



## EVALUATION OF IMPLEMENTATION OF SEMESTER CREDIT SYSTEM THROUGH INDEPENDENT LEARNING ACTIVITY UNIT IN STATE SENIOR HIGH SCHOOLS IN MALANG CITY

**Husnul Chotimah**

SMAN 10 Malang

e-mail : [Husnulchotimah.67@gmail.com](mailto:Husnulchotimah.67@gmail.com)

Received: 28 Mei 2020

Revised: 03 Juni 2020

Accepted: 07 Juni 2020

### ABSTRACT

*Evaluation of implementation of semester credit system (SKS) through Independent Learning Activity Unit (UKBM) was aimed to generate an illustration which could be used as reference to make further policy for the implementation in State Senior High Schools in Malang City. The evaluation of SKS program through UKBM was based on the CIPP method and generated several results: 1) guide and illustrations of UKBM arrangement should be implemented in learning, 2) workshop on arranging UKBM should be organized by involving teachers from all subjects so that they could arrange and implement UKBM based learning, (3) existing UKBM should be revised, (4) sustained monitoring and evaluation on implementation process of learning through UKBM should be carried out by policy makers, (5) teachers should be approached so that learning through UKBM in SKS program would be carried out well and sustainably and (6) more attention should be given to students so that they could adjust themselves in learning through UKBM in SKS program. It is recommended that: (1) learning activities in the SKS program through the UKBM learning should be improved or reviewed, (2) students and teachers are not ready to carry out learning through UKBM in SKS program, 3) the improvement mentioned in the first suggestion could be carried out by rearranging and revising existing UKBM.*

**Keywords :** Evaluation, SKS, UKBM

## INTRODUCTION

Education is an activity to develop one's potentials in order to become a high quality adult who serves the community and the country. The activity itself therefore should be carried out systematically according to plan in order to reach its goal and result in positive changes in students.

To fulfill the goal, semester credit system (*Ind: Sistem Kredit Semester - SKS*) was developed and further regulated in the Government Regulation No. 19 Year 2005 regarding National Education Standards (Permen No. 19 Year 2005). In the article 11 paragraph 2 it is stated that "study load for Senior High School Levels

(SMA/MA/SMLB/SMK/MAK etc.) in the standard formal education category can be stated in semester credit unit". Also, the paragraph 3 states that the study load for Senior High School Levels (SMA/MA/SMLB/SMK/MAK etc.) in formal education in the independent category is stated in semester credit unit. SKS system to facilitate the needs of students in schools (Hardini&Sulasmono, 2016); (Hardiana et al., 2019) and the curriculum is one of the factors that most directly influences education outcomes (Wahid, 2016; (Wijaya et al., 2019).

The Regulation of the Ministry of Education and Culture No. 158 Year 2014 Article 2 states that the implementation of SKS should be based on principles of

flexibility, excellence, sustainability and fairness so that through SKS, students are given opportunity to finish education program faster than the regular learning period which is established in every education unit (Permendikbud No. 158 Year 2014). Referring to the Regulation of the Ministry of Education and Culture No. 158 Year 2014 Article 13 regarding the Implementation of Semester Credit System in Elementary and Junior High Schools that student's graduation from education unit which implements SKS could be performed at the end of each semester. Students are considered 'graduate' from education unit when they (1) finish all learning programs; (2) acquire good scores in attitude/behavior; and (3) pass the Final School Test. A report of learning results would include assessment on attitude, knowledge and skills based on the Regulations of the Ministry of Education and Culture No. 53 Year 2015 and No. 23 Year 2016 as well as Achievement Index (IP) (Permendikbud No. 23 Year 2016).

In order to improve service and implementation of SKS in State Senior High Schools in Malang City, "Evaluation on implementation of Semester Credit System through Independent Learning Activity Unit" should be carried out. The evaluation was aimed to generate an illustration of implementation of SKS

through Independent Learning Activity Unit (*Ind: Unit Kegiatan Belajar Mandiri-UKBM*) which could be used to formulate further policy regarding its implementation in State Senior High Schools in Malang City. The expected results from the report would be 1) the implementation of SKS in State Senior High Schools in Malang City and 2) the improvement of learning services for students using UKBM.

