

# Creating Excellence of the Madrasah through the Implementation of the Semester Credit System Curriculum.

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**Abstract**—Stigma that increased in the communities are considering that madrasah as second of the school so become later choice by student after not accepted in the school regular. One of cause this is the curriculum not yet eligible implementation in the madrasah. Recently the madrasah still following and using the regular curriculum without give attention at the talents and interest of the students. This study offering way to creating excellence of the madrasah through design the curriculum that very consider interest, talent and abilities of the student that is implement the Semester Credit System based curriculum. This qualitative research was used interview and document as method for gathering of data and flow analysis for method as data analysis. Location of the research at the madrasahs in the Amanatul Ummah Pacet Mojokerto East Java 2016. For resulting of excellence the Madrasah is required of the many stages such as: conversion of the curriculum of regular, the material compact, mapping of material instructional and modificate the regular curriculum into the Semester Credit System Curriculum (SCS). Based on the data analysis from filed was showed that the madrasah Amanatul ummah that was applied the curriculum Semester Credit Semester become major choice from the student around east Java instead students from abroad. Since the Madrasah Amanatul Ummah are succeed the best school and have 8000 students with option of communities that want recieve the education excellent service.

**Key words:** *SKS Curriculum, excellence of the Madrasah, conversion of the curriculum*

## I. INTRODUCTION

Since the reformation of education conducted in year 2014, increased many policies education sector, such as; the implementation of curriculum 2013, obtaining the high school universal or in the level of regulation, for example; Permendikbud 158/2014 about the Semester Credit System (SCS) curriculum for secondary school or high school in Indonesia. The Certainty Regulation of the Ministry of Education number 158/2014 in order that application necessary method to conversion SCS considering structure of SCS curriculum have to based and originate of regular curriculum that was proposed by government.

The Indonesia education was conducted with a regular class system in commonly. It has been only covered the normal student (IQ 90-110). Therefore, for gifted students were not yet covered, because the gifted student need special treatment, differentiation and extraordinary service for teaching and learning process. Without this special service/treatment they become underachievement. The Madrasah School is the path of kind regular education system in Indonesia that the gifted students must receive special service, so that for them will be applied SCS (Semester Credit System). For the implementation of SCS, the Madrasah School has been strengthening for conducting the special service for the gifted students. One of the methods for empowering is through implementation of semester credit system that

has capacity to follow the character and learning style of the gifted students.

According to the opinion of researcher, application SCS based curriculum can't realization without availability price/value conversion model that founded from the research stages, because the distribution of volume time of subject and learning load in each semester can't manifested in the SCS based on curriculum structure.

The Philosophy of provide services through SCS was increased because of demand, so that the instructional service should be equal implemented. The interpretation of equal is the student normal obtained the regular service instructional, while the gifted student also meet service instructional that appropriate with their habit, also for the slow learner (Sternberg, 2011). Majority false establishment education in Indonesia is obtained the same instructional service for all students who have difference abilities, interest and intellectuals.

Although the implementation of SCS curriculum have been settling the year 2015/2016, but the application of this regulation still meeting many obstacles, especially from the teacher skill in the school. The difficulty of implementation of SCS from aspect of the teachers hasn't pedagogy science and this obstacle more difficult because they are not ready for technical guidance model for SCS conversion in the Madrasah school. The same difficulty also accord to the high school during 2014 was pioneering work implementation of the SCS curriculum.

The properly complement of implementation of the Ministry of Education Regulation number 158/2014 not only limited for the goal of education service and the purpose of SCS curriculum of the Madrasah School, but also still needed availability model of method to divide competence unity each semester. and also why to format instructional model that appropriate and follow the flexibility of duration hours teaching in the class effect of SCS conversion, especially at the curriculum for during learning 4 semesters. The Impact of decision the price/value of conversion that not precise can cause time of learning become longer 10 hours in one day, so not effective.

The present of the model method to conversion that pedagogy logic will assurance to continue implementation of inclusion education that recent establishing in Madrasah school area, all at once availability conversion model that will give essay obligation of school to purpose SCS curriculum.

