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Credit System Based Learning Management in Serving Highly Intelligent Students in Madrasas

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ABSTRACT

This research aims to examine Credit System-Based Learning Management in Serving Highly Intelligent Students in Madrasas. This research method uses research and development methods and has the aim of improving Madrasah institutions. The average number of credits taken each semester is 40 credits. The research results show that the SKS based curriculum preparation model is used for students with fast learning characteristics, who require activities to compress material to find important material. Therefore, due to the use of credit-based curriculum in smart classes, there is an additional need to reduce the size of the curriculum. The SKS-based curriculum preparation model takes five steps. First, the number of lesson hours for all subjects throughout the year at Madrasah Aliyah is calculated. Then, the value of the package conversion to credits is divided by two, and then the conversion results, which are credit hours, are distributed throughout the semester. After that, each semester the number of credits that will be given from the beginning of the semester to the end of the semester is calculated. Once found, the total number of credits for each semester is divided by the number of study days (six days a week). If it has been found, it is ready to be held according to the demands for the number of credits charged in each subject.

Keywords: *Learning Management; Credit System; Smart Students; Conversion; Compressing The Curriculum*

INTRODUCTION

In Indonesia, a reform movement in the education sector is starting to occur, which aims to empower institutions through recognizing institutional autonomy and strengthening the existence of students. In the case of Indonesia, this movement began in 2014. Several curriculum policies created that year included the implementation of the Semester Credit System (SKS) in Middle and High Schools through Minister of Education and Culture Regulation number 158/2014. In contrast to SKS in universities, the policy for implementing SKS in schools begins with the preparation of a curriculum structure based on the existing regular curriculum, namely the 2006 curriculum or the 2013 curriculum, which now uses the independent learning curriculum. To start implementing SKS, it is necessary to convert the curriculum, namely calculating the number of package system time units, into the SKS time unit

system. The demand that the SKS time unit system must be more flexible than the time unit system (Supriyanto, 2018).

The philosophy of providing services through SKS is actually based on the idea that learning services are unfairly used. Normal students receive routine learning services, while intelligent students receive learning services that are appropriate to their environment. Students who are slow learners also receive learning services that match their pace (Waluyo, 2017). Not providing the same learning services to students with different interests, abilities and intelligence is a major mistake in the Indonesian education system. Although a credit-based curriculum has been established for the 2015/2016 school year, application continues to be challenging, especially in terms of teacher skills in schools. It is very difficult to apply SKS from the teacher's perspective because the teacher does not have pedagogical knowledge. In addition, technical guidance for the SKS conversion model for madrasas is not available. High schools that implemented the SKS curriculum in 2014 faced the same problem. Even though SKS is only named "SKS curriculum", the criteria are actually a package curriculum (Sumantri, 2019).

Previous research on the SKS curriculum in Indonesia is still limited to research on compressing the curriculum, preparing teaching materials, and fast class delivery systems. Therefore, to start implementing the SKS curriculum according to Minister of Education and Culture Regulation 158/2014, basic research is needed to find a SKS conversion model and a technical model for curriculum preparation as a basis for developing curriculum structuring. To determine the conversion of the number of credits (Supriyanto, 2017), Mick Betts and Robin Smith's semester credit theory was used in this research. They use the usual unit of hours per week, namely 40 hours, to divide the number of credits per semester.

The main aim of creating this credit-based curriculum is to give students who have a better learning speed the opportunity to learn according to their own pace and character. This means that students who use SKS can complete courses in just 4 semesters, which should be completed in 3 years, or 8 semesters if they study more slowly. The streaming principle in preparing the SKS curriculum is considered a form of positive response to differences in student abilities. Madrasas can apply the principles of justice and provide learning opportunities that suit their character. Because the SKS curriculum lasts for four semesters and changes the number of face-to-face hours and structured and independent assignments, the conversion of the number of credits must be carried out specifically. Therefore, special references are needed to change the number of credits so that one week's study load does not burden students beyond their daily lessons, especially in Madrasahs, where there are many subjects. Converting the number of credits is important so that student education can run well. Because time, or study time, is one of the important factors that determine a person's achievement, it is important to consider the use of study time engineering to improve student achievement in credits. (Pangestu, 2020).