## METHOD

The subject of implementation of SKS through UKBM consisted of teachers and students in all State Senior High Schools in Malang City. The implementation of SKS through UKBM was performed in Malang City during October-November 2018. The implementation of SKS through UKBM was analyzed using the CIPP method (*Context, Input, Proses, and Product*) (Stufflebeam, 2014).

## RESULTS AND DISCUSSION

### Implementing SKS through UKBM based on Teacher Questionnaire

Several difficulties faced by teachers in Malang city regarding the usage of UKBM in learning are shown in Table 1.

Table 1. Types of difficulties in arranging UKBM

No	Types of difficulties	Amounts	Percentages (%)
1	Format of UKBM	5	21
2	Model and method in arranging UKBM	5	21
3	Assessment	2	8
4	Content (materials in UKBM)	4	17
5	Technology	2	8
6	Time for arranging UKBM	5	21
7	Synergy	1	4

Based on Table 1, the dominant difficulties faced by teachers of all State Senior High Schools in Malang City in arranging UKBM are the format of UKBM, the model and method in UKBM, content (materials in UKBM) and the inadequate

time duration for arranging UKBM. Therefore, it can be outlined that (1) The absence of any guide or example of arranging UKBM was faced by 21% teachers, (2) each presenter providing different guide, (3) the limited learning materials and (4) the inadequate time for

arranging UKBM were faced by 21% teachers, (5) difficulties in drafting HOTS questions, (6) difficulties in correcting students' works due to variation in their answers, the lack of TIK mastery and (8) frequent changes in the guide for arranging UKBM were faced by 21% teachers and (9) difficulties in developing materials and assessment instruments in UKBM.

Several attempts could be carried out to solve the difficulties faced by the teachers such as (1) arrangement of UKBM which should be aligned based on revisions or results of workshops organized in schools, (2) adding new materials for students who are fast learners, (3) browsing internet, (4) improving pedagogic knowledge, (5) copy pasting from books, (6)

continuous practice in arranging UKBM via MGMP and (6) joining workshops.

The goals of the curriculum in each meeting based on teachers' responses in learning process can be described as follows: (1) the goals were achieved on time and according to the plan (as reported by 26 (16,7%) teachers), (2) the targets were difficult to achieve when following UKBM strictly because it wasted time and energy (as reported by 59 (37,8%) teachers) and (3) the program did not go well because of the variation of students' learning ability (high, middle, low) (as explained by 23 (14,7%) teachers). Next, Table 2 below consists of difficulties faced by teachers from all State Senior High Schools in Malang City regarding the usage of UKBM in learning process.

Table 2. Types of Difficulties in the Implementation of Learning with UKBM from Teachers' Perspective

No	Types of Difficulties	Amounts	Percentages (%)
1	Preparing Students for Studying	1	6
2	Reviewing UKBM	4	27
3	Maximizing counselling for Students	4	27
4	Re-teaching	3	20
5	Limited learning time	3	20

In implementing UKBM, several difficulties were faced by teachers such as: (1) the existing UKBM should be reviewed (as reported by 27% teachers) and (2) the

efforts to maximize counselling for students in the UKBM based learning. Students' ways to prepare themselves to participate in UKBM based learning are shown in Table 3.

Table 3. The Students' Ways to Prepare Themselves to Participate in UKBM based Learning

No	The Students' Ways to Prepare Themselves to Participate in UKBM based Learning	Amounts	Percentages (%)
1	Study in advance before participating in UKBM based learning	58	81
2	Pay attention to teacher's explanation	3	4
3	Abandon homework to study UKBM	1	1
4	Discuss with peers in learning group	2	3
5	Prepare UKBM materials	5	7
6	No particular preparation except prayer	3	4

Based on Table 3, the most dominant way of students in preparing themselves to

participate UKBM based learning is to study the materials in advance. Difficulties

faced by the students during the UKBM process are shown in Table 4.

