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Semester Credit System Program Evaluation at MTsN 2, Kediri City

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ABSTRACT. Every student needs education, so education must be in accordance with the needs needed by students. As is currently developing, namely education with a semester credit system (SKS). We often hear SKS in tertiary institutions as a unit of measurement for learning load. However, now SKS has begun to be implemented in junior high and high school. This study aims to find out how to evaluate the context of SKS program at MTsN 2 Kota Kediri, how to evaluate the input of SKS program at MTsN 2 Kota Kediri, how to evaluate the process of implementing SKS program at MTsN 2 Kota Kediri, how to evaluate the product of SKS program at MTsN 2 Kota Kediri. In this study a qualitative approach was used and the type of evaluation research was the CIPP model (Context, Input, Process, Product). Collecting data in this study using observation, documentation and in-depth interviews. The results of this study indicate that schools organize SKS to provide services to students according to their talents, interests and abilities, but there are problems in context evaluation, namely the understanding of participants and students' parents of SKS program is still lacking, in terms of assessing human resource input it still needs to be improved , in terms of process evaluation there were still difficulties in preparing and distributing Independent Learning Activity Unit books, and in terms of product evaluation it was considered good because there were students who won and could study in 2 years.

Keywords: Semester Credit System (SKS), Evaluation Program, CIPP Evaluation Model.

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INTRODUCTION

Education is an attempt that is both deliberate and planned to produce a learning environment and a learning process with the purpose of enabling students to actively develop their potential (Indonesia, 2010). Education using a semester credit system (SKS) is one of the methods presently being explored.

In universities, the semester credit system (SKS) is frequently mentioned as a unit of study load assessment. Nonetheless, Independent Learning Activity Unit is presently being introduced in junior high schools (SMP) and senior high schools (SMA). The United Kingdom's Quality Assurance Agency (QAA) described the SKS Credit Transfer (credit transfer) as a method that permits Higher Education (HE) awarding organizations to provide SKS (Pollar et al. 2007). While SKS is a method of education in Indonesia in which students agree on the quantity of

learning that must be completed in a semester based on their talents, interests, and abilities (Muliati, Lubis dan Sitanggang 2021).

MTsN 2 Kediri City is the only school that has implemented SKS at the junior high school level in Kediri City. The implementation of SKS at MTsN 2 Kota Kediri is oriented towards the provisions contained in the Minister of Education and Culture regulation No 158 of 2014 (MTsN 2 Kota Kediri, n.d.-a). The Education Program must fully use the 2013 curriculum structure along with all relevant supporting devices and the subjects taken by students are carried out flexibly, individually or in small groups.

There are students whose grades have decreased or are not in agreement with expectations, which is an issue that must be addressed through review. The evaluation of a curriculum conducted by an educational institution must be conducted in the open because the government will be able to examine the curriculum's appropriateness based on the reality of its implementation (Arikunto dan Jabar 2008). In general, curriculum review can be carried out in its entirety or partially with the purpose of enhancing the curriculum (Djaali & Muljono, 2004). Evaluation is an act or process to determine the value of something and evaluation is also understood as a process of making value judgments about product quality (Patton, 2004). These evaluations can take the shape of strategies, programs, policies, organizations, products, as well as people or individuals.

The CIPP model created by Stufflebeam is one of the various assessment methods used by professionals to conduct evaluations. Four aspects are included by the CIPP model: the context dimension, the input dimension, the process dimension, and the result dimension. The advantage of the CIPP evaluation model is that it provides a thorough assessment format at each evaluation stage for each type of evaluation using decision-making tools connected to program planning and operations. This is the model's distinctive feature (Mahmudi, 2011).

METHOD

The term of research refers to the perspective adopted by researchers to address research challenges (Afrizal, 2015). In this study the authors used a qualitative approach and the type of evaluation research model CIPP (Context, Input, Process, Product) developed by Stufflebeam, where the research process was carried out by analyzing data to answer the problem formulation without testing hypotheses. According to Sugiyono, a qualitative approach is an approach that holds that reality is seen as something holistic, complex, dynamic, full of meaning and inductive mindset (Sugiyono, 2010).