To achieve the implementation of Permedikbud 158/2014, it is not only necessary to provide a credit-based Madrasah curriculum structure, but also the

availability of a model to determine the complete set of competencies that must be included in semester units in the curriculum. Apart from that, an appropriate learning model format is needed to follow the duration of face-to-face hours in class. The existence of a conversion model that has rational pedagogy will guarantee that the philosophy of inclusive education will continue to be implemented in Madrasah schools. In addition, the available conversion model will make it easier for schools to develop their own SKS curriculum. The specific objectives of this applied product research are as follows:

1. Design a model for implementing a SKS-based curriculum to implement the provisions of Kepmendikbud Regulation 158/2014 at Madrasah Aliyah schools as an effort to strengthen Madrasas to provide fair services to students with high intelligence.
2. Find a model for converting the duration of learning time for students using the Package system into the duration of learning time for the SKS system for implementing the Madrasah SKS curriculum for intelligent students.

This research can provide a theoretical basis for implementing Minister of Education and Culture Regulation number 158/2014 concerning SKS in MA, in accordance with the character of MA which does not yet exist. The results of this research also help school teachers develop a credit-based curriculum, which has been difficult so far. So far, the Ministry of Education and Culture has not provided a SKS curriculum for MA, but the availability of this model is very helpful. In the end, the basic theory discovered becomes the basis for the research needed to provide an accelerated curriculum in schools. This curriculum will greatly assist students' development and enable them to achieve high levels of productivity and innovation, meaning that the results of their work are immediately absorbed and appreciated by society and the country.

METHOD

Using the ISO/IEC TR 19796-1:2005 approach, this development research (R&D) discusses the development of Learning System products. This research includes a learning guide tool, namely a guide model for designing a curriculum. The research was carried out according to the following scheme:

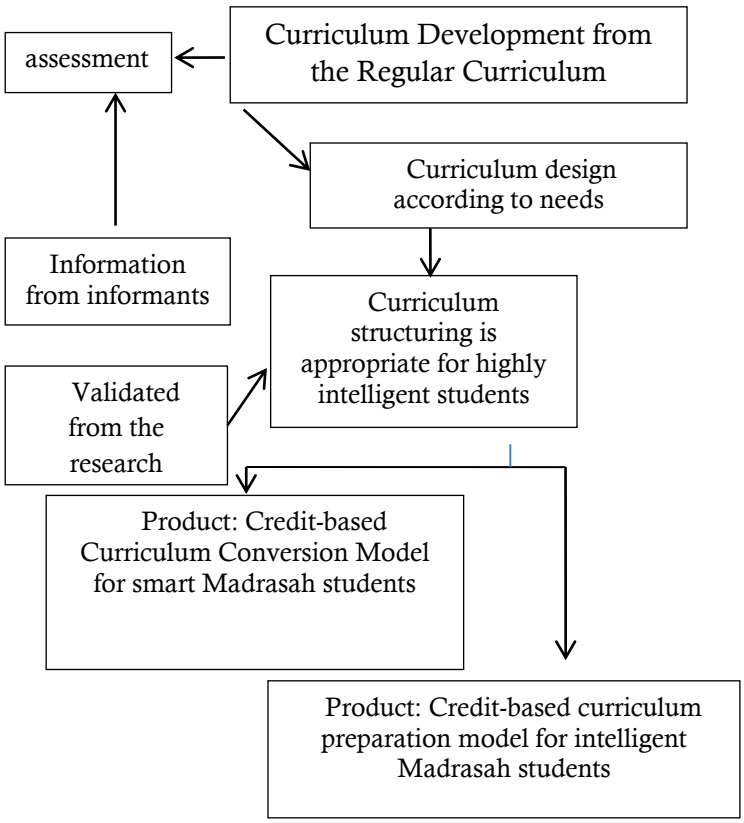

Figure1: Research Flow modified from (Sugiyono, 2013)

According to (Sugiyono, 2013), The SKS conversion transformation process produced in this research requires a needs analysis. This is done to prevent the product from not meeting Madrasah expectations. Based on the research objectives, the methodological work stage only reached the fourth stage. This stage includes product creation, namely SKS conversion guidelines and Madrasah SKS curriculum design guidelines for intelligent students.

