. Grouping of educational units based on certain categories is done to facilitate the government in assessing the educational units which are ready and feasible to apply SKS so that the goal of the learning process can be achieved optimally by each learner.

The process of applying SKS in SMAN 2 Malang is done with good planning that is with several stages of activity to introduce SKS to new students. First is planning stage which conducted by mapping SKL, SK, KD to be developed into the learning in the classroom coordinate with the teachers concerned. Then implemented gradually the learning system with the

⁶⁰ Permendiknas No. 22 Year 2006

⁶¹ BSNP, 2010, *Panduan Penyelenggaraan Sistem Kredit Semester untuk Sekolah Menengah Pertama / Madrasah Tsanawiyah dan Sekolah Menengah Atas / Madrasah Aliyah*

division of choice on limited courses, guide choice and expanded option. By utilizing MOS activities (Student Orientation Period), the school organizes a socialization to all new students. The purpose of this activity is to introduce to new students what SKS is and how the learning system uses SKS when they have officially started teaching and learning activities. In addition, this socialization activity is also useful for students so as not to be surprised and have difficulties in programming subjects. In addition to socialization for students, the school also provides socialization to the parents of students related to the implementation of the learning process with the SKS system in the hope that parents can assist and motivate the students in their learning activities.

The next activity after the socialization is the implementation of the Academic Potential Test (TPA) by the school. The purpose of this activity is to measure the ability of each student then the results of the test students will be grouped into the learning patterns 5 semesters or 6 semesters. Students with 5 semester learning patterns are students who have the ability to learn faster than students with 6 semester learning patterns. Students with 5 semester learning pattern can take the burden of learning more than the students with 6 semester patterns. In addition it is expected that students with 5 semester learning patterns can graduate with a period of 2,5 years of study. While students with learning patterns 6 semesters will graduate with a normal learning period that is for 3 years.

This research was conducted at Social Studies Department in students of class X and XI with 5 semester and 6 semester learning as the subject of research with the aim to know how the process of learning using SKS in each class. Before the teaching and learning activities begin the teacher has prepared lesson plan (RPP) for each material that will be taught in the class which consists of preliminary activities, core and cover. This activity is a result from the process of mapping SKL, SK, KD into learning activity in the class. Preliminary activities as part of a learning system which play an important role. In this section, teachers are expected to attract learners on the subject matter that will be delivered. Facts on the field from the introduction of preliminary activities in the classroom, teachers will deliver greetings and provide a stimulus in the form of questions around the topic to be discussed. This activity aims to see how far the students's knowledge and readiness in receiving the next lesson material. Once the teacher gets feedback from the students and ensures students's learning readiness, then the teacher will explain the lesson material on the core activities.

Furthermore, core activities are the main activities in which teachers convey new knowledge to students in the learning process. The success of student learning depends on how well students receive the knowledge. In the core activities, there are some differences related to the learning process in students with 5 semester patterns and 6 semester patterns. Based on the results of observations in the learning activities in the classroom with 5 semester learning patterns, it appears that the character of the student has

been very active so that the learning process runs very fun. Why is it said to be fun? Because in this learning activity each student looks to participate actively so as to create a fun learning atmosphere. In addition, the motivation to ask questions, answer, and refute in students is huge. Although the enthusiasm of the students leads to a rowdy and less conducive atmosphere but the goals or targets of the learning can be achieved optimally. Based on the observation on the learning activities, the target of learning is said to be successful because in the process the students try to add and develop the knowledge they have after learning and discussion together.

Talking about the learning system can not be separated from the use of strategies, methods and media learning that has an important role in supporting the success of learning in the classroom. Learning strategy is the systematic way that a learner chooses and uses to convey material in which there are methods and instructional learning media. Selection of learning strategies is very important. This means how teachers can choose the most effective and efficient learning activities to create a good learning experience, which can provide facilities to learners achieve learning objectives.⁶² In the Social Studies department itself, teachers strive to provide a fun learning using diverse strategies. According to Mr. Pandi and Mrs. Ida, the selection of learning strategies, methods and learning media depends on the subject matter to be conveyed. Based on the results of observation, the strategy used by teachers at that time more leads to student center based learning. The use of

⁶² Dra. Eveline Siregar, M.Pd dan Hartini Nara, M.Si. Op.Cit. page 77

this strategy requires students to be more active in the learning process, while the teacher serves as a facilitator in the classroom. As for the methods and learning media used in the classroom also varies depending on the subject matter or learning at that time. Presentation methods and discussions with supporting media in the form of LCD projectors selected to support the learning process at that time. It was chosen because the subject matter of the day was deemed appropriate and could explore the potential of students to think concretely to the abstract. And the results shown from the use of strategy, method and media is quite significant. Students try to be active in learning process by asking, answer and refute in discussion forum. The students's enthusiasm and activeness are especially visible in the classroom with 5 semester learning patterns due to their more learning load.

But keep in mind, that there is no single learning strategy that is most appropriate for all conditions and different situations although the learning objectives to be achieved are same. The learning system using SKS allows teachers and students to be active and creative. Teachers will be more motivated in developing strategies, methods and learning media for students adapted to the background ability and speed of learning of different students. Not only that, with SKS teachers will be challenged to be creative and innovative in creating an effective and efficient learning activities in a time impressed quickly. While students will be more responsible with the burden of learning they take and try to be active in the class in order to complete the credits in each subject.

The advantage of applying the SKS as a new system in learning in secondary school not only lies in the process of learning in the classroom, but also the process of learning evaluation. Evaluation activities are important activities to determine the success rate of a learning. Evaluation activities are closely related to the way the teacher provides an assessment of the students to measure the students's mastery standards. When a student experiences an unfinished experience on a particular subject, then the teacher is obliged to provide a learning evaluation to improve the value so that the student can reach the minimum established standard of completeness. Earlier in the package system, if there are students who do not complete it will provide a remedial test for improvement value. While in credits, remedial program itself is no longer used and replaced with a Short Semester program (SP).

Students who did not complete in certain subjects must follow the short semester program (SP). The workings of the short semester program (SP) is actually the same as the remedial which aimed at improving student scores and reach the standard of student mastery. The difference of SP with the remedial program is the student shall repeat subjects who did not complete by the SP during a certain period of time that has been determined by the school. From the period of time that has been given, students will be guided again start from scratch to subjects who did not complete so that he can catch up value

When observed closely, short semester program (SP) is almost equal to the tutoring program for students. In the initial phase the students will be guided to repeat the subject matter that is considered difficult for a few weeks, after the evaluation phase of learning will be provided by the teacher by giving daily tests or quizzes for students. This stage aims to see how much the students's ability to absorb the learning and prepare students for the final exam SP. The final examination at the SP program a final assessment which determines the completeness of students. SMAN 2 Malang completeness minimum standard is set at 75. If the student has met these standards, then the SP taken is completed. But if students still yet to meet the standards of completeness after taking the SP program, the students still have to take the second SP program.

B. The (Positive and Negative) Impacts of the Implementation of Semester Credit System (SKS) Based Learning System in Social Studies Department of SMAN 2 Malang

As has been mentioned before, based on the previous research shows that students in Social Studies Department have some problems such as discrimination in academical domain also problem in style of learning that make them reputed as incompetence students. The appearance of SKS gives some influences for potential development of each students in Social Studies Department. Where in the process is also greatly influenced by the readiness of all components in the learning, not only learning system itself. Each

implementation of a learning system would have an impact on learning activities in the form of positive and negative impacts. Implementation of SKS as a system in secondary level education units also provide a significant impact to the success of learning. The following will describe some of the positive and negative impacts of the implementation of credit system in SMAN 2 Malang based on the research that has been done.

1. Positive impact of the application of credits in SMAN 2 Malang

- a. SKS is used as a system that prepares students to continue on to university.

Implementation of the system of credits as innovation applied to secondary level education unit is a good decision. That is because the application of credits in high school can help students in preparing them for the learning conditions in the actual college. Although in secondary school credits have not been fully applied as in the universities, but the impact of this system helps students to know and study about credits that they would find at the university. So expect the application of credits in middle school level, students can adapt quickly and do not feel any more trouble with SKS in Higher Education (university).

- b. SKS supports students in developing the ability to match the learning speed of each student.

Through the application of credits, active learning approach implemented by the teacher is expected to introduce and develop the learning capacity and potential of each student. As has been mentioned before in BSNP possible that through credits system students can complete their education programs more quickly according to the abilities, interests and talents. Because SKS synonymous with the student's speed of learning, do not be surprised if in the presence of credits students with superior skills will be better off because can take more study load. The implication is that more learning burden that can be taken by students, the faster these students complete their learning programs in schools. While students with an average speed of learning are not disadvantaged because they still can finish their education programs with normal periods.

Not only that, their responsibility to determine the burden of learning by the students themselves, make students more motivated in any learning activities with their friends. By studying with friends with the same speed of learning, each student is more motivated to become active learners. That's because they have to be able to maintain their grades or IPK to remain stable and even increased in each semester. Activeness shown by the students in the class would greatly affect the grading by teachers. In addition, in order to become an active

student in the classroom, students would have to have knowledge before starting learning activities. From these reasons, the students must prepare themselves with knowledge before class or study independently at home.

- c. SKS motivate teachers to be creative and innovative in developing SAP (Lessons Events Unit) which covers strategies, methods and instructional media.

Every teacher must have felt uncomfortable when being taught some students no longer gives attention to the teacher's explanation. In fact, there are some students who repeatedly looked at the clock despite learning time has not ended. This condition illustrates that students no longer have the patience to learn, enthusiastic about learning and more participatory learning. So this is where creativity, innovation and skills of teachers in making learning variation becomes important in creating an enjoyable learning.