Using scientific logic, qualitative research focuses more on the investigation of deductive and inductive inference processes, as well as the dynamics of the link between observable events (Anwar, 2001). The interpretation and conclusion-drawing processes for qualitative data rely on the mental activity of thinking. Therefore, the capacity to reason and point of view impact the understanding of qualitative data (Widoyoka, 2012). Consequently, by employing qualitative research methodologies and CIPP (Context, Input, Process, Product) model evaluation investigation, the gathered data will be more comprehensive, in-depth, and significant, allowing the research objectives to be satisfied.

The data in this study are all data or information obtained from informants who are considered to have the most detailed and clear knowledge of the research focus. In addition to data obtained through information, data is also obtained from the results of documentation that supports data in the form of words, written or actions. According to Lexy J. Moleong "The main data sources in qualitative research are words and actions, the rest is additional data and others." (Lexy J., 2011).

In qualitative research, the main data source is "the words and actions of people who are observed or interviewed (primary data sources) and recorded in writing (secondary data sources)" (Umar, 2003).

Data collection techniques are the most strategic elements in research, as data collection is the primary aim of research. Researchers will not obtain data that fulfills established data standards if they are unaware of data collection (Sugiyono, 2003).

Table 1. SKS program evaluation data collection technique

Evaluation Component	Focus	Indicator	Data Collection Techniques
Context	The school's understanding of the SKS program	The school's understanding of the SKS program	Interview, observation and documentation
		School support for the SKS program	
		School preparation for the implementation of the SKS program	
	Program Legality	Article 11 paragraph 1 of Law no. 20 of 2003 concerning the National Education System	
	Environmental Support	School support for the SKS program	
	Program Objective		
Input	Human resources that support the SKS program	Madrasah head involved in implementing the SKS program	Interview, observation and documentation
		Teachers involved in implementing the SKS program	
		Students involved in the implementation of the SKS program	
		Implementation supervision of the SKS program	
		SKS program manager	
		Other stakeholders in SKS program implementation	
	Facilities and infrastructures	facilities supporting SKS implementation	
	Source of funds	Source of funds for implementing the SKS program	
	Curriculum	Referring to the 2013 curriculum	
Process	Learning management strategies with	Student learning load that must be taken	Interview, observation and
		study load choices and subjects	

	SKS	Mapping student profiles	documentation
		Determination of study groups (fast, normal and slow)	
		Determining the schedule of learning activities	
		Assessment system and determination of graduation criteria	
	Learning management strategy	Managing learning concept in homogeneous groups	
		Managing learning concept in heterogeneous groups	
		Combination learning management concept (heterogeneous/homogeneous)	
	Obstacles found during the implementation of the SKS program	Factors hindering SKS program implementation	
Product	Achievement of student learning outcomes	Student learning achievement during the implementation of the SKS program	Interview, observation and documentation

Data analysis is the methodical search for and organization of notes of observations, interviews, and other sources in order to enhance the researcher's understanding of a topic under study and to report the findings (Muhadjir, 2002). According to Rusel Bernard, data analysis was conducted before to data collection and continued during the investigation until all data was obtained (Bernard, 2006). Thus, data analysis can be described as the process of evaluating, classifying, and categorizing data in order to generate working hypotheses and develop them into conclusions or theories as research results (Hasan, 2003).

In qualitative research, the confirmability of the research results is highly questionable, as the subjectivity of researchers has a significant impact, research instruments contain many flaws, particularly when conducting interviews openly and without control, and sources of qualitative data cannot be relied upon to influence research results (Arifin, 2012). Triangulation is a technique for validating data that leverages anything other than the data for the aim of validating or comparing the data. In this investigation, triangulation was employed. Denzin, cited by Moleong, specifies four forms of triangulation as an assessment methodology that employs sources, methods, investigators, and theories (Sugiyono, 2003).