## II. THE LITERATURE STUDY

Since the reformation of education conducted in year 2014, increased many policies education sector, such as; the implementation of curriculum 2013, obtaining the high school universal or in the level of regulation, for example; Permendikbud 158/2014 about the SCS curriculum for secondary school or high school in Indonesia. The Certainty Regulation of the Ministry of Education number 158/2014 in order that application necessary method to conversion SCS considering structure of SCS curriculum have to based and originate of regular curriculum that was proposed by government. According to the opinion of researcher, application SCS based curriculum can't realization without availability price/value conversion model that founded from the research stages, because the distribution of volume time of subject and learning load in each semester can't manifested in the SCS based on curriculum structure.

Curriculum according to the Act of National Education System number 20/2003 explained as sets of planning and arrangement of goal, content and courses instructional and system that using as guidance establishment instructional activities for reaching up the specific goal. While according to Herbert, M. Klibard (2002: 22) was described that curriculum also mean as sum of range time of instructional implementation. The definition from Herbart emphasis on SCS that part of the curriculum structure, so it will be used in the research because it focus on structuring of curriculum in the range of distribution time learning that for allocation all subjects that obtained in the Madrasah Aliyah.

Semester Credit System according to Permendikbud number 158/2014 article 1 give definition as form of conducting education who has students can make self choice of the load sum and subjects that will follow each semester, in the education institution appropriate with talent, interest and abilities or pace him. This definition must be regular curriculum during must modified structure distribution of load learning and subject in the

unit of time semester. Conversion distribution load learning in the SCS curriculum require guidance that flexible so very students Madrasah Aliyah has been opportunities equal and learning agree with them pace. Menu curriculum must giving equality at least in the three aspects: equal opportunity, equal treatment and equal outcome (Fesnema. 1995: 189). SCS for the gifted students in the Madrasah Aliyah not allow to narrow indeed ignore opportunity learning because they must follow regular curriculum.

Requiring conversion model SCS become more necessary and important discovery while Madrasah has expectation to present structure of curriculum that is used for service the student who need learn through fast path. There is duration 3 years become 2 years learning as stated at article 10 Permendikbud 158/2014. In the article 10 was described that every students of Madrasah Aliyah can (optional) master their study during 2 years. In order that require increasing fast curriculum all at once guarantee to fulfill the quality output (Robert J. Marzano. 2011:22). This effort is very important to do because during the school only give 51 % from instructional for execution internal problem of Madrasah (Tonie Stolberg. 2011).

In the point out Jenifer for the result quality of graduate agree with competence and development gifted potential, needed curriculum different so load learning menu in the curriculum appropriate with face, excellence and student ability. This point out more strengthened by Wendy Concklin (2007: 36) and Emma Smith (2005: 145) who preparing curriculum that is appropriate with the character of the gifted student can function to avoid the occurring of underachievement. Therefore, to avoid presence of malpractice, especially underachievement required situation curriculum preparing that differentiating that adjustment with variation an excellence of students. Curriculum different mandated by this Permendikbud number 158/2014 that is used by Madrasah aliyah for empowering its capacity in order that able to serve instructional for student that while marginalized.

In Mick Bets insight stated that as standard to determine how many sum conversion of time which is needed to finish material of curriculum that can be used as guidance for example: what learning time adequate to resulting outcome highly. The guidance to determine this sum minutes, in the unit of SCS is very urgent, because when the student present in the class that indeed must limited. Primary consideration for determine price of SCS for instance delivery subject system, fast learning and content of subject mastery competence target. By using Mick Betts theory, this research will become reference for arrange conversion guidance SCS or design curriculum model SCS special for the gifted student in Madrasah School.

## The Method of Research

This research is research and development with using ISO/IEC IR 19796-1: 2005 approach that link with

development product on learning system, include in it were learning guidance as well as guidance design curriculum model.