Using a variation of activity is defined as a teacher in the context of the learning process that aims to overcome the boredom of the students, so the students' learning process always show perseverance, attention, enthusiasm, high

motivation and willingness to participate actively.⁶³ This is because the success of a learning is very closely linked to the experience felt by students when learning takes place. Learning goals or targets will be achieved if students can feel yourself these experiences. To create an experience in learning, it must be supported by the creativity of teachers in providing a good variety in the form of approaches and learning strategies in which also are methods and media support.

With the implementation of SKS, the teacher will be more motivated and challenged to be more creative and innovative in every learning activity. Moreover, students who are taught also have different learning speeds so that teachers needed may vary in approach and different strategies in each of the learning process.

- d. SKS allows students improve grades and achieve a better standard of completeness with through the program Short Semester (SP)

Each of the learning process is certainly not free from the terms assessment and evaluation of learning. Assessment is a process for making decisions using information obtained through the

⁶³ Prof. Dr. Suyono, M.Pd dan Drs. Hariyanto, M.S. *Belajar dan Pembelajaran :Teori dan Konsep Dasar*. (Bandung: PT. Remaja Rosdakarya. 2011), page.228

measurement of learning outcomes, using either a test or non-test instrument. Ratings here are not just looking for answers to the question of how or how far a given process or the results obtained by someone. In other words, we make value judgments.⁶⁴

The term assessment is more comprehensive and inclusive than the measurement and test. Assessment involves a quantitative and qualitative description of the students. The assessment process can be seen from the following chart⁶⁵ :

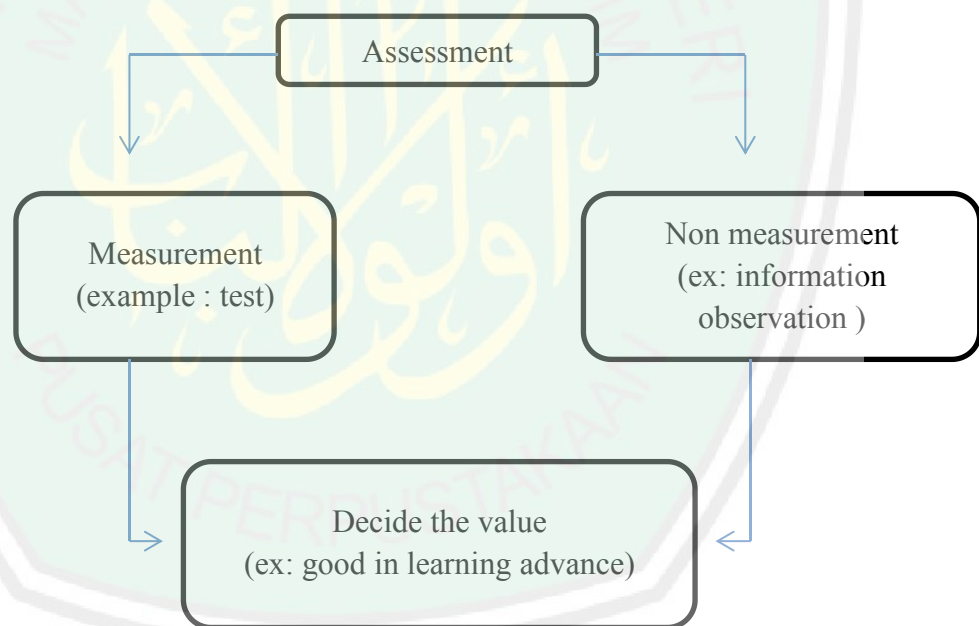


Chart 5.1 Assessment Process

Source: Belajar dan Pembelajaran Book page. 144

⁶⁴ Dra. Eveline Siregar, M.Pd dan Hartini Nara, M.Si. Op.Cit. page 141

⁶⁵ Ibid. Page 144

From the chart it can be seen that to determine the value of the students will have to be measured is both a test and non test. Similarly in the judging process at SKS, after students take the exam either UHT, UTS and UAS students declared incomplete or in this case the value obtained by the student is under the KKM (Criterion Complete Minimal) of 75, the students are required to fix the value to match or above the KKM through the SP program.

SP program allows students to improve better value because the school provides tutoring opportunities for students to repeat material on subjects who did not complete with a longer time before students carry out the test again after SP. In contrast to the remedial program in which students carry out the test again without taking tutoring beforehand. In addition, remedial implementation time determined by the teachers themselves. Of these differences can be concluded that the SP makes students have a greater opportunity to maximize the repetition of material that is considered difficult. So from that expectation measure performance of KKM much be greater.

2. Negative impact of the application of credits in SMAN 2 Malang
 - a. SKS impressed learning activities using fast and in a hurry, especially for students with learning pattern 5 semesters.

Implementation of learning systems using SKS identical with the grouping learning speed of each student based on abilities, talents and interests of learners. Based on observations, the implementation of credits in the Social Studies at SMAN 2 Malang also have an impact on the speed of the teacher in the learning process in the classroom. It is seen as especially significant in the classroom with learning pattern 5 semesters. In this class, students learn faster than the classroom with learning patterns 6 semesters. Due to the demands of a fast learning it here teachers are also impressed accelerate learning materials to meet the learning targets previously set. Class X with 5 semesters of learning patterns will learn the material in XI grade and so on. In the end to complete the learning targets, the teacher taught the subject matter more quickly than usual.

- b. Students lack of system's performance to absorb the subject matter because of time constraints for teachers in preparing SAP for students with different learning patterns.

Teaching and learning activities in the classroom can be regarded as the main processes that determine the success of learning. Because in these activities occur the transfer of knowledge by the teacher to the learner. But what would happen if the learning activities that students can not absorb knowledge

very well because the teacher cut out the subject matter that should be addressed? Based on interviews with previous students mentioned that students with learning pattern 5 semesters often do not get a full explanation of the material compared to the class teacher to learn the pattern of 6 semesters. According to the students, it was due to expectations of teachers towards students with learning pattern 5 semesters is too high so that teachers do not feel the need to convey the material in detail as regards students with learning pattern 5 was superior half.

If we recall the principle of learning in which one of these principles states that *teachers should convey the subject matter (presenting the stimulus) which has planned*⁶⁶, then the teacher should be responsible for the learning principles. But to carry out these principles is not easy especially for teachers who face the conditions in the classroom with different learning patterns. While teachers are also required to create a lesson plan that includes all the learning activities in the classroom. To make the lesson plan teachers also consider how the characteristics of students in each class. With SKS then the teacher would make lesson plans with different variations according to the characteristics of students in each class. Sure to make the RPP is not easy and quick, especially with different learning patterns of

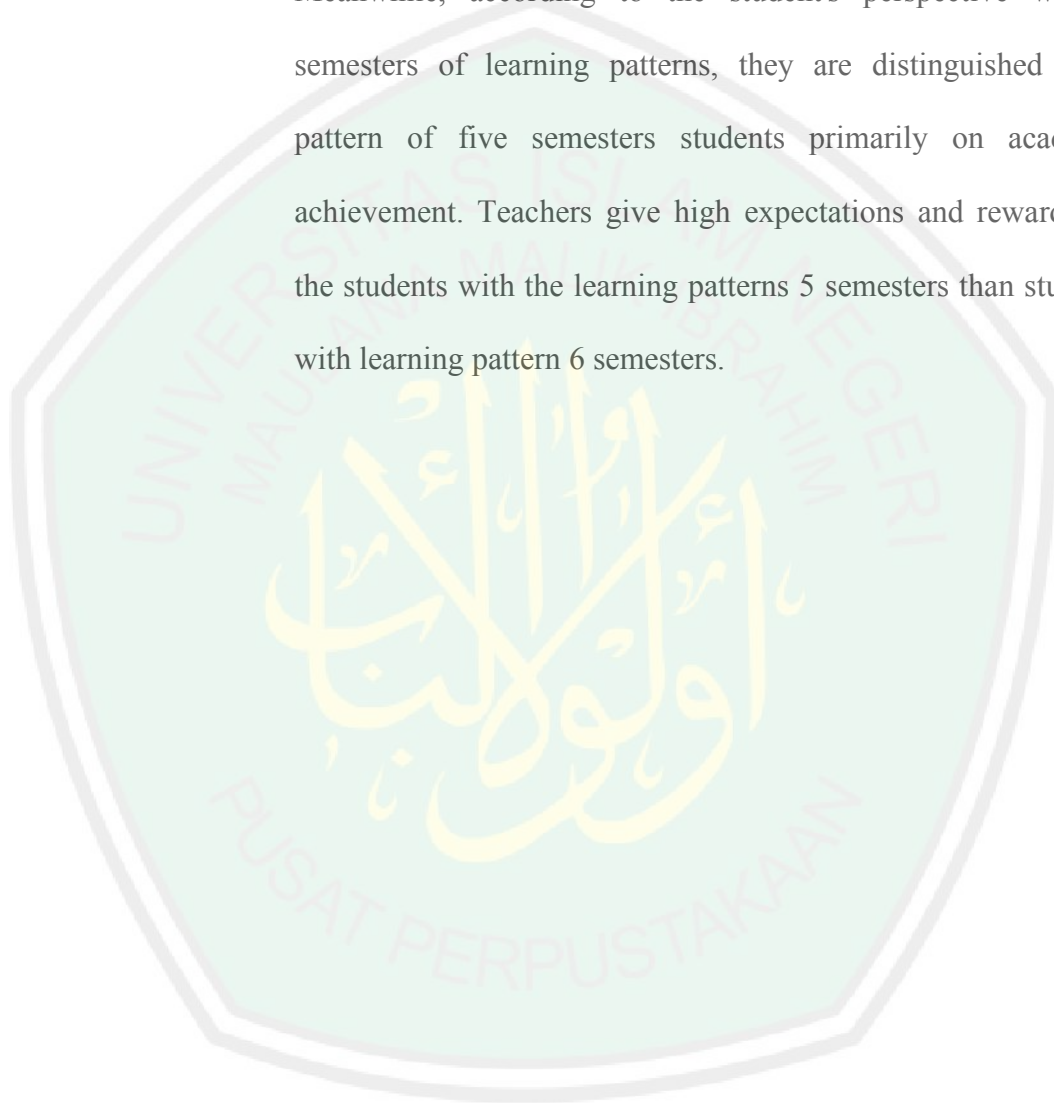
⁶⁶ Dra. Evelin Siregar, M.Pd dan Hartini Nara, M.Si. Op.cit, page 17

students currently applied to credits system. Due to the many charges, then to complete the learning materials, especially in the classroom with learning pattern 5 semesters then the teacher did not explain the material in detail for students with learning pattern 5 semesters and they do have to learn independently to be able to follow the lessons in class.