Table 4. Difficulties Faced by Students in Performing UKBM

No	Types of Difficulty	Amounts	Percentages (%)
1	Difficulty in understanding UKBM materials	8	20
2	Inadequate time for doing tasks	9	22
3	Excessive UKBM materials	6	15
4	Limited technology, including internet	9	22
5	Lack of learning sources	2	5
6	Teacher's incomplete explanation	6	14
7	Excessive pictures, not suitable for the Senior High School Level	1	2

Based on Table 4, it can be concluded that the dominant difficulties faced by students in performing UKBM are difficulty in understanding UKBM materials (as reported by 20% students), the inadequate time for performing UKBM (as reported by 22% students), excessive

UKBM materials (as reported by 15% students) and limited technology and internet (as reported by 22% students). On the other hand, benefits experienced by the students of State Senior High Schools in Malang City can be seen in Table 5.

Table 5. The Benefits Perceived by Students during the UKBM based Learning

No	Students' Perceptions	Amounts	Percentages (%)
1	Make students more independent	68	87
2	Could not feel any benefit	4	5
3	Ineffective, only suitable for kindergarten students	3	3
4	Exciting, not boring	2	3
5	Allow discussion with other peers	1	1

Based on Table 5, it can be concluded that the most dominant benefit perceived by students during the UKBM based learning is they felt more independent (87%). The skills required in the 21st century are 4C (*collaborative, communicative, creative and critical thinking*), literacy habituation and character education enforcement in UKBM based learning in State Senior High Schools in Malang City. They are described as follows: (1) based on teachers' reports, since UKBM was designed according to Core Competence and Basic Competence in Lesson Plans, the program had trained students' 4C skills and literacy habituation via books and internet. This is reported by 75 (48%) teachers while (2) 39 (25%)

teachers reported that students' responsibility were still low, (3) not all students were familiar with the literacy, the learning activity did not go well due to limited time allocation and the character education enforcement was still insufficient (this was reported by 10 (6%) teachers) and (4) other answers not included in numbers (1), (2), and (3) were reported by 32 (21 %) teachers.

The opinions of the teachers of State Senior High Schools in Malang City can be described as follows:

- 1) The arrangement and implementation of UKBM were still complex and required improvement specifically in the selection of materials which should be

- suitable for students' need, the content and the assessment; monitoring should be carried out in order to identify whether students performed UKBM independently or not; students did not respond UKBM well; students were overwhelmed by the amount of materials; they had no desire to read; difficulty existed in managing time and providing service since learning speed of each student was different; students were at difficulty in learning independently; students lacked awareness on independent learning; ineffective; students cheated more; more time and energy were consumed due to the variation of student's learning speed; UKBM required big cost; student's learning speed very depended on teacher's attention; students' learning process required teacher's attention; students' learning process was hard to asses; a lot of students did not understand the materials; and teachers during the learning activity did not export teaching ability. These were reported by 98 (63%) teachers;
- 2) UKBM was very helpful in learning; students could study independently and actively to acquire knowledge; teachers were helped because UKBM helped handle students who had various learning speed; teachers could treat students fairly according to their learning capabilities; the mastery of software for evaluation was needed so that the evaluation of completeness of learning could be identified by students and teachers quickly (for example, using software *bestmart* for objective questions); the learning plot could be easily understood by using UKBM; and the presence of UKBM at least made students read more from internet than books. These were reported by 40 (26 %) teachers;
  - 3) The teachers felt that there was no difference in using or not using UKBM in learning process. This was reported by 8 (5%) teachers while (4) the

remaining 6% teachers reported other things.

The usage of UKBM in learning activity in SKS program by categorizing students naturally into fast, normal and slow learning groups as compared to the student categorization by design in advance (in patterns 4, 5 6 semesters) can be described as follows:

- 1) The UKBM based learning was ineffective. The student categorization by design in advance (pattern 4, 5 and 6 semesters) was better because it provided services since the beginning so that materials were completely provided for students. This was reported by 89 (75%) teachers;
- 2) The UKBM based learning was effective as reported by 15 (13%) teachers;
- 3) The UKBM based learning was both effective and ineffective as reported by 11 (9%) teachers; and
- 4) Other opinions as reported by 4 (3%) teachers.

Teachers' opinions regarding the implementation of UKBM in learning activity are described as follows.