RESULT AND DISCUSSION

Result

Context Evaluation of the SKS Program at MTsN 2 Kota Kediri

The evaluation components used in the focus of this research is context evaluation which has several indicators as follows:

Table 2. Records of context evaluation findings

Indicator	Finding's Note
The school's understanding of the SKS program	The school is familiar with the SKS program
	The school provides socialization related to the SKS program to the teachers, the students and the guardians of the students
	There is careful preparation from the school for the implementation of the SKS program starting from planning, implementing and monitoring it.
Program Legality	Article 11 Paragraph 1 of Law no. 20 of 2003 concerning the National Education System in Article 12 Paragraph 1 (b) and (f)
Environmental Support	The principal, the teachers and the students support each other in the implementation of the SKS program
	The school provides ongoing support to the teachers by providing guidance regarding the SKS program
	In terms of readiness, the school is very ready for the SKS program, this can be seen from the human resources and infrastructure that support the implementation of the program.
Program Objective	Accommodating students according to their talents, interests and abilities

Input Evaluation of the SKS Program at MTsN 2 Kota Kediri

Table 3. Records of input evaluation findings

Indicator	Finding's Note
Human Resources supporting the SKS program	Madrasah head and the supervisors are involved in the SKS program implementation
	The teachers are involved in organizing the SKS program
	The students are involved in the SKS implementation
Infrastructure	The school facilities and infrastructure have supported the SKS program implementation
	The facilities support the implementation of the SKS program, such as Independent Learning Activity Unit books, Ministry of Education and Culture books and other companion books.
Source of funds	The budget for implementing the semester SKS system comes from the central government (State Budget)
	Funds from the government are managed and used for school needs or other activities
Curriculum	The curriculum used is the 2013 curriculum

Process Evaluation of the SKS Program at MTsN 2 Kediri City

Table 4. Records of process evaluation findings

Indicator	Finding's Note
SKS learning	There is a mapping of students in the early semester by

management	looking at student scores
	The learning load of students that must be taken is at least 85 (2 year service program).
	In one class, there are two programs namely superior and regular
	There are 3 types of study groups in one class (fast, normal and slow)
Learning management strategies	Learning management is for the students who take 2 years by providing the same service, but the difference is that these 2 years are given the freedom to take exams as long as they have completed their assignments
	Learning management for the regular students is the same as for students who are caught 2 years
Obstacles found during the implementation of the SKS program	The obstacles are in preparing Independent Learning Activity Unit by the teacher
	The distribution of Independent Learning Activity Unit books is an obstacle related to financing that requires large funds.
	There is a decline in the value of students from children who take 2 years of education.
	Some students do not complete their assignments.

Product Evaluation of the SKS Program at MTsN 2 Kediri City

Table 5. Records of product evaluation findings

Indicator	Finding's Note
Achievement of student learning outcomes	Many achievements are created by the students, both academic and non-academic.
	Many graduates are accepted at favorite schools
	There are 2 models of graduates namely students who graduate 2 years and also students who graduate 3 years.

Discussion

Based on the presentation of data from research results that have been adapted to the formulation of the problem, each evaluation stage will be discussed using the CIPP model (Context, Input, Process, Product). In each evaluation stage there are several different components that aim to evaluate the SKS Program at MTsN 2 Kota Kediri, along with a discussion of each of these evaluation stages.

Context Evaluation of the SKS Program at MTsN 2 Kota Kediri

Context evaluation offers an evaluation of the program's environment, unmet needs, individual characteristics, and objectives (Mahmudi, 2011). Context evaluation relates to the object's strengths and weaknesses and is used to look at the circumstances of an educational institution in order to give consideration (Akbar, 2020). Evaluation of the implementation

context of the SKS comprises the school's understanding of the SKS, the legality of the program, the program's objectives, and environmental support.

SKS is a system in the constellation of educational administration that uses credit to quantify the amount of study load, the amount of teaching staff effort, and the amount of stress associated with implementing Educational Institution programs (MTsN 2 Kota Kediri, n.d.-b). This is consistent with the concept of The European Credit Transfer System (ECTS), which defines a semester credit as a volume of learning based on predetermined learning outcomes and the load they have carried (Gleeson, Lynch dan McCormack 2021). In this study, the school's understanding of the SKS program is good. It can be proven that the school understands the semester credit system and prepares it starting from preparation, implementation and monitoring. Apart from that, it also provides socialization regarding credits and understanding from schools to students and parents, so that there is complete cooperation in administering SKS.