c. The gap between students with different learning patterns

Implementation credits with grouping students based on the speed of learning, had a significant impact for students with different learning patterns. The existence of such grouping bringing the gap between students with learning pattern 5 semesters 6 semesters. Both of which have a complaint from the viewpoint of each of which creates a gap between them. Some of the complaints that can be taken as an instance in students with learning pattern 5 semesters, they are distinguished by a student with a learning pattern 6 semesters obtain more detailed explanation of the material and not in a hurry. While students with learning pattern 5 semesters have to learn more independently but for the exact implementation of the National Examination (UN) are still not getting a clear decision from the government. Most likely though students with learning pattern 5 semesters can finish faster material but their implementation of

the National Examination (UN) with students learning patterns 6 semesters. So hope to pass more quickly for students with learning pattern 5 semesters still do not have certainty. Meanwhile, according to the student's perspective with 6 semesters of learning patterns, they are distinguished by a pattern of five semesters students primarily on academic achievement. Teachers give high expectations and rewards for the students with the learning patterns 5 semesters than students with learning pattern 6 semesters.





CHAPTER VI

CLOSING

A. Conclusion

Based on the analysis of the result study about the implementation of Semester Credit System (SKS) in Social Studies department of SMAN 2 Malang, there are some conclusion such as:

1. Implementation of SKS in SMAN 2 Malang as a new learning system that is considered to be good in facilitating the ability of the students in terms of the student's speed of learning. It is certainly not separated from the role of all components involved in the learning process in schools. In the process of implementation, SMAN 2 Malang already apply credits in accordance with government regulations, where the school was also given the freedom to set their own course credits in accordance with government regulations. First is planning stage which conducted by mapping SKL, SK, KD to be developed into the learning in the classroom coordinate with the teachers concerned. Then implemented gradually the learning system with the prvision of choice on limited courses, guide choice and expanded option.
2. The application of credits in the Social Sciences at SMAN 2 Malang also have a significant impact on the learning process, among others:

a. Positive impacts

1. SKS is used as a system that prepares students to continue on to university SKS supports students in developing the ability to match the speed of learning of each student.
2. SKS motivate teachers to be creative and innovative in developing SAP (Lessons Events Unit) which covers strategies, methods and instructional media.
3. SKS allows students improve grades and achieve a better standard of completeness with through Short Semester program (SP)

b. Negative impacts

1. SKS impressed learning activities using fast and in a hurry, especially for students with learning pattern 5 semesters.
2. Students lack of system's performance to absorb the subject matter because of time constraints for teachers in preparing SAP for students with different learning patterns.
3. The gap between students with different learning patterns

B. Suggestion

Based on the conclusion that had been presented, then in this occasion the author conveys some suggestions as follows:

1. For the National Education Department needs to conduct a review of the Semester Credit System (SKS) both technically and implementation for secondary schools. Because based on facts on the ground, for students with learning pattern 5 semesters still constrained by issues of National Examination (UN) is still unclear implementation time. So the concept of credits that can accelerate the speed of learning graduation students with above average still can not be implemented in full. Additionally College no one has opened registration for new students for twice the period of a year as a result of government policies related to the National Examination (UN) in schools that have implemented credits that are not clear yet.
2. For SMAN 2 Malang is necessary to encourage an increase in any learning activities by using credits system so that the objectives and learning targets can be achieved optimally.
3. For students majoring in social studies, SMAN 2 Malang, should be responsible for determining the selection learning load of each student. In addition, each student must be diligent to learn independently in order to remain able to follow the learning process in schools with a maximum.

APPENDICES

A. OBSERVATION GUIDE

Rumusan Masalah	Point yang diamati
1. Bagaimanakah implementasi pembelajaran menggunakan Sistem Kredit Semester (SKS) di SMAN 2 Malang?	1. Kegiatan belajar mengajar di kelas menggunakan SKS pada periode belajar 5 dan 6 semester pada jurusan IPS
	2. Strategi, metode, dan media pembelajaran yang digunakan pada program SKS di jurusan IPS
	3. Proses evaluasi pembelajaran pada sistem SKS di jurusan IPS
	4. Tingkat keberhasilan pembelajaran menggunakan SKS pada jurusan IPS. (Dilihat dari ketercapaian SKL siswa jurusan IPS di SMAN 2 Malang)
2. Bagaimana dampak (positif dan negatif) dari implementasi sistem pembelajaran menggunakan SKS pada Jurusan IPS di SMAN 2 Malang?	1. Proses pembelajaran di dalam kelas
	2. Kesiapan siswa menerima pembelajaran menggunakan SKS
	3. Sistem evaluasi pembelajaran
	4. Ketercapaian SKL

B. INTERVIEW GUIDE FOR DEPUTY OF CURRICULUM AND SOCIAL STUDIES TEACHER

Rumusan Masalah	Daftar Pertanyaan
1. Bagaiamanakah implementasi pembelajaran menggunakan Sistem Kredit Semester (SKS) pada Jurusan IPS di SMAN 2 Malang?	1. Apa latar belakang SMAN 2 Malang menerapkan SKS ?
	2. Bagaimana tahapan perencanaan pembelajaran menggunakan SKS di SMAN 2 Malang ?
	3. Bagaimana proses penerapan SKS di SMAN 2 Malang?
	4. Bagaimana cara pihak SMAN 2 Malang menentukan kecepatan belajar siswa ?
	5. Media, strategi dan metode belajar seperti apa yang diterapkan oleh bapak/ibu guru dalam pembelajaran menggunakan SKS di Jurusan IPS ?
	6. Bagaimana proses evaluasi yang dilakukan bapak/ibu guru dalam proses pembelajaran menggunakan SKS ?
	7. Apa saja saran dan harapan bapak/ibu guru di Jurusan IPS terkait pembelajaran menggunakan SKS?
2. Bagaimana dampak (positif dan negative) implementasi Sistem Kredit Semester (SKS) pada pembelajaran Jurusan IPS di SMAN 2 Malang ?	1. Bagaimana antusiasme siswa dalam menerima pembelajaran menggunakan SKS?
	2. Bagaimana rata-rata kemampuan siswa dalam menerima materi pelajaran menggunakan SKS ?
	3. Bagaimana prestasi belajar siswa setelah diterapkannya SKS saat ini ?
	4. Pernahkah siswa mengeluh tentang sistem belajar menggunakan SKS ?

C. INTERVIEW GUIDE FOR STUDENTS

Rumusan Masalah	Daftar Pertanyaan
1. Bagaimanakah implementasi pembelajaran menggunakan Sistem Kredit Semester (SKS) pada Jurusan IPS di SMAN 2 Malang?	1. Apakah sebelumnya Anda mengetahui apa itu SKS? Jelaskan secara singkat bila Anda mengetahuinya ?
	2. Apakah Anda mengalami kebingungan untuk mengikuti proses pembelajaran menggunakan SKS?
	3. Bagaimana tanggapan Anda tentang penerapan SKS di SMAN 2 Malang ?
	4. Menurut Anda apa kelebihan dan kekurangan dalam proses pembelajaran dengan SKS di Jurusan IPS?
	5. Apakah Anda mengalami kesulitan dalam proses pembelajaran terkait ketentuan beban belajar pada mata pelajaran tertentu?
2. Bagaimana dampak (positif dan negatif) implementasi Sistem Kredit Semester pada pembelajaran jurusan IPS di SMAN 2 Malang ?	1. Bagaimana perasaan Anda dalam mengikuti setiap KBM dengan menggunakan SKS saat ini ?
	2. Bagaimana sikap guru Anda dalam menyampaikan materi pelajaran di setiap KBM ? Sudahkah hal tersebut sesuai dengan kriteria pembelajaran yang Anda inginkan?
	3. Apakah guru Anda menggunakan media dan strategi pembelajaran dengan baik ? Berikan contoh media dan strategi yang biasa digunakan oleh guru Anda?
	4. Apakah Anda pernah mengeluhkan beberapa hal tentang proses pembelajaran menggunakan SKS di Jurusan IPS ini?
	5. Menurut Anda apakah penggunaan SKS di Jurusan IPS mempengaruhi hasil belajar

Anda ? Sebutkan !