- 1) The implementation of UKBM should be monitored and evaluated in order to achieve the goals of the curriculum;
- 2) Workshop should be organized by inviting all teachers and they cannot be represented by others. This is important since what had frequently happened were teachers asked other people to attend workshops and each workshop gave different information regarding the correct arrangement of UKBM so that the previous, existing UKBM should be modified;
- 3) The headmasters should understand the usage of UKBM and related revisions in each field such as Natural Sciences, Social Sciences and Language; and

- 4) The usage of UKBM should be continued with clear management regarding the process of facilitating students based on their learning speed so that UKBM with SKS system will be carried out optimally.

Teachers' opinions for headmasters which are related to the usage of UKBM in learning process are as follows.

- 1) Headmaster should monitor and evaluate frequently and open dialog with teachers regarding difficulties they face in school;
- 2) Headmaster and teachers should share similar perception regarding the arrangement of UKBM;
- 3) Headmaster should provide real examples of UKBM implementation;
- 4) The existing UKBM is not used anymore due to its ineffectiveness. Its usage should be reviewed or headmaster proposes to erase UKBM;
- 5) The format of UKBM should not be changed frequently. Instead, establish a standard format of UKBM;
- 6) The school supervisor should be more sensitive in developing the learning process according to the demands of the 21th century.

### **Implementing SKS through UKBM based on Student Questionnaire**

The efforts of students in State Senior High Schools in Malang City in preparing themselves before participating in learning activity with UKBM are described as follows:

- 1) They collected information from various sources such as teachers, senior students and internet (reported by 89 (39%) students);
- 2) They had to learn fast in order to avoid being left behind (reported by 84 (40%) students);
- 3) They managed time for academic, non-academic and personal matters (reported by 5 (3%) students),

- 4) They did not prepare anything (reported by 11 (5%) students);
- 5) They prepared themselves physically and mentally to handle UKBM materials which they felt excessive (reported by 3 (1%) students);
- 6) They allocated some fund (reported by 3 (1%) students);
- 7) They prepared learning sources and studied fast (reported by 11 (11%) students); and
- 8) Others as reported by 6% students.

The difficulties faced by students of State Senior High Schools in Malang City during the learning process with UKBM can be described as follows.

- 1) It was difficult for students to understand the learning materials since UKBM did not explain in detail or teachers talked too fast. The students also did not have sufficient time in doing tasks. These were reported by 145 (20%) students;
- 2) Difficulty in printing UKBM materials. Students left UKBM books at home so they did the tasks in their workbooks. The UKBM books then were not used and impractical. These were reported by 51 (20%) students;
- 3) Deadline problems. Tasks sometimes were difficult to understand. There were secondary tasks besides the UKBM tasks. Tasks became numerous and overwhelming because each subject had its own UKBM task. Some tasks were related to materials which had not been taught before. Each chapter had its own UKBM and students had to print them out, costing them a lot of money. If there was no printer around, students had to get out from school to find some kiosks which provided printing services. This wasted time and money. These were reported by 40 (16%) students;
- 4) The teachers were not prepared for delivering UKBM or even late in doing so. This was reported by 5 (2%) students;

5) And other difficulties were reported by 9 (4%) students.

group (KBN), and slow learning group (KBKC) during the learning process with UKBM can be seen in Table 6.

The responses of students in fast learning group (KBC), normal learning

Table 6. The Percentages of Facilities for KBC, KBN, and KBKC based on Students' Responses

No	KBC		KBN		KBKC	
	Facilitated (%)	Not facilitated (%)	Facilitated (%)	Not facilitated (%)	Facilitated (%)	Not facilitated (%)
1	36	64	62	38	43	57

Based on Table 6, in KBC, 36% students felt facilitated while 64% others did not. In KBN, 62% students felt facilitated while 38% others did not. In KBKC, 43% students felt facilitated while 57% others did not.

The responses of students towards the suitability of the categorization into KBC, KBN, and KBKC in the learning process with UKBM are illustrated in Figure1.