In these stages of modeling process of conversion SCS that resulted by this research, according to Jon, M. Pawlowski (2007:9) required presence need analysis; there is need analysis of SCS curriculum of Madrasah for the gifted students. Need analysis conducted for purpose to avoid inappropriate between product and outcome expectation from madrasah (Kefalas, r. 2003: 63). With basic on the research outcome so in this stage of methodology only until the fourth stage there is resulting of product tangible conversion guidance SCS and guidance of designing curriculum SCS for the gifted students in Madrasah.

The research activities in the third stage is designing and building the first design, the researcher was conducting adaptation need for structuring and curriculum SCS that will be designed for Madrasah especially for the gifted students. Activities in this third stage is conducting mapping for searching need for structuring curriculum of gifted to determine the student what they must take on learning 4 semester or take on learning six semesters and how many price per unit minute face to face in class. In this case, research was conducted in Madrasah of Pacet, Mojokerto East java had choice price of conversion for proposing curriculum structuring SCS with four semesters through time duration per semester as long as four months. After this mapping stage, then continue with designing supplement of the curriculum that conducted. Mapping of need as third stage was broad consequence increase conversion SCS model for structuring SCS curriculum for four semesters and six semesters that will established.

the fourth stage that constitute last stage from activities this research there is form of activity to product SCS conversion for Madrasah curriculum for gifted student. Possibility curriculum structuring for gifted students can format as structure of curriculum with 4 semesters by 4 months so they have opportunity to master the content of all curriculum only 16 months.

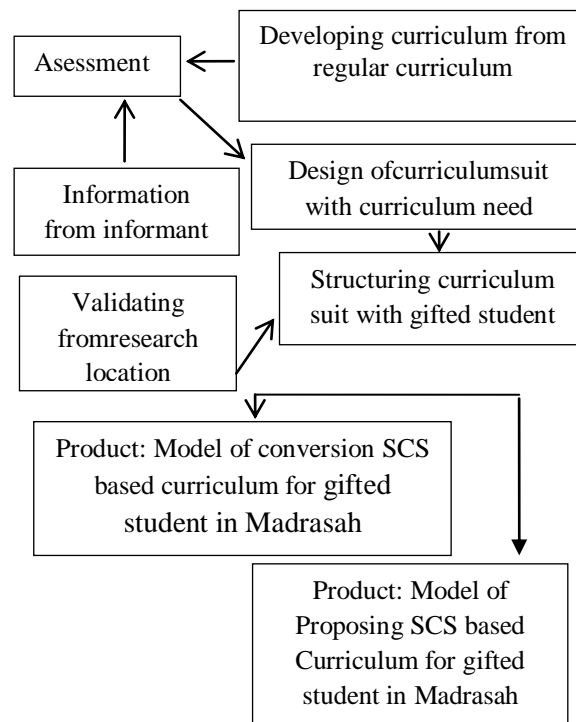


figure 1. Procedure of Research

The research location at Madrasah Aliyah Amanatul Ummah Pacet Mojokerto regency East Java during 4 months. The location choice is in the boarding school for conducting research, because this boarding has dynamic and high innovation that needed for accommodation the students who identified as gifted students. Likewise because this boarding has autonomy to determine option how many years the gifted student completed their study.

The research result can give contribution to the basic theory to realization application regulation the Minister of Education Indonesia number 158/2014 about SCS in the Madrasah Aliyah that is in line with the student's character of Madrasah that until now not yet ready. Besides this research result also give essay method to purpose of curriculum that until now still very difficult to make by the teacher. Availability of this model more helping practically for application SCS based on the curriculum in the Madrasah Aliyah school.

This research as the first research that prior not yet present because the regulation that is linked with SCS curriculum not yet used and will be applied 2015 especially SCS for Madrasah school. This research only begin with the regulation from the Minister of Education about SCS as the guidance. During indeed was increase the research that has few link with SCS such as curriculum for gifted or developing courses for gifted student but that direct link with SCS until now not ready. So this research as fundamental research.

This study seek for two implementation complement tangible both guidance of conversion and guidance for proposing SCS curriculum in Madrasah school that as one of method from many methods that is very needed for implementation SCS regulation that is mandated.