D. HASIL OBSERVASI

No	Rumusan masalah	Point yang diamati	Deskripsi
1.	Bagaimanakah implementasi pembelajaran menggunakan Sistem Kredit Semester (SKS) di SMAN 2 Malang?	<p>1. Kegiatan belajar mengajar di kelas menggunakan SKS pada periode belajar 5 dan 6 semester pada jurusan IPS</p> <p>2. Strategi, metode, dan media pembelajaran yang digunakan pada program SKS di jurusan IPS</p> <p>3. Evaluasi pembelajaran pada sistem SKS di jurusan IPS</p> <p>4. Tingkat keberhasilan pembelajaran menggunakan SKS pada jurusan IPS. (Dilihat dari ketercapaian SKL siswa jurusan IPS di SMAN 2 Malang)</p>	<p>Proses kegiatan belajar mengajar menggunakan SKS di SMAN 2 Malang terbagi menjadi dua kelas dengan pola belajar 5 dan 6 semester . Kegiatan belajar diawali dengan kegiatan pembuka dimana guru memulai pelajaran dengan memberikan salam, bertanya tentang pembelajaran sebelumnya dan memberikan brain storming untuk memancing rasa ingin tahu siswa terhadap materi pembelajaran berikutnya .</p> <p>Selanjutnya pada kegiatan inti , guru mulai untuk menerangkan materi pelajaran kepada siswa. Berdasarkan hasil observasi , kondisi kelas di jurusan IPS terlihat sudah baik dengan segala sarana dan prasarana yang memadai. Dalam setiap kegiatan belajar mengajar guru menggunakan strategi yang mencakup penggunaan metode dan media pembelajaran.</p> <p>Selama kegiatan pembelajaran guru menggunakan strategi students center dan teacher center dengan mempertimbangkan materi pelajaran yang akan disampaikan. Penggunaan metode pembelajaran juga bervariasi</p>

			<p>tergantung pada materi pelajaran dan kreativitas masing-masing guru, namun pada umumnya metode yang digunakan adalah metode ceramah, presentasi dan diskusi aktif. Sedangkan untuk media pembelajaran guru juga memanfaatkan white board dan LCD Proyektor yang sudah disediakan di masing-masing kelas .</p> <p>Proses evaluasi pembelajaran pada sistem SKS dilakukan setelah nilai akhir semester keluar. Bila ada siswa yang tidak tuntas (nilai kurang dari 75) pada mata pelajaran tertentu maka siswa tersebut wajib menempuh semester pendek untuk memperbaiki nilainya. Waktu pelaksanaan program SP ditentukan oleh pihak sekolah dan berlangsung sekitar 3 minggu dengan durasi waktu 2 jam pelajaran setiap tatap muka.</p> <p>Tingkat keberhasilan pembelajaran menggunakan SKS di jurusan IPS bisa dikatakan sudah baik. Hal tersebut dapat dilihat dari ketercapaian SKL yang menunjukkan bahwa siswa jurusan IPS mampu memenuhi target kompetensi baik dari segi kognitif, afektif, dan psikomotorik. Selain itu alumni jurusan IPS dapat</p>
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			menunjukkan kompetensinya di PTN, PTS maupun kedinasan yang datanya diperoleh dari dokumen penelusuran data alumni SMAN 2 Malang.
2.	Bagaimana dampak (positif dan negatif) dari implementasi sistem pembelajaran menggunakan SKS pada jurusan IPS di SMAN 2 Malang?	5. Proses pembelajaran di dalam kelas	Proses pembelajaran di dalam kelas untuk siswa dengan pola belajar 5 dan 6 semester sedikit terdapat perbedaan. Pada kelas dengan pola belajar 5 semester kegiatan belajar mengajar terlihat lebih disiplin dengan karakter siswa yang aktif dalam setiap kegiatan belajarnya. Hal tersebut dikarenakan beban belajar yang mereka tempuh lebih banyak dari siswa dengan pola belajar 6 semester, sehingga mata pelajaran yang diterima juga lebih cepat dibandingkan siswa dengan pola belajar 6 semester. Sedangkan untuk kelas dengan pola belajar 6 semester terlihat sedikit gaduh. Siswa dengan pola belajar 6 semester lebih senang untuk berjalan-jalan di dalam kelas dan membentuk kelompok besar ketika mendapat tugas untuk berdiskusi. Sedangkan siswa dengan pola belajar 5 semester cenderung lebih kompetitif dan lebih senang berdiskusi dalam kelompok kecil untuk menghindari resiko siswa yang tidak berpartisipasi dalam tugas. Berbicara mengenai kesiapan siswa
		6. Kesiapan siswa menerima pembelajaran menggunakan SKS	
		7. Sistem evaluasi pembelajaran	
		8. Ketercapaian SKL	

			<p>dalam menerima pembelajaran baik siswa dengan pola belajar 5 semester maupun 6 semester memiliki antusiasme yang tinggi dalam menerima materi pelajaran. Hal tersebut semakin terlihat ketika guru membuat forum diskusi. Terutama pada siswa dengan pola belajar 5 semester terlihat aktif dan semangat untuk mengajukan pertanyaan, menjawab dan menyanggah. Hanya saja antusias mereka juga membutuhkan motivasi dari masing-masing guru. Untuk menghindari rasa bosan siswa, guru biasanya memberikan variasi dalam menyampaikan materi pelajaran dengan menyisipkan gurauan yang masih berhubungan dengan materi pelajaran.</p> <p>Sistem evaluasi pembelajaran biasanya dilakukan dengan berbagai cara, baik berupa penilaian dalam bentuk test maupun non test oleh masing-masing guru. Karena menggunakan K-13 maka penilaian mencakup aspek kognitif, afektif dan psikomotorik. Guru biasanya menilai siswa dengan melihat keaktifan siswa di dalam kelas, sedangkan untuk siswa yang kurang aktif akan diberikan kesempatan dengan menjawab pertanyaan yang diberikan</p>
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			<p>oleh guru. Selain itu, guru juga memberikan kuis untuk melihat seberapa jauh pemahaman siswa terhadap materi pelajaran yang telah disampaikan.</p> <p>Ketercapaian SKL dalam pembelajaran di jurusan IPS sudah baik. Hal tersebut tidak hanya dilihat dari nilai siswa yang bisa dikatakan memenuhi KKM tetapi juga ditunjukkan melalui ketercapaian target atau tujuan dari pembelajaran itu sendiri. Menurut guru, siswa yang sudah berusaha dan belajar untuk disiplin dan menghargai waktu sudah menunjukkan ketercapaian SKL di ranah afektif dan siswa terampil untuk untuk berkreasi juga menunjukkan ketercapaian SKL di ranah psikomotorik.</p>
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E. DATA HASIL WAWANCARA

Nama : Slamet Riyanto
Posisi : Waka Bidang Kurikulum SMAN 2 Malang
Waktu : Senin, 6 February 2017

A. Bagaimanakah implementasi pembelajaran menggunakan Sistem Kredit Semester (SKS) pada Jurusan IPS di SMAN 2 Malang?

1. Apa latar belakang SMAN 2 Malang menerapkan SKS ?

Sekolah kita memang pada awalnya memberanikan diri untuk menerapkan Sistem Kredit Semester karena pada saat itu memang ada informasi dari pemerintah bahwa nantinya semua sekolah menengah harapannya dapat melaksanakan proses belajar mengajar dengan SKS. Nah saat itu, kenapa tidak SMAN 2 menerapkan SKS toh nanti juga semua sekolah akan memakai SKS. Jadilah sekolah kita sebagai sekolah percontohan SKS di Malang. Dan terbukti bahwa kualitas lulusan sekolah kita juga tidak kalah dengan sekolah lainnya meskipun kita menggunakan sistem yang berbeda. Nah sekarang kan semua SMA negeri di Malang wajib menggunakan SKS, sekolah kita kan sudah lama pakai SKS jadi ya nggak kaget lagi lah.

2. Bagaimana proses penerapan SKS di SMAN 2 Malang ?

Hmm... untuk tahapan pelaksanaan SKS di SMAN 2 sendiri memang dilakukan sesuai dengan prosedur perencanaan dengan berbagai persiapan dan pertimbangan yang matang. Setelah adanya Permendiknas yang mengatur tentang pelaksanaan SKS di tingkat SMA, maka dari sana pihak sekolah mulai untuk memetakan SKL, SK, KD dari masing-masing jurusan. Kalau di jurusan

IPS sendiri nanti contohnya akan muncul seperti geografi 1, geografi 2 dst. Baru kemudian mengembangkan silabus ke dalam kegiatan tatap muka, tugas terstruktur, dan tugas mandiri bersama dengan guru-guru. Selanjutnya penyusunan beban belajar. Di sini, pihak sekolah mulai membuat tabel distribusi mata pelajaran (umum, wajib, pilihan), berapa bobot sks nya, lalu disesuaikan dengan variasi belajar siswa. Nah selanjutnya ini pembuatan prosedur akademik, maksudnya siswa diberikan pilihan rencana studi terbatas pada semester 1, pilihan terbimbing pada semester 2 dan pilihan diperluas di semester berikutnya. Sedangkan untuk evaluasinya kita bisa lihat nanti pada hasil belajar siswa. Dari situ nanti kita adakan evaluasi terkait dengan pelaksanaan SKS nya apakah sudah sesuai dengan perencanaan awal dan nanti pasti akan ada perbaikan untuk ke depannya. Untuk proses penerapan SKS sendiri kita mengacu pada Undang-undang dan Permendikbud ya Mbak. Nah kalau ingin tahu penerapan SKS yang baru ini semua ada di Permendikbud no 158 tahun 2014. Di SMAN 2 Malang sampai saat ini masih menerapkan yang periode belajar 5 dan 6 semester karena itu juga kebijakan di masing-masing sekolah.