Without support from the environment, including both human and natural resources, SKS implementation is not succeed. Because environmental support influences a program's success (Hubackova & Semradova, 2016). To support the implementation of SKS at MTsN 2 Kota Kediri there is a collaboration program among the school committees, the madrasah head, the teachers, the students and the parents. Program support is in the form of periodic provision of guidance to both the teachers and the students in administering SKS. Apart from that, in terms of madrasa readiness, they are very ready for the implementation of the SKS program, this can be seen from the human resources and supporting infrastructure.

However, SKS implementation runs well if there is good support and cooperation between the environment and madrasah residents, this can help achieve the program objectives that have been planned.

Evaluation Input of the SKS Program at MTsN 2 Kota Kediri

The objective of input evaluation is to offer information on how to utilize resources to fulfill the project's objectives and objectives. The purpose of input evaluation is to identify possible impediments and resources. Input evaluation functions assist individuals in avoiding inefficient actions and conserving resources (Jumari & Uswah, 2020). Evaluation of the inputs studied in this study included human resources that support SKS implementation, facilities and infrastructure, sources of funds and curriculum.

SKS implementation is dependent not only on the environment, but also on the preparation of human resources for SKS implementation program. Therefore, all parties participating in the SKS implementation are also accountable for program implementation. Human resources are a technique to manage the connections and responsibilities of persons in order to achieve common objectives in an effective and efficient manner (Indrawan, 2015). The head of the madrasa who is involved in implementing the SKS program provides input and direction regarding the implementation of the program, supervise and evaluate during the program.

At addition, all teachers in Madrasas are involved in the implementation of SKS. Teachers are extremely significant because they offer normal and advanced students with a comprehension of the content being taught. In addition, the parents of students contribute to SKS implementation since, at addition to being in the madrasa, supervision at home is crucial for achieving educational objectives. The lack of outreach to current human resources will have a significant impact on the success of this SKS program, therefore solid synergy is required for the program to be realized.

In addition, the availability of facilities and infrastructure is crucial to the successful execution of the SKS program. Educational facilities and infrastructure encompass the full process of acquiring and employing components that are directly or indirectly employed for the

benefit of the learning process in madrasas in order to attain educational objectives effectively and efficiently (Indrawan, 2015). In implementing SKS, facilities and infrastructure have contributed to the success of the SKS program's objectives, both of which are connected to the availability of instructional aids, computers, Internet connections, classrooms, laboratories, and libraries.

In improving the quality of education the government provides operational assistance to madrasas, the source of funds is used as a consideration to determine the size of the program costs. To plan costs, it is necessary to consider the needs needed, the availability of sources, details of activities and time allocation. Funds obtained from the government are managed for madrasah needs, development and other educational programs.

Process Evaluation of the SKS Program at MTsN 2 Kediri City

Process evaluation is used to identify program implementation plans and information sources. Process evaluation is the phase of the development program's implementation (Basaran et al. 2021). Process evaluation comprises the collecting of assessment data used in program implementation. The objective of this evaluation is to determine how far the plan has been implemented and which aspects require improvement (Widoyoko, 2010). In the evaluation of the process studied includes the learning load of students who must be taken, the choice of learning load and subjects, mapping of student profiles, determining study groups, determining learning activities, scoring systems and determining graduation criteria, learning management strategies and obstacles found during SKS program implementation.

Learning is an activity in which the teacher plays certain responsibilities in order for students to attain their educational objectives. Teaching strategies consist of all techniques and processes that emphasize student participation in the teaching and learning process in order to attain certain objectives (Hamalik, 2003).