For the resulting of SCS conversion model and proposing curriculum of SCS model for Madrasah school so informant option that choice for population of school and religious office province east java. Need assessment conducted to determine type of curriculum conversion that will be prepared both regular type and fast type.

### III. THE RESEARCH RESULT AND DISCUSSION

The Model of curriculum proposing based on SCS start calculate accumulation hours for all subjects from the regular curriculum for curriculum 2006 not for curriculum 2013 (option which choice), after sum all hours of subjects implemented conversion price package of subject's hour toward SCS. If the price of package of subject's hour be aware, for example in Madrasah curriculum was discovered 2 hours add every subject during six semesters then divide two. For example for religious subject that amount of hours during six semesters is 12 hours, then it conversion is 6 hours, for all the subjects.

After aware the amount hours of its conversion all subjects during the time learning 3 years, as adding hours every semester for 3 years time learning. With aware sum of hours SCS every semester then determine how many days time learning of week, five days or six days time learning, for example: 6 days, so sum SCS each semesters divide six days will be discovered how many SCS load that must master for each days. For example; if we want our student must solve 8 SCS, so what subjects that must be taught that day. 8 SCS can fill, for example 2 SCS subjects of Bahasa Indonesia, 2 SCS for Mathematic or 2 for biology and 2 SCS for Moral of Pancasila subject. So on fill SCS for other day until complete 1 week.

Based on the article 12 Permendikbud 158/2014 for Madrasah aliyah that have character of many subjects in all curriculum compared with curriculum of regular school, then very possible accord modification so that gifted student go home not very early evening. There are two methods to conducting conversion that is through modification SCS price that it before during allocation face to face in class 135 minutes became only 90 minutes for every 1 SCS price. The second method that is special for Madrasah that has boarding class, so instructional process conducted by two shifts that is regular teaching with regular curriculum by schedule regular period (morning – afternoon) and at night after night pray with special curriculum/enrichment curriculum. In the case of location research (Madrasah) showed that part of SCS curriculum that type of task structured conducting at night time until the regular teaching conducting on

afternoon time without use learning time excessively in the afternoon time.

The Implementation of SCS based on curriculum for Madrasah Aliyah at east Java using package conversion toward SCS for 2 hours, so package half price SCS. Because the subject in Madrasah school more comparative with subject's regular class, so conducted modification time duration learning before 45 minutes each meeting in class become 35 minutes, in order that the gifted students can go home earlier/not until night.

Using the SCS for curriculum 2013 (current curriculum Indonesia) for the gifted students demanded to fulfill two aspects that are demanded to conduct design of time so with course package that its volume unchanged, why the gifted student can master in fast. At the other side that must be think, that is why can fulfill need the gifted students available mastery time learning faster and got essential courses without accord replication courses and repeating of courses that previously mastered before instruction. This is call prior knowledge. In this context, the implementation SCS based curriculum that for the gifted students that intended for gifted students to take on compacting learning. The Teacher should be master of skill that linked with curriculum compacting process. At the school that ever tried to conduct implementation SCS based curriculum found the weakness that is labeling SCS but in the curriculum still using package curriculum.

In Madrasah context that using SCS at Pacet Mojokerto, conducted conversion with adaptation and its time duration faster both in the semesters and in the learning time that must be taken. The argumentation that is used for compressing either in duration learning time or in the semesters is Donald Bligh's theory. Donald Bligh assert that for the gifted students outside Europe nor USA available opportunities for learning more fast because here has two cause that are supporting calories limited for promote learning for long time nor ability endurance for concentration. Defending for standard of concentration in the class during 45 minutes for students without supporting with high calorie is very difficult, while to fulfill standard of calorie amount 4000 calories is also very difficult for Madrasah students. On the basis of this standard then reduce time earning demand was conducted for Madrasah School from 45 minute during this become 25 minute very proper.

### IV. CONCLUSION

The proposing SCS base curriculum model that applied in Madrasah that for intend for the gifted students that have learning style accelerated needed add again as activities courses compacting for found essential material. There for using proposing SCS based on curriculum in gifted class here add demanding for curriculum compact. Model