Berbeda dengan SKS yang dahulu, kalau yang dulu SKS kita kan masih percontohan ya jadi yang dulu ini masih memakai pola on-off dimana ada beberapa mata pelajaran yang di semester ini keluar di semester besoknya tidak keluar seperti di perguruan tinggi. Dengan kurikulum yang berbeda pula yaitu KTSP. Tetapi untuk SKS yang sekarang hanya memberlakukan pola on saja atau sebutannya itu pola continue jadi setiap semester ini setiap mapelnya selalu dipasarkan. Nah, untuk kurikulumnya sekarang kan K-13 jadi SKS nya ini ya mengikuti perkembangan kurikulum juga. Jadi penilaiannya ada 3 aspek yaitu

kognitif, afektif, dan psikomotorik. Jadi misalkan ada salah satu aspek yang kurang maka bisa dilakukan SP di aspek yang kurang tersebut.

3. Bagaimana cara pihak SMAN 2 Malang menentukan kecepatan belajar siswa ?

Memang sebelum masuk di kelas, masing-masing siswa harus menempuh tes terlebih dahulu. Jadi pada awal pendaftaran setelah mereka diterima di SMAN 2 Malang, para siswa ini di tes terlebih dahulu untuk mengetahui tingkat kecerdasan kognitif mereka. Tes yang diberikan berupa Tes Potensi Akademik (TPA). Sehingga dari hasil tes tersebut, dapat diketahui kemampuan masing-masing siswa kemudian baru bisa diputuskan masuk kelas dengan pola belajar 5 semester atau 6 semester. Untuk siswa yang masuk pola belajar 5 semester akan diberi kesempatan untuk merasakan proses pembelajaran selama 3 bulan, jika siswa merasa pola tersebut terlalu memberatkan maka siswa boleh pindah ke pola belajar 6 semester. Tetapi setelah pemberiannya kesempatan tersebut mereka bertahan di pola belajar 5 semester maka siswa tersebut harus bertanggung jawab atas pilihannya sendiri dan sudah tidak bisa pindah ke pola belajar lain.

4. Bagaimana proses evaluasi yang dilakukan bapak/ibu guru dalam proses pembelajaran menggunakan SKS ?

Untuk evaluasi pembelajaran sendiri kita ada semester pendek (SP) bagi siswa yang tidak tuntas pada mata pelajaran tertentu dan kalau ingin tahu lebih lanjut bisa ditanyakan kepada guru pengajar di jurusan IPS bagaimana prosesnya.

5. Adakah kendala yang dihadapi selama SMAN 2 Malang menerapkan SKS ?

Kalau kendala mungkin lebih ke masalah UN ya. Untuk UN pada periode belajar 5 dan 6 semester ya. Kalau yang pola 6 semester saya rasa tidak ada masalah ya karena mereka lulus dengan waktu yang normal. Tetapi untuk siswa dengan pola

5 semester ini yang memang masih belum diwadahi oleh pemerintah mestinya pemerintah mengadakan UN ini 2 kali yaitu bulan Januari dan April. Sama dengan Perguruan Tinggi yang juga belum meawadahi siswa dengan pola 5 semester. Seharusnya kan Perguruan Tinggi juga membuka perekrutan untuk mahasiswa baru setahun 2 kali untuk mewadahi sekolah yang menerapkan SKS terutama siswa yang bisa lulus lebih cepat.

- 6. Bagaimana strategi yang digunakan oleh pihak sekolah terkait dengan pelaksanaan UN bagi siswa dengan pola belajar 5 semester yang masih belum jelas tersebut ?**

Strategi yang ditempuh sekolah kalau misalkan pemerintah belum menentukan kebijakan selanjutnya untuk siswa dengan pola 5 semester. Kalau dari pihak sekolah sih tidak ada masalah ya jika memang pemerintah belum menurunkan kebijakan selanjutnya. Strategi yang bisa ditempuh sekolah untuk siswa dengan pola 5 semester sendiri lebih ke penguatan pada materi yang diujikan dengan memanfaatkan waktu yang tersisa dari waktu normalnya. Jadi mungkin sekolah bisa menguatkan siswa melalui bimbingan belajar.

- 7. Apa saja saran dan harapan bapak/ibu guru di jurusan IPS terkait pembelajaran menggunakan SKS?**

Harapan ke depannya ya semoga SKS ini bisa dikembangkan semakin meluas dan semakin mantap. Serta didukung dengan kebijakan pemerintah perguruan tinggi yang lebih jelas sehingga bisa melakukan perekrutan mahasiswa di dua periode.

Nama : Supandi .
Posisi : Guru Ekonomi
Waktu : Senin, 6 February 2017

A. Bagaimanakah implementasi pembelajaran menggunakan Sistem Kredit Semester (SKS) pada Jurusan IPS di SMAN 2 Malang?

1. Bagaimana tahapan perencanaan pembelajaran menggunakan SKS di SMAN 2 Malang ?

Perencanaan pembelajaran dengan SKS sebenarnya ya sama saja dengan sebelumnya ya, kita lihat dulu materi yang akan diajarkan apa baru kemudian kita susun RPP sesuai dengan materi itu nduk. Yaah nggak jauh-jauh beda lah paling ya itu kalau SKS kan gurunya harus kreatif biar siswa nggak bosan.

2. Media, strategi dan metode belajar seperti apa yang diterapkan oleh bapak/ibu guru dalam pembelajaran menggunakan SKS di jurusan IPS ?

Ya macam-macam itu nduk, pokoknya tergantung materi nya kalau saya itu. Tapi secara umum saya biasa menggunakan metode ceramah media PPT namun kalau misalkan materinya ringan bisa dikembangkan menggunakan metode lain misalnya game itu untuk kelas pola belajar 6 semester. Berbeda dengan yang pola 5 semester, saya lebih cenderung ceramah karena guru disini dituntut untuk dapat menyelesaikan KD lebih cepat dari kelas dengan pola 6 semester. Jadi strateginya pun juga berbeda. Karena anaknya aktif maka saya biasanya lebih ke arah diskusi kritis.

3. Bagaimana proses evaluasi yang dilakukan bapak/ibu guru dalam proses pembelajaran menggunakan SKS ?

Untuk sistem evaluasi kita melakukan evaluasinya di setiap KD dan untuk siswa yang nilainya masih kurang bisa mengambil SP sesuai dengan mapel yang sudah dijadwalkan

4. Apa saja saran dan harapan bapak/ibu guru di jurusan IPS terkait pembelajaran menggunakan SKS?

Harapan ke depannya untuk SKS saat ini ya semoga pemerintah segera memberikan solusi ya untuk masalah UN pada siswa dengan pola yang lebih cepat ini. Karena harusnya jika seluruh SMAN Malang menerapkan SKS maka seharusnya pemerintah memberikan kebijakan yang jelas di samping itu saya rasa untuk konsep SKS nya lebih dimatangkan lagi. Karena kasihan dengan anak-anak dengan pola belajar 5 semester yang sudah berharap bisa lulus lebih cepat karena tidak ada kepastian UN nya Januari atau bersamaan dengan yang pola 6 semester yaitu sekitar April atau Maret. Lalu apa bedanya kalau seperti itu.

B. Bagaimana dampak (positif dan negative) implementasi Sistem Kredit Semester (SKS) pada pembelajaran jurusan IPS di SMAN 2 Malang ?

1. Bagaimana antusiasme siswa dalam menerima pembelajaran menggunakan SKS?

Selama ini saya rasa siswa memang cukup aktif ya apalagi untuk anak dengan pola 5 semester mereka lebih aktif dan kritis. Kalau keadaan kelas saya rasa sudah cukup memadai dan kondusif. Untuk karakter siswa pola belajar 5 ini seperti yang saya bilang tadi anaknya lebih aktif dan kritis dan memang anak-anak yang terpilih melalui tes awal tadi sehingga untuk kognitifnya sudah sangat

baik. Kalau yang pola 6 semester ini siswanya ya ya lumayan aktif dan seperti siswa umumnya saya rasa mereka juga baik hanya saja kan untuk tingkat kognitifnya bisa dibilang masih unggul yang pola 5 semester.

2. Bagaimana rata-rata kemampuan siswa dalam menerima materi pelajaran menggunakan SKS ?

Untuk kemampuan rata-rata siswa dengan pola belajar 5 dan 6 semester semuanya sudah memenuhi standart tinggal nanti diperkuat lagi dalam proses pembelajarannya dan untuk hasil belajar juga sudah cukup baik

3. Bagaimana prestasi belajar siswa setelah diterapkannya SKS saat ini ?

Saya rasa prestasi belajarnya sudah baik ya soalnya kalau saya lihat rata-rata nilai mereka di kelas juga baik.

4. Pernahkah siswa mengeluh tentang sistem belajar menggunakan SKS ?

Untuk anak-anak dengan pola 5 semester ini memang kalau dilihat mereka sedikit tertekan tetapi itu memang konsekuensi dari pilihan awal mereka untuk masuk kelas tersebut. Jadi menurut saya mereka harus tetap bertanggung jawab dengan pilihan mereka sendiri.

Nama : Arif Farida .
Posisi : Guru PKn
Waktu : Rabu, 19 April 2017

A. Bagaimanakah implementasi pembelajaran menggunakan Sistem Kredit Semester (SKS) pada Jurusan IPS di SMAN 2 Malang?

1. Bagaimana tahapan perencanaan pembelajaran menggunakan SKS di SMAN 2 Malang ?

Kita lihat dulu materinya nduk, setelah itu kita susun RPP seperti biasanya itu. Kan nanti di dalam RPP itu juga ada macam-macam kegiatan pembelajaran dengan strategi, metode dan media pembelajaran juga. Jadi kita nanti mau buat pembelajaran seperti apa ya sudah seperti di RPP itu kurang lebihnya. Nanti kan yang membedakan kalau yang pola 5 semester materinya lebih cepat dari yang pola 6 semester.

2. Media, strategi dan metode belajar seperti apa yang diterapkan oleh bapak/ibu guru dalam pembelajaran menggunakan SKS di jurusan IPS ?