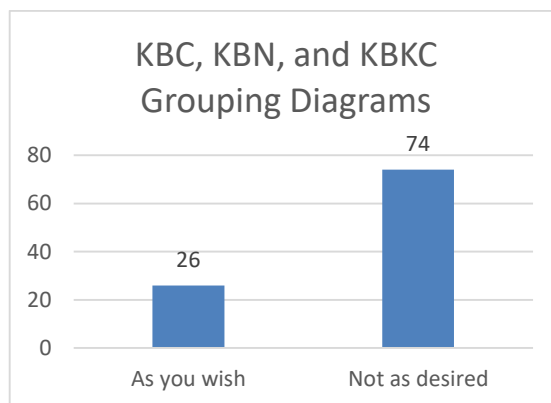


Figure 1. Diagram of Students' Responses in Learning Activity with UKBM

From Figure 1 it can be described that only 26% students stated that the categorization into KBC, KBN, and KBKC groups in learning activities with UKBM were appropriate and in line with their wish while 74% others stated otherwise. Therefore it can be concluded that the students in State Senior High Schools in Malang City were not ready to participate in learning activities with UKBM and it was not in line with their wish.

The result of interview with students regarding the usage of UKBM in learning activity can be described as follows.

- 1) The result of formative assessment is more than KKM with the positive category, or receiving optimal learning achievement score of 22%;
- 2) 73% students did not feel optimal learning results or stated the negative category;
- 3) And 5% students stated that there was no difference whether they learned

with UKBM or without. These are illustrated in Figure 2.

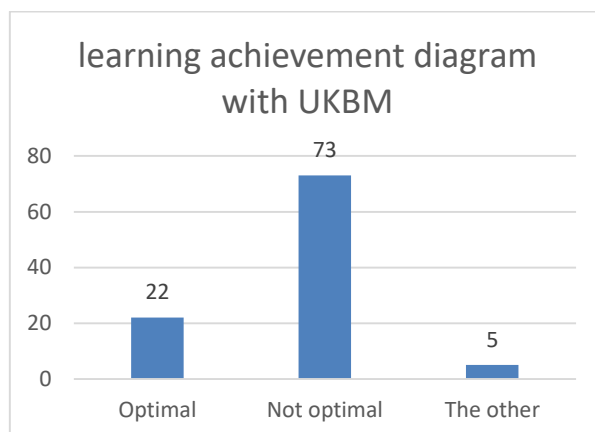


Figure 2. Diagram Percentage of Students' Learning Results after Using UKBM in SKS Program

The benefits that students reaped in participating in the learning activity with UKBM in SKS program can be described as follows.

- 1) With UKBM, they could train their independence, skills and taking responsibility;
- 2) Their progress were not impeded with other peers who belonged to the slow learning group;
- 3) They understood their own strength;
- 4) They tried to be independent in solving problems;
- 5) They were more enthusiastic in learning and received variation in tasks;
- 6) They could practice critical thinking;
- 7) They could master subjects they like faster but this can be hindered by limited UKBM materials and non-supportive teachers;
- 8) They were more motivated in doing daily tasks. Since there was no middle

term test, their scores were taken from daily tasks, making use of daily scores;

- 9) With UKBM, students tried to be resourceful by finding sources from internet, expanding their knowledge on related subjects; and
- 10) They could graduate from school faster with acceleration as well as passing UKBM tests faster. They could study and prepare themselves at home in advance before attending classes in school.

The students' opinions during the learning activities with UKBM in SKS program are described as follows. 221 (87%) students responded negatively while 32 (13%) students responded positively towards the usage of UKBM in learning. These percentages are illustrated in Figure 3.



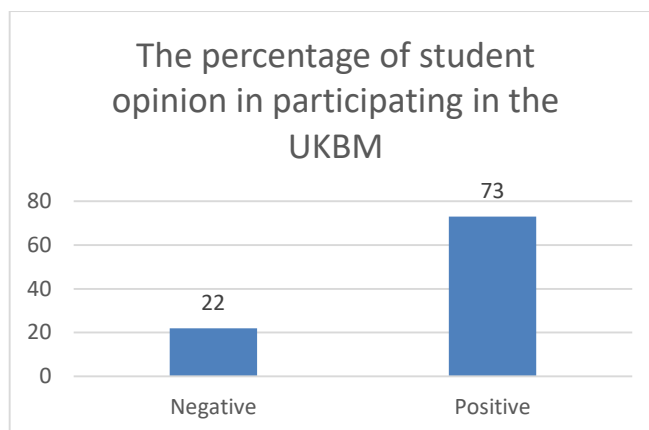


Figure 3. The Percentages of Students' Responses during their Participation in Learning Activity with UKBM

Students' negative responses on UKBM are mainly about (1) their difficulty in understanding the materials (some materials were even forgotten quickly) and adjusting themselves in the new way of learning and (2) the overwhelming study load because the materials were given too fast and cover too many subjects. On the other hand, students' positive responses on UKBM are about (1) doing whatever necessary to complete the tasks since score is the only determining factor of graduation, (2) finishing UKBM tasks and receiving good scores, and (3) keeping up in learning in order not to be left behind. Students' perceptions throughout the learning activities with UKBM in SKS program are described as follows. 7 (3%) responded positively while 237 (97%) responded negatively.