Zakiyah Darajat states that Islamic religious education is an effort to nourish and nurture students so that they may always comprehend Islamic teachings as a whole, then live up to the ideals that will ultimately enable them to practice and adopt Islam as a way of life (Darajat, 2008). It means that Islamic religious education is a conscious effort to believe, understand and practice Islamic teachings through predetermined guidance, teaching or training activities to achieve predetermined objectives.

In implementing the learning load that must be taken by students is the overall content and learning experience that must be followed in one week, one semester and one academic year according to the 2013 curriculum structure. Learning load is expressed in the form of lesson hours (JP), learning load for all subjects lessons for 3 years as much as 260 JP excluding local content. The Education Unit can change the study load to a maximum of 2 JP in group B, for example local content subjects in accordance with regional policies or the respective advantages of the Education unit.

In implementing the choice of learning load and subjects at MTsN 2 Kota Kediri through the provision of complete learning units, the implementation is carried out in a structured manner under the monitoring of the head of the madrasa and teachers who have an important role in administering SKS. The stages in its implementation are to provide learning units called Independent Learning Activity Unit which contain Core Competence and Basic Competence for each subject.

Taking the learning load for the complete learning unit for each subject by students according to their respective learning speeds. The choice of study load and subjects is carried out at the beginning of the semester by completing the KRS.

The principal has an important role in implementing the madrasah program. So that with the madrasah program implemented it can produce good output (Jamali & Prasojo, 2013). In implementing the SKS the school principal gives full rights to the SKS team in mapping students as predictors of learning speed in slow, normal and fast groups based on the results of formative assessments at each Independent Learning Activity Unit.

For students who have not reached the level of mastery or have not reached the minimum completeness criteria (KKM), they are classified as slow learners, for those who have achieved the minimum completeness criteria (KKM), they are normal learners, and for those who exceed the the minimum completeness criteria (KKM), they are fast learners. Slow learners must be assisted with remedial, normal students can continue to the next Independent Learning Activity Unit, while fast learners besides being able to continue to the next Independent Learning Activity Unit are also given enrichment program services. Fast learners can complete the entire study load faster than the study quota at MTs, which is 3 years. The three study groups must be facilitated until the person concerned completes all the subjects required in the curriculum.

This program uses a benchmark reference assessment by setting the minimum completeness criteria (KKM) for each Independent Learning Activity Unit regulated by the Education unit. The minimum completeness criteria (KKM) for a UKBM is the basis for students to continue studying the next Independent Learning Activity Unit until students achieve completeness for all Independent Learning Activity Unit in a subject (MTsN 2 Kota Kediri, n.d.-a). The mastery or learning accomplishment of each student during the current semester is measured by the mastery of competencies attained separately for each Basic Comptence of each course. Each student's graduation is contingent on his or her completion of all subjects and a school or national test as a summative evaluation, which may be administered every semester.

A strategy or technique is a method or systematic approach used to conduct an activity in order to attain the intended outcomes. A strategy is used as a guide for actions because it comprises a logical progression of stages that makes the process of reaching goals more efficient (Kridalaksana, 2009). In implementing the learning strategy at MTsN 2 Kota Kediri, the SKS program is divided into three, namely the concept of managing learning in homogeneous groups, namely learning in homogeneous groups is a service to students by paying attention to the level of learning speed which is relatively the same in groups for each subject through the Moving Class strategy.

Beginning of the semester, students conform to the requirements of the same Basic Comptence for the learning process. As time passes, variances in each student's learning pace will emerge in the fast, normal, and slow categories. After identifying a student's rate of learning, madrasas can organize and schedule students in groups with generally similar rates of learning activity.

The notion of managing learning in heterogeneous groups is the provision of service to students with three various learning speed variations, namely rapid, normal, and slow, inside a single learning group. The determination of learning activities may be made by guidance or advisory groups, the madrasah development team, or subject teachers depending on a number of factors. Students whose learning velocity has been determined continue in the group until they have successfully completed all learning units according to the learning load. In a traditional system, learning management in diverse courses benefits individuals (Ayyusufi et al., 2022; Azis et al., 2022; Aziz et al., 2018).