Lagi-lagi itu juga tergantung materinya. Ya tentu setiap guru pakai strategi media dan metode ya. Tergantung materinya kalau saya. Misalkan tadi materi mengenai BPK saya lebih suka ke diskusi media nya ya PPT itu jadi diawali dengan presentasi per kelompok nanti pasti anak-anak itu diskusi ujung-ujungnya debat. Dan saya seneng kalau seperti itu

3. Bagaimana proses evaluasi yang dilakukan bapak/ibu guru dalam proses pembelajaran menggunakan SKS ?

Evaluasi ya.. kalau evaluasi selain dari UH biasanya saya liat juga keaktifan siswa. Biasanya setelah saya menerangkan kemudian saya berikan quis keaktifan siswa kan juga bisa muncul di situ. Saya akan melihat keaktifan siswa ya dari cara yang seperti tadi itu nduk. Soal akan saya berikan tapi ya itu sebenarnya bikin soal ini waktunya ndesek jadi baru saya kasih 12 soal untuk quis. Nanti siswa akan berusaha menjawab satu-satu dan saya beri kesempatan untuk mengembangkan pertanyaan dari temannya. Nanti kalau ada temannya yang ndak puas mereka akan memberikan masukan. Sedangkan untuk siswa yang introvert ini kan sebenarnya dia mampu tapi kurang komunikatif. Ini ya bisa dilihat dari nilai ulangnya sedangkan untuk keaktifannya nanti kan ada data keaktifan siswa nah yang saya centang itu yang aktif yang tidak berarti belum aktif. Evaluasinya ya nanti kalau sesi diskusi dia tak lempari pertanyaan, saya berikan kesempatan. Jadi semua ini saya beri kesempatan untuk tampil di depan untuk menjawab atau presentasi itu untuk apa? Untuk membekali anak berani tampil di depan kan itu perlu , lek gak tau opo gak nggreweli Nanti kalau ada siswa yang tidak tuntas ya berarti dia harus ikut SP (Semester Pendek).

4. Apa saja saran dan harapan bapak/ibu guru di jurusan IPS terkait pembelajaran menggunakan SKS?

Harapannya ya semoga SKS nya ini lebih baik dengan program yang lebih jelas lagi. Pemerintah kalau berani mengeluarkan kebijakan seperi itu konsekuensinya harusnya ya melayani. Iya kan ? Sedangkan sekarang pemerintah itu ketika menggulirkan program tidak dibarengi dengan pertimbangan permasalahan ke depannya yang ada di sekolah.

B. Bagaimana dampak (*positif dan negative*) implementasi Sistem Kredit Semester (SKS) pada pembelajaran jurusan IPS di SMAN 2 Malang ?

1. Bagaimana antusiasme siswa dalam menerima pembelajaran menggunakan SKS?

Anaknya memang aktif-aktif ya kalau di pola 5 kalau di pola 6 aktif tapi hanya beberapa saja. Jadi anak yang pola 5 ini memang unggul, karena memang sebelumnya kita tes IQ dulu. Jadi walaupun kita sudah kumpulkan di kelas ya memang pasti ada anak yang mampu pada satu bidang studi apa gitu yang dia mampu betul. Memang anaknya aktif kritis jadi seneng saya. Memang saya biarkan saja mereka karena ketika saya hanya menerangkan saja pasti nanti hanya satu dua anak saja yang tanya. Tapi kalau seperti tadi presentasi dan diskusi, anak-anak pasti lebih berkembang, jadi lebih aktif dan berusaha mencari dan akhirnya menyerang temannya dengan mencari celah karena pengetahuannya lebih luas. Nah itu lho keuntungannya. Sehingga anak-anak kan memang harusnya seperti itu, dikala dia sudah menerima materi kalau temannya yang menjelaskan dia akan segera memburu.

2. Bagaimana rata-rata kemampuan siswa dalam menerima materi pelajaran menggunakan SKS ?

Kalau rata-rata kemampuan siswa ini beda-beda ya. Kalau yang di pola 5 semester memang anaknya kan sudah cukup unggul jadi bisa dikatakan kemampuannya di atas rata-rata. Tetapi kalau di pola 6 semester rata-rata kemampuan siswa nya memang tidak seunggul pola 5 tapi bisa dibilang sudah baik karena mereka belajarnya memang dengan kecepatan normal.

3. Bagaimana prestasi belajar siswa setelah diterapkannya SKS saat ini ?

Yah saya rasa prestasi belajar siswa cukup terpengaruh ya, karena kan mereka dituntut untuk mandiri dan bertanggung jawab dengan pilihannya. Jadi semakin banyak sks yang diambil saya lihat daya saing mereka dengan teman itu ada. Jadi untuk menjaga IPK tetap stabil atau kalau ingin IPK naik yang kerja keras mereka dalam belajar itu yang menentukan.

4. Pernahkah siswa mengeluh tentang sistem belajar menggunakan SKS ?

Kalau anak-anak itu sering bilang “bu waktunya terlalu cepat. Sering bilang “ Bu kayaknya sama ya wong nanti pada saat ujian kita sama nggak ada bedanya. Ya Cuma yang diuntungkan itu dia yang di pola 5 dia sudah selesai sedangkan yang pola 6 masih materi. Ya mau gimana lagi namanya juga sistem jadi mau nggak mau ya harus diterima. Sebagai guru juga harus bisa jadi fasilitator yang baik.



Nama : Rosa
Posisi : Siswa Jurusan IPS kelas XI pola belajar 5 semester
Waktu : Rabu, 19 April 2017

A. Bagaimanakah implementasi pembelajaran menggunakan Sistem Kredit Semester (SKS) pada Jurusan IPS di SMAN 2 Malang?

1. Apakah sebelumnya Anda mengetahui apa itu SKS? Jelaskan secara singkat bila Anda mengetahuinya ?

Sama ya dengan rama saya awalnya juga nggak tau SKS awalnya baru tau waktu sosialisasi itu di aula baru

2. Apakah Anda mengalami kebingungan untuk mengikuti proses pembelajaran menggunakan SKS?

Bingung , soalnya kita kan taunya naik sama nggak naik kan kalau SMP itu sistemnya. Kita tau juga SMP sama SMA itu dikira kan sama. Eh ternyata sekarang sistemnya SKS.

3. Bagaimana tanggapan Anda tentang penerapan SKS di SMAN 2 Malang ?

Ada enak sama nggak enaknya sih. Kan kita kan nanti kalau pelajaran itu ngejar. Sekarang kita kan kelas XI, tapi pelajaran kita itu sekarang udah kelas XII. Nah kan berarti yang diuntungkan kan malah dia kan (siswa pola 6 semester). Dia belajarnya nyantai trus IP nya kan bisa naik , kalau kita kan dikejar materi yang banyak kan . Nanti kalau mau naikkan IP kan butuh kerja keras yang sangat banyak

4. Menurut Anda apa kelebihan dan kekurangan dalam proses pembelajaran dengan SKS di jurusan IPS?

Kalau kelebihan karena saya pola 5 semester jadi saya punya waktu luang sekitar 1 semester menjelang UN. Kalau kekurangannya dalam proses pembelajarannya tergesa-gesa, nilainya tidak seimbang dengan anak yang pola 6 semester, ketidmaksimalan menerima pelajaran. Maksudnya kita hanya diberi materi pelajaran yang umum saja tapi anak pola 6 semester diberi pelajaran yang detail. Soalnya emang kita dikejar waktu. Guru juga berekspektasi terlalu tinggi sama anak yang pola 5 semester, kita pulang lebih sore

5. Apakah Anda mengalami kesulitan dalam proses pembelajaran terkait ketentuan beban belajar pada mata pelajaran tertentu?

Kalau kesulitan mungkin saat belajar misalnya sekarang ada PR MAT sama BIND. Karena mereka masuk bobot sks yang paling banyak pastinya MAT sama BIND hampir ada tiap hari. Jadi kita kesulitan ngerjain PR nya belum lagi pelajaran yang lainnya.

B. Bagaimana dampak (positif dan negative) implementasi Sistem Kredit Semester (SKS) pada pembelajaran jurusan IPS di SMAN 2 Malang ?

1. Bagaimana perasaan Anda dalam mengikuti setiap KBM dengan menggunakan SKS saat ini ?

Iya bu seneng2 aja sih apalagi kalau kita presentasi kan kita boleh tanya, jawab ngasih sanggahan sesuka kita. Pokoknya kita bisa all out lah.

2. Bagaimana sikap guru Anda dalam menyampaikan materi pelajaran di setiap KBM ? Sudahkah hal tersebut sesuai dengan kriteria pembelajaran yang Anda inginkan?

Tergantung gurunya sih bu, wajar sih pasti di setiap sekolah ada guru yang enak ada yang nggak. Kalau boleh kasih contoh itu misalnya dulu itu pak Pandi guru ekonomi kita waktu kelas X itu jatrang sekali bergurau, tapi sekarang setelah kelas XI beliau banyak kasih guruan biar nggak bosan gitu bu.

- 3. Apakah guru Anda menggunakan media dan strategi pembelajaran dengan baik ? Berikan contoh media dan strategi yang biasa digunakan oleh guru Anda?**

Tergantung gurunya bu, beda-beda ada guru yang kreative biar kita nggak bosan jadi media, strategi nya banyak tapi paling sering digunakan itu ya PPT sama diskusi kayak tadi bu jadi kita aktif tanya jawab nyanggah juga.