In order to improve learning process with UKBM in SKS program, several efforts are suggested: (1) Correct the flaws and maximize the usage of the system; (2) Provide UKBM printed books for students; (3) Teachers should keep explaining materials for students in proportion, allowing students to construct thinking more easily; (4) Teachers should ensure students' comprehension on materials instead of providing new one hastily, (5) If possible, allow discussion among students but each student receives his/her answer sheet, (6) UKBM

materials are printed and implemented by the officials so that they are in line with supplementary books; (7) Teachers engage more actively in the learning process and UKBM portion is reduced, (8) Provide references, use a system which does not allow student to copy his friend's work in completing UKBM tasks and (9) The school should provide additional hour for every empty scheduled class. Supporting teachers should fill in the empty class. Students should not learn on their own; they still need teacher's guidance regarding the materials being taught, and (10) Teachers should explain materials better and clearly.

## CONCLUSION AND SUGGESTIONS

Some conclusions were drawn as follows.

- 1) Standard UKBM manuals and examples are needed;
- 2) Workshop should be organized and attended by teachers from all fields so that they could arrange and implement UKBM based learning;
- 3) The existing UKBM created by teachers should be revised;
- 4) Monitoring and evaluation on the implementation of learning process with UKBM should be frequently carried out by policy makers;
- 5) Teachers should be approached so that the learning activities with UKBM in

SKS program could be carried out well and sustainably;

- 6) Special attention should be directed to students so that they could adjust themselves in the learning activities with UKBM in SKS program well.

It is suggested that schools should facilitate workshops by providing assistance for any teacher who needs it. Assistance can be performed by calling for teachers with professional experience or people from higher education.

## REFERENCES

- Hardiana, T., Casmudi., & Indriawati. 2019. Implementasi Pembelajaran Berbasis Sistem Kredit Semester (SKS) di SMA Negeri 2 Balikpapan tahun Ajaran 2018/2019. *Jurnal Edueco*, 2(2): 48-55.
- Hardini, A., & Sulasmono, B. 2016. Evaluasi Program Sistem Kredit Semester di SMA Negeri Salatiga. *Jurnal Manajemen Pendidikan*, 3(2): 246-264.
- \_\_\_\_\_, 2014. *Permendikbud Nomor 158 Tahun 2014 tentang Penyelenggaraan Sistem Kredit Semester pada Pendidikan Dasar dan Menengah*. Jakarta : Kementerian Pendidikan dan Kebudayaan
- \_\_\_\_\_, 2015. *Permendikbud Nomor 53 Tahun 2015 tentang Penilaian Hasil Belajar oleh Pendidik dan Satuan Pendidikan pada Pendidikan Dasar dan Menengah*. Jakarta : Kementerian Pendidikan dan Kebudayaan
- \_\_\_\_\_, 2016. *Permendikbud Nomor 23 Tahun 2016 tentang Standar Penilaian Pendidikan*. Jakarta : Kementerian Pendidikan dan Kebudayaan
- Stufflebeam, Daniel L. *Evaluation Theory, Models and Applications*. 2014. San Francisco. Jossey-Boss.
- Wahid, A. 2016. Penerapan Program Sistem Kredit Semester (SKS) Pendidikan Agama Islam di SMA Muhammadiyah 3 Jakarta. *Jurnal Pendidikan Islam*, 7(2): 21-37.
- Wijaya, A., Sulton., & Susilaningsih. 2019. Penyelenggaraan Sistem Kredit Semester di SMA Negeri 2 Kota Blitar. *Jurnal Kajian Teknologi Pendidikan*, 2(3): 230-237.