These services are tailored to the learning style and pace of each individual learner. In this instance, subject teachers will give many services during a single study period. The madrasa choose the notion of a combination of learning management in homogeneous and diverse groups by modifying the number of students, the number of teachers, or other supporting infrastructure. The selected kind of learning management still accommodates services for students with three

distinct learning speeds; hence, the applied tactics are more dynamic, in addition to taking into account the learning period so that students may finish the full learning unit. After defining the speed of learning, the design of learning management in the first semester is heterogeneous; in subsequent semesters, services are given in homogenous groups based on the speed of learning.

Obstacles are impediments to reaching a goal, which prevents the optimal operation of the program's implementation. Multiple variables, both internal and external, can create obstacles (Anugrahana, 2020). Several obstacles were encountered during the implementation of the SKS program. These obstacles were related to the distribution of Independent Learning Activity Unit books, which required a considerable amount of money, the teacher's difficulties in preparing the Independent Learning Activity Unit, and the number of students whose grades dropped in the middle of the program (2 years) and did not complete the tasks assigned by the teacher.

So that the implementation of SKS achieves the desired outcomes, it is preferable to give alternatives, have the principal provide specific counseling to students and teachers who continue to struggle, and provide directives for the implementation of SKS.

Product Evaluation of the SKS Program at MTsN 2 Kediri City

Product evaluation is a set of context, input, and process-related descriptors. Product assessment seeks to quantify the degree to which a program is successful in attaining its stated objectives; product evaluation activities measure and interpret the actual outcomes (Muryadi, 2017). The main role of product evaluation is to measure, clarify and evaluate success so that decisions can be taken for improvement and actualization (Ezgi, 2018).

The results obtained from product evaluation, namely using interview techniques with the parties concerned, stated that the products from the SKS program led to good results and could increase the achievement of student learning outcomes. Assessment of student learning outcomes at MTsN 2 Kota Kediri on average has good information. This is evidenced by the many achievements of students and the results of good SKS products, namely 3 years and 2 years. In addition, it was also proven that the number of students who were accepted at several favorite schools both in Kediri and outside Kediri. of this SKS product can be categorized as successful because there are students who graduate 2 years both from regular and superior even though the percentage is more for 3 years but back to the purpose of this SKS program which is to accommodate students who are in accordance with the talents, interests and abilities possessed by learners.

CONCLUSION

Context Evaluation

SKS is assigned to students in accordance with their aptitudes, interests, and aptitudes for completing learning assignments. Nonetheless, there are a number of aspects that require reevaluation, including the necessity to organize socializing events for teachers, students, and parents of children regarding the application of SKS. Due to the fact that participants and parents lack a grasp of the SKS program.

Input Evaluation

Human resources have been supported in the SKS implementation at MTsN 2 Kota Kediri, and the madrasah's head grants teachers and other officials complete authority to oversee and execute the SKS program. However, there are other areas that require improvement, namely human resources. Periodic socialization and mentoring that focuses on teachers and students who are unfamiliar with SKS in depth is preferable.

Process Evaluation

The SKS program is implemented according to the technical instructions for implementing SKS pertaining to learning management, learning management techniques, student mapping, identifying study groups, creating learning activity schedules, scoring systems, and setting graduation requirements. Nevertheless, during the implementation of the SKS program, several obstacles were encountered, including the teacher's difficulties in preparing and distributing UKBM books, students whose grades dropped in the middle of the road (two-year program), and students who did not complete the teacher-assigned tasks.

Product Evaluation

Assessment of student learning outcomes at MTsN 2 Kota Kediri on average has good information. This is also evidenced by the many student achievements and SKS products that have taken both 3 years and 2 years. In addition, it was also proven that the number of students who were accepted at several favorite schools.

The recommendations from this study are a further consideration for schools that will implement the SKS system to improve quality by paying attention to context evaluation, input evaluation, process evaluation, and product evaluation of the SKS program at MTsN 2 Kota Kediri. Apart from that, further researchers can use a qualitative approach and the type of evaluation research model CIPP (Context, Input, Process, Product) to further deepen or can use other more complex research models.

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