- 4. Apakah Anda pernah mengeluhkan beberapa hal tentang proses pembelajaran menggunakan SKS di jurusan IPS ini?**

Ya sama sih bu kecepatan itu keluhannya paling sama itu juga pelaksanaan UN yang masih nggak jelas. Soalnya kita lulus nya sama aja dengan yang pola 6 semester. Jadi kita nunggu satu semester buat UN

- 5. Menurut Anda apakah penggunaan SKS di jurusan IPS mempengaruhi hasil belajar Anda ? Sebutkan !**

Iya berpengaruh bu, kita kan ngebut belajar bu tapi tetep aja kita harus punya nilai yang tetap baik. Ke depannya kita kan juga nggak bisa ngubah sistemnya SKS itu karena kan udah kebijakan dari sekolah dan kebijakan dari pemerintah. Jadi kita sebagai siswa di sini cuma bisa menjalankan hehe

Nama : Rama
Posisi : Siswa Jurusan IPS kelas XI pola belajar 5 semester
Waktu : Rabu, 19 April 2017

A. Bagaiamanakah implementasi pembelajaran menggunakan Sistem Kredit Semester (SKS) pada Jurusan IPS di SMAN 2 Malang?

1. Apakah sebelumnya Anda mengetahui apa itu SKS? Jelaskan secara singkat bila Anda mengetahuinya ?

Awalnya saya nggak tau sama sekali apa itu SKS. Tapi waktu awal masuk ke SMAN 2 baru dikasih tau kayak ada sosialisasi gitu. Kita dibawa ke aula baru untuk sosialisasi SKS. Orang tua itu aja waktu rapotan baru tau apa itu SKS.

2. Apakah Anda mengalami kebingungan untuk mengikuti proses pembelajaran menggunakan SKS?

Bingung pertamanya , kan kita kan kayak canggung nggak pernah

3. Bagaimana tanggapan Anda tentang penerapan SKS di SMAN 2 Malang?

Ya enak sih , Cuma ya ada yang nggak adil juga. Eemh kan ini kan misalnya 5 sama 6 semester, nah yang 6 semester ini kan bobot sks nya sedikit sedangkan kita kan sks nya banyak . Jadi kalau buat penentuan IP itu kalau menurutnya saya itu lebih menguntungkan yang 6 semester. Jadi kalau menurut saya kita itu merasa dirugikan gitu lho, tapi itu menurut saya pribadi

4. Menurut Anda apa kelebihan dan kekurangan dalam proses pembelajaran dengan SKS di jurusan IPS?

Kelebihannya itu biar tahu nanti kalau kuliah itu seperti apa. Untuk nilai rapor lebih menguntungkan soalnya pakai IP kalau pakai rata-rata nilainya keliatan sedikit. Kelemahannya kalau kita pola 5 semester ini nilai kita ini bobotnya terlihat turun soalnya sks kita banyak.

5. Apakah Anda mengalami kesulitan dalam proses pembelajaran terkait ketentuan beban belajar pada mata pelajaran tertentu?

Sulit kalau pas banyak PR itu sulit ngatur waktunya ngerjain PR yang mana dulu hehe

B. Bagaimana dampak (*positif dan negative*) implementasi Sistem Kredit Semester (SKS) pada pembelajaran jurusan IPS di SMAN 2 Malang ?

1. Bagaimana perasaan Anda dalam mengikuti setiap KBM dengan menggunakan SKS saat ini ?

Seneng sih bu, apalagi kita bisa aktif kalau waktunya presentasi.

2. Bagaimana sikap guru Anda dalam menyampaikan materi pelajaran di setiap KBM ? Sudahkah hal tersebut sesuai dengan kriteria pembelajaran yang Anda inginkan?

Kalau guru beda-beda ya , ada yang enak ada yang nggak enak. Tapi lumayan lah bu.

Iya , misalnya pak Pandi sekarang lebih banyak bergurau dan langsung praktik biar kita cepet nyantol ke pelajarannya.

3. Apakah guru Anda menggunakan media dan strategi pembelajaran dengan baik ? Berikan contoh media dan strategi yang biasa digunakan oleh guru Anda?

Iya hampir semua guru yang mengajar di kelas kami menggunakan media. Terkadang game juga di kelas biar nggak bosen. Biasanya juga pakai PPT kalau presentasi jadi disitu kita bisa diskusi

4. Apakah Anda pernah mengeluhkan beberapa hal tentang proses pembelajaran menggunakan SKS di jurusan IPS ini?

Paling kita ngeluhnya ya itu bu kecepatan belajarnya kayak dikejar-kejar gitu bu. Terus ekspektasi guru itu terlalu tinggi kalau menurut saya

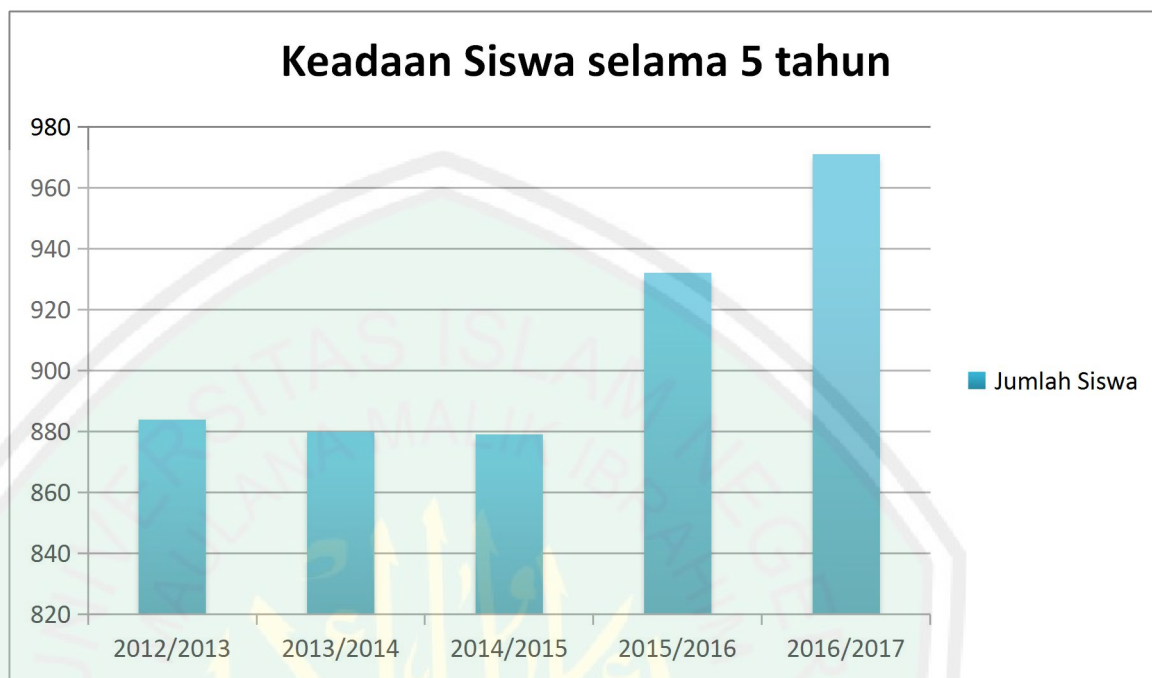
5. Menurut Anda apakah penggunaan SKS di jurusan IPS mempengaruhi hasil belajar Anda ? Sebutkan !

Iya pasti bu, secara nggak langsung juga mempengaruhi hasil belajar kita. Kita dituntut menyelesaikan materi lebih cepat dengan waktu yang dipercepat pula jadi agak beban sedikit.

F. SUMBER DAYA MANUSIA SMAN 2 MALANG

1. Peserta Didik

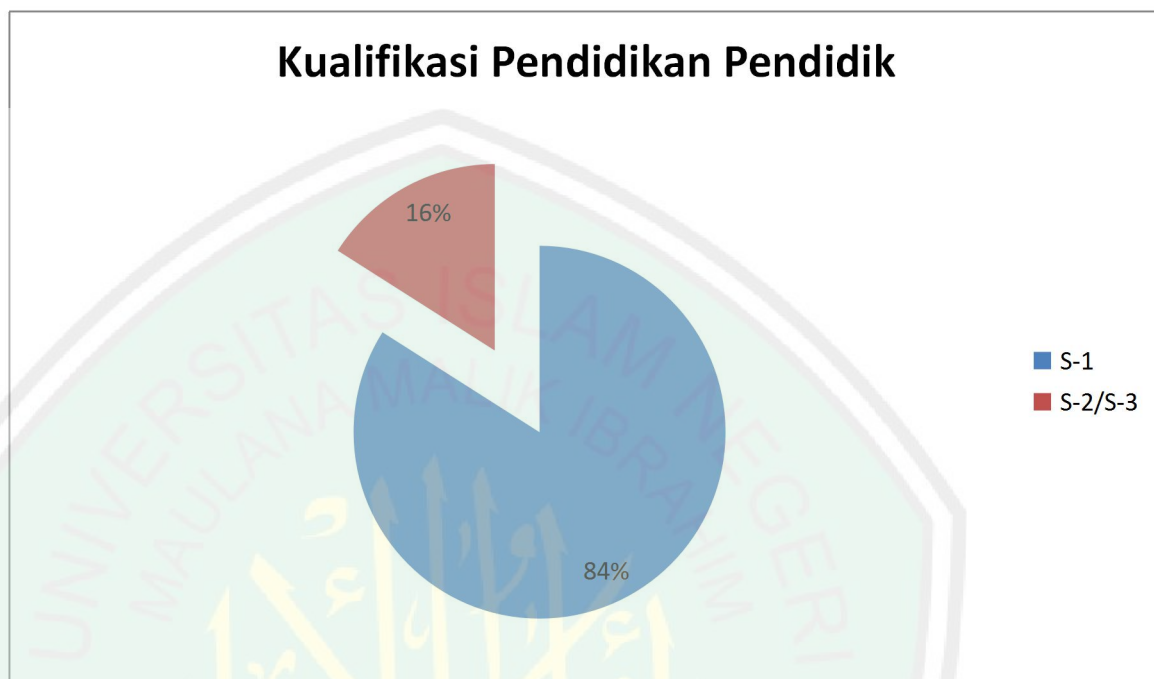
Perkembangan jumlah peserta didik dan rombel lima tahun terakhir dapat dilihat di grafik berikut:



Dari grafik tersebut dapat diketahui bahwa jumlah siswa dari tahun ke tahun meningkat seiring dengan kemajuan sekolah. Hal ini menunjukkan bahwa masyarakat semakin percaya kepada SMAN 2 Malang. Berdasarkan jumlah sasaran siswa tersebut, maka program Sekolah Rujukan dapat ditanamkan pada masyarakat dengan tepat sasaran.