Research activities are in the third stage, namely designing and forming the initial design. In accordance with the existing stages, researchers make adjustments to the needs of the SKS curriculum structure that will be designed for Madrasahs, especially for intelligent students. This third stage of activity is to fill in the requirements for the SKS curriculum structure, whether it takes four semesters or six semesters (with four months) and the number of minutes of face-to-face contact in class. In this case, research carried out at Madrasah Pacet Mojokerto chose number conversion to develop a 4-semester credit curriculum structure with a duration of four months per semester. After this mapping stage, we continue with the design of the synchronization device that is produced. Needs mapping as the third step brings the consequence of the emergence of a SKS conversion model for the SKS curriculum structure for the four semesters and six semesters that will be implemented. The fourth and final step of this research is the creation of credit conversion guidelines for the Madrasah curriculum for intelligent students. High intelligence students may have a curriculum with 4 semesters and 4 months, meaning they can study in 16 months.

The research was conducted at Madrasah Aliyah Amanatul Ummah Pacet in Mojokerto Regency, East Java, over a four month period. This Islamic boarding school was chosen as a research location because it has the dynamics and innovation needed to accommodate students who are known as students with high intelligence. In addition, the lodge has the freedom to choose the end time of the student's studies astutely.

This research method uses a special ISO model to produce products that are controlled through a quality mechanism to ensure product quality (Dr. Budiyono Saputro, 2017). The ISO model is very important because quality itself has many constructs. Therefore, the ISO/IEC 19796-1 standard is used as a standard for monitoring product quality. The main purpose of using this standard is so that researchers can use the quality adaptation model (QAM) as a tool to find high-quality SKS conversion guides. However, by using the proposed interactive analysis, the gap of required data can be filled as data retrieval can be done at any time. The ISO/IEC 19796 standard includes three parts to meet the quality guidelines for the SKS conversion created: a description of the quality approach, a process model as a reference classification, and reference criteria for assessment. This research will apply these three parts hierarchically to produce SKS conversion guidelines that suit Madrasah needs (ISO/IEC.2005). The following stages will be used to develop a SKS conversion guideline model for preparing the Madrasah SKS curriculum:

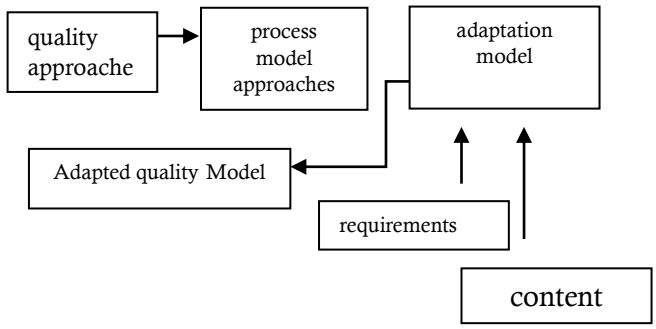

Figure 2: Mutual Control Flow in the product model

Because the regulations related to the research focus are still in the form of juridical studies and will only be implemented in 2015, this research is new research. Therefore, this research only started after the SKS regulation Permendikbud 158/2014 became a guide. So far, the research that has been carried out has little connection with things such as smart class curricula or fast-paced smart class curricula as well as the development of open materials specifically for CI. However, research related to the SKS curriculum is not yet available, so this research is basic research. This research aims to identify two implementation feasibility, namely conversion guidelines and guidelines for compiling the SKS curriculum in Madrasas. One of the ways needed to implement the stipulated SKS law is through several methods. Research Roadmap chart as follows:

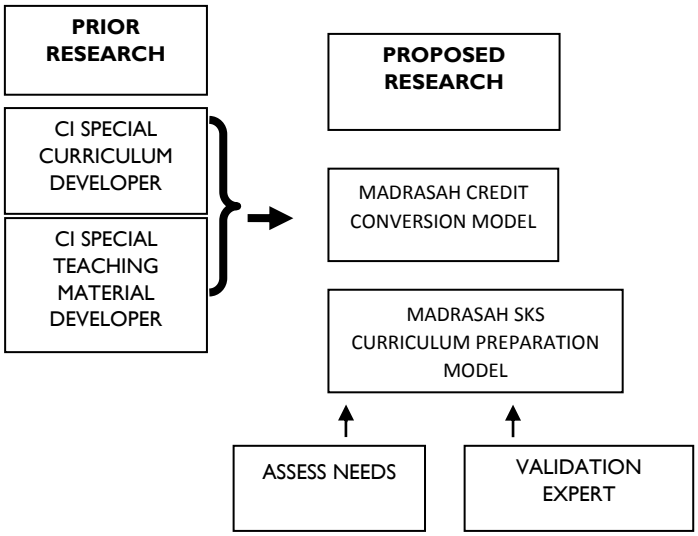

Figure 3: Research Roadmap

The choice of informants for the SKS conversion model and the preparation of a special madrasa SKS curriculum came from madrasa schools and the office of the Ministry of Religion for East Java madrasa education. To determine the type of synchronization conversion to be made, both regular and fast track, a needs evaluation is carried out.

FINDINGS AND DISCUSSION

Since education reform began in 2011, many policies have emerged in the education sector, both at the applied level, such as the 2013 curriculum and Universal High School admissions, as well as at the juridical level, such as Minister of Education and Culture Regulation 158/2014, which applies the SKS curriculum at the Junior High School and Middle School levels. Upper Middle School, and Madrasah. Permendikbud 158/2014 requires a method for converting credits into a junior high school curriculum.

Curriculum and Curriculum Types

According to the National Education System Law number 20/2003, the curriculum is defined as a collection of plans and arrangements regarding objectives, content and learning materials as well as methods used as guidelines for organizing learning activities to achieve these objectives. (Abong, 2015). However, (Fatkhur Rohman, 2018) explains that synchronization can also be thought of as the amount of time spent executing a process. According to Herbert's definition, credits are part of the curriculum structure. Therefore, this meaning is used in this research because the focus is on compiling a curriculum within the distribution of learning time that applies to all subjects that apply in Madrasah.

Curriculum Type

According to Minister of Education and Culture Regulation number 158/2014, schools can apply any type of curriculum that is already in use, but also a credit-based curriculum. In a Circular from BSNP it is explained that, if schools want to implement the SKS curriculum, they must use the package curriculum as a basis. Therefore, a way is needed to convert the number of packages to SKS. For this purpose, MA needs to calculate the number of SKS conversions.

Semester Credit System

According to Article 1 of Minister of Education and Culture Regulation number 158/2014, the semester credit system is defined as an educational method where students can determine for themselves the amount of study load and subjects to be studied each semester in a unit of educational time according to their talents, interests, and abilities or speed. This means that the current regular curriculum must be changed to spread the learning load and subjects over one semester. To change the distribution of study load in credits, flexible guidelines are needed so that every MA student has the same opportunities and can learn quickly. The class menu must provide justice in three ways: equal opportunities, equal care, and equal results (Anggita, 2020). The credit system for intelligent students at MA should not eliminate or even eliminate learning opportunities because they must follow the rhythm of the regular class curriculum.

The principle of fairness, which requires that SKS ensure that intelligent students have the opportunity to receive educational services in accordance with the specifics of their learning and their individual learning achievements, must be taken into account when demanding changes that are in line with the speed of intelligent students in the mandate of article 2. The structure of the SKS curriculum must provide a distribution menu study load which can reduce study time (Dewi et al., 2023).

To provide a SKS curriculum for bright students, there is a need to refer to the regular curriculum which is not SKS (curriculum 2013, also known as KTSP). As a result, procedures are needed to change the specifications related to SKS fees for the regular curriculum package. Therefore, Permendikbud 158/2014 presents a SKS conversion model. In other words, the preparation of the SKS curriculum cannot be carried out without a model for converting packages into SKS. The process of preparing the SKS curriculum must start from the regular curriculum, namely the converted Madrasah curriculum. School credits are different from credits that apply in universities because school credits can be prepared without a conversion process.

Schools want the SKS conversion model to be available to meet the needs of students who want to learn quickly, namely 3 years of study to 2 years of study, as regulated in article 10 of Minister of Education and Culture Regulation 158/2014. Article 10 of Minister of Education and Culture Regulation 158/2014 regulates that MA students can complete a 3 year study period in 2 years. To meet these requirements, the curriculum must be created quickly and meet output standards (Nurhalim, 2018). So far, schools have only been able to provide 51 percent of their

instruction to meet the internal needs of Madrasahs. Therefore, this effort is very important.

Nata & Media (2019) believes that the curriculum must be different so that the student's learning load menu is in accordance with the student's speed, excellence and intelligence. (Arim Irsyadullah Albin Jaya et al., n.d.) Expressing this idea by saying that the availability of a curriculum that suits the character of intelligent students can produce quality graduates according to their competencies and develop the potential of intelligent students. Therefore, the curriculum must be adapted to variations in student excellence to prevent malpractice, especially underachievement. The re-adjusted curriculum set by Minister of Education and Culture Regulation number 158/2014 is used by schools to be better at helping students who have been marginalized.

Because of the one-size-fits-all pattern, criticism of a single curriculum applied to all students has long been expressed. (Meyer, 2024) says that bright students do not find fairness and appropriate learning opportunities for themselves, which can lead to disappointment and failure in the classroom. Smart students will get bored studying material that is below their level of ability. They also experience the phenomenon of laziness.

Once the agreed credit ceiling is converted into the number of face-to-face minutes in class and other tasks that must be done by students and teachers outside the classroom, curriculum design must articulate the number of hours students must spend studying the subject matter (Nababan, 2024) distinguish between the number of hours a teacher must spend as a "contact tutor" and the number of hours a student must spend studying. In connection with Thedossin's opinion, research uses an explanation of the number of hours students must spend studying alone. Therefore, the context that mathematics subjects will be given 5 credits, means that students have to study five times more mathematics than the cost of converting credits to the curriculum package.

According to Widayani & Siti Maizul Habibah (2023), when compared with face-to-face activities with teachers in class, the amount of time students have to spend studying subjects is always less than the amount of time they have to spend on independent and structured activities. Therefore, institutions must reach an agreement on how to convert the duration of minutes to add up one SKS. This calculation is very important to determine how many days of madrasah study time (five or six days a week). According to (Wahid, 2016), can be used as a reference to determine the amount of conversion time required to complete the lesson material. This can be used to determine whether study time is sufficient to achieve the final results. Because students' time must be limited, guidelines for determining the number of minutes in a credit unit are very important. The lesson presentation system, learning speed, subject content, and achievement of competency targets are the main factors in determining the number of credits. In this research, this theory is used as a basis for creating a SKS conversion guide and a SKS curriculum design model for intelligent Madrasah students.

It is very possible that there will be changes to ensure that students do not go home too early because Article 12 of Minister of Education and Culture Regulation

158/2014 for Madrasah Aliyah prohibits more subjects from being included in their curriculum compared to the high school curriculum. Conversion can be done in two ways. First, the number of credits was changed from 135 minutes to 90 minutes for each number of credits. Second, for dormitory type madrasas, learning is carried out in two shifts: morning until noon and evening after sunset for several other parts of the curriculum. In the case of the research location, it shows that the part of the SKS curriculum which is a structured assignment type is carried out at night so that regular learning is fully carried out during the day without having to use excessive study time during the day until the afternoon or even evening.

The SKS-based curriculum preparation model begins by calculating the total hours of all subjects from the 2013 regular curriculum or the independent learning curriculum, which can be selected. After knowing the total number of hours for each subject, for example if the number of packages for the Madrasah Aliyah curriculum is 2 hours, then the total number of hours for each regular subject becomes six in total.

As soon as it is known how much the conversion is for each subject for three academic years, the class hours for each semester are added up for a total of three academic years. Immediately determine how many days to study a week, whether five days or six days, by knowing the number of credits each semester. If you choose to study six days, the number of credits each semester is divided by six days, and you will know how many credits are completed each day. For example, one day you have to complete 8 credits, then immediately find out what subjects must be taught that day, if only after checking the 8 credits you have to fill in 2 credits of religious education, 2 credits of mathematics, 2 credits of Pancasila education and 2 credits of Indonesian. And so on for the other days, you look for credits with an accumulated total of around 8 credits.

With the implementation of the credit-based curriculum at Madrasah Aliyah, the number of packages becomes a portion of the number of credits because the conversion of the package to credits is two hours. Due to the large number of subjects available at madrasas, class duration has been reduced to 35 minutes from the previous 45 minutes. The aim is to prevent students from returning home from lessons until the evening. The implementation of the credit-based curriculum at Madrasah Aliyah in Pacet is still limited to accelerated classes so that classes do not take up to three years of study time but use two years so that the duration of study time if using regular time students have to go home until 18.00. On this basis, the duration of the package conversion into credits was changed to be shorter, namely ten minutes less than the regular time.

In the context of madrasas that already use SKS in Pacet Mojokerto, conversion has been carried out with adjustments and the duration of time is faster both in semesters and in terms of study time that must be taken. Donald Bligh's study, which states that students outside Europe and America have the possibility of studying for less time than students around the world, has become the basis for time compression, which means shorter study time. On this basis, reducing the demand for concentration

time to European standards for Madrasah Aliyah from 45 to 25 minutes becomes very reasonable.

The use of the 2013 curriculum which is based on SKS in smart classes requires two requirements. The first is time engineering so that the same material package can be completed in a short time. The second is how students can obtain only important material without replicating the material. In a situation where a credit-based curriculum is applied to students taking a fast track, teachers must have the ability to compress the subject matter. Schools that have tried to implement a SKS-based curriculum have found that they claim to be implementing a SKS system in their curriculum, but in fact it is just a package. This also happens in Strata 2, which also claims to use the SKS system. However, during lectures, students' achievements never take into account the number of credits they must complete in the following semester. All graduate students, regardless of their GPA, will receive the same number of credits as students with lower GPA.

CONCLUSION

Changing the number of packages into credits is the first step in the SKS-based curriculum preparation model at Madrasah Aliyah. The conversion amount for 1 credit is 1.88 hours, which means that in the Madrasa context, students can choose for themselves the type of learning they want by completing face-to-face assignments, structured assignments, and independent activities. After the package was converted into SKS, Madrasah Aliyah Amanatul Ummah Pacet continued with reducing SKS study time. The SKS study time, which was originally 135 minutes for the three component activities, was shortened to 25 minutes, bringing the total of one hour of SKS study to 75 minutes. This method is very useful to avoid students returning home from work at night to returning home sick, especially students who go to school in areas that use study time 6 days a week. At Madrasah Aliyah, the credit-based curriculum preparation model is used for students with accelerated learning characteristics, who require activities to compress material to find important material. Therefore, due to the use of credit-based curriculum in smart classes, there is an additional need to reduce the size of the curriculum. The SKS-based curriculum preparation model takes five steps. First, the number of lesson hours for all subjects throughout the year at Madrasah Aliyah is calculated. Then, the value of the package conversion to credits is divided by two, and then the conversion results, which are credit hours, are distributed throughout the semester. After that, each semester the number of credits that will be given from the beginning of the semester to the end of the semester is calculated. Once found, the total number of credits for each semester is divided by the number of study days (six days a week). If it has been found, it is ready to be held according to the demands for the number of credits charged in each subject.

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