2. Pendidik

Pendidik SMAN 2 Malang terdiri dari guru PNS dan honorer dengan kualifikasi pendidikan mulai Sarjana sampai Doktor. Pendidik 100% mengajar sesuai dengan keahlian. Rekapitulasi kualifikasi pendidikan pendidik dapat dilihat pada grafik dan tabel berikut.

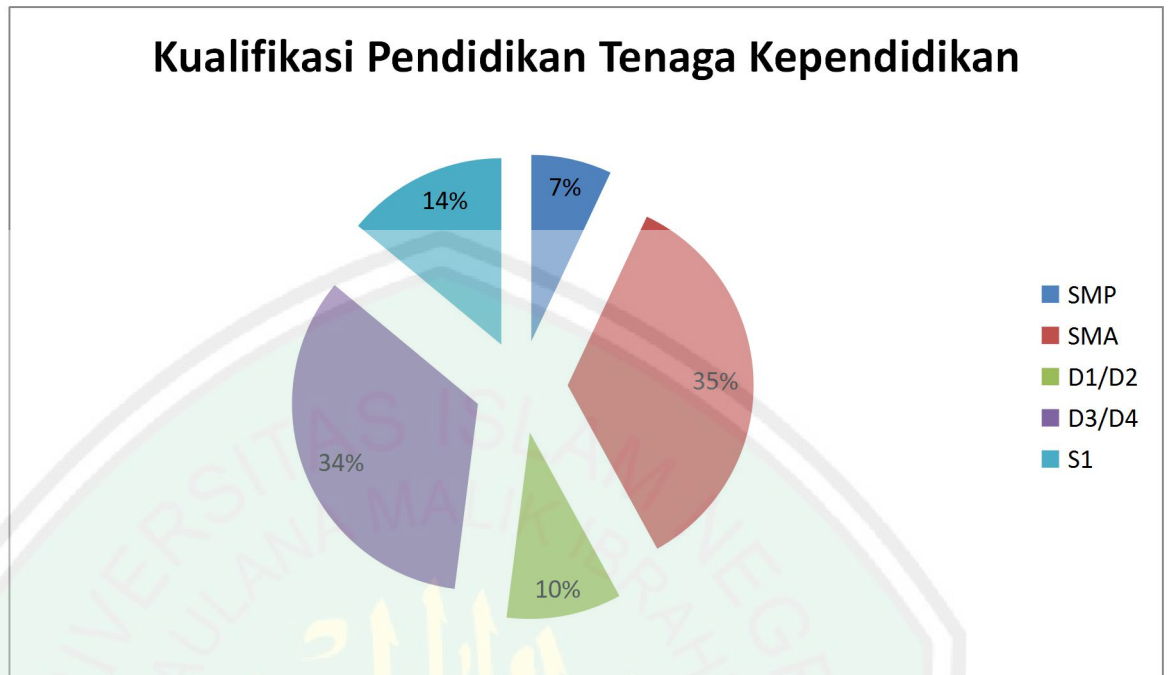


Pendidikan	GT PNS		GTT		Jumlah
	L	P	L	P	
S-3	-	1	-	-	1
S-2	4	6	2	1	13
S-1	10	29	5	12	56
Jumlah	14	36	7	13	70

Dengan kualifikasi minimal Sarjana maka tenaga pendidik SMAN 2 Malang dapat mengembangkan program Sekolah Rujukan khususnya dalam proses pembelajaran yang dituangkan dalam Rencana Pelaksanaan Pembelajaran (RPP) yang mengacu pada Permen yang berlaku, mampu menyusun soal-soal HOTS (Higher Order Thinking Skills), memberikan tauladan pada siswa dan melaksanakan pembelajaran dengan baik dan maksimal.

3. Tenaga Kependidikan

Data Tenaga Kependidikan SMAN 2 Malang dapat dilihat pada grafik berikut



Pendidikan	Pegawai PNS		Pegawai Honorer		Jumlah
	L	P	L	P	
S-1	-	-	1	3	4
D3/D4	-	-	7	1	8
D1/D2	-	-	4	1	4
SMA	1	-	2	-	3
<SMP	-	-	10	-	10
Jumlah	1	-	23	5	29

Tenaga kependidikan SMAN 2 Malang memiliki kualitas yang baik dengan ditandai kualifikasi pendidikan yang memadai. Berdasarkan grafik di atas, jumlah tenaga kependidikan dengan tingkat pendidikan SMA 35% sedangkan D3/D4 34%. Dan Sarjana 14%. Tingkat pendidikan tenaga kependidikan disesuaikan dengan spesifikasi ahli dan tugas masing-masing (TUPOKSI) sesuai yang diamanatkan Undang Undang Sistem Pendidikan Nasional. Dengan kualifikasi dan keahlian masing-masing tenaga kependidikan mendukung untuk menyukseskan Sekolah Rujukan.

G. PENELUSURAN ALUMNI SMAN 2 MALANG

Lulusan SMAN 2 Malang tidak kalah bersaing dengan SMA/SMK secara lokal ataupun nasional. Hal ini ditunjukkan dengan lulusan SMAN 2 Malang dapat melanjutkan ke Perguruan Tinggi, Politeknik, ataupun Sekolah Kedinasan Pemerintah dengan persentase yang tinggi. Keberhasilan lulusan yang dapat diterima di jenjang selanjutnya merupakan kerja keras dari semua warga sekolah. Berikut data penelusuran alumni SMAN 2 Malang:

Tabel Penelusuran Data Alumni periode 2012/2014

Program Bahasa									
No	Tahun	Jumlah siswa	Diterima di			Persentase (%)			Lain-lain
			PTN	Kedinasan	PTS	PTN	Kedinasan	PTS	
1	2012	17	8	0	7	47.05	0	41.17	11.78
2	2013	22	17	0	2	77.27	0	9.09	13.64
3	2014	6	6	0	0	100	0	0	0
Program IPS									
No	Tahun	Jumlah siswa	Diterima di			Persentase (%)			Lain-lain
			PTN	Kedinasan	PTS	PTN	Kedinasan	PTS	
1	2012	155	126	0	14	81.29	0	16.77	1.94
2	2013	182	118	0	32	64.83	0	10.98	24.19
3	2014	171	95	2	3	55.56	1.1	3.50	39.84
Program MIPA									
No	Tahun	Jumlah siswa	Diterima di			Persentase (%)			Lain-lain
			PTN	Kedinasan	PTS	PTN	Kedinasan	PTS	
1	2012	100	71	1	14	71	1	14	14
2	2013	130	98	1	13	75.38	1.02	10	13.6
3	2014	132	90	0	3	68.12	0	2.27	29.61

H. PICTURES



Picture 1 Learning activity in 6 semester learning pattern class



Picture 2 Learning activity in 5 semester learning pattern class



Picture 3 Interview with Mr. Slamet as Deputy of Curriculum in SMAN 2 Malang



Picture 4 Interview with Mrs. Ida as Civic teacher



Picture 5 Interview with Rama and Rosa as Social Studies students





PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN

SEKOLAH MENENGAH ATAS NEGERI 2 MALANG

Jalan Laksamana Martadinata 84, telp. (0341)366311 Fax. 0341-364357
E-mail: sman2.mlg@gmail.com , NPSN: 20533664 NSS: 301056101002
MALANG Kode Pos: 65118

SURAT KETERANGAN

Nomor : 070/347/101.6.10.2/2017

Kepala SMA Negeri 2 Malang menerangkan bahwa :

Nama : WINDI ANGGIA
NIM : 13130084
Jenjang : S1
Program Studi : Pendidikan IPS
Universitas : UIN Maliki Malang
Pelaksanaan : April s.d. Mei 2017

Yang bersangkutan benar-benar telah mengadakan penelitian di SMA Negeri 2 Malang.
Surat keterangan ini diberikan untuk memenuhi tugas akhir dengan judul:

***” THE IMPLEMENTASI OF SEMESTER CREDIT SYSTEM (SKS) BASED
LEARNING SYSTEM IN SOCIAL STUDIES DEPARTEMEN OF SMAN 2
MALANG”***

Demikian surat keterangan ini kami buat untuk dipergunakan sebagaimana mestinya.

16 Mei 2017

Kepala Sekolah



Retno
Dr. R. DWI RETNO UN, M.Pd
Pembina Utama Muda
NIP. 19600503 198303 2 011

CURRICULUM VITAE OF STUDENT



Name : Windi Anggia
NIM : 13130084
Birth : Malang, January 26th 1995
Faculty : Education and Teacher Training
Program of Study : Social Science Education
Year : 2013
Address : Jl. Ontoseno Baru I/14 Malang
E-mail : windianggia@yahoo.com
Contact : 085791481180

Education Background

TK Dharma Wanita V Malang	2001
SDN Polehan IV Malang	2007
SMPN 20 Malang	2010
SMAN 2 Malang	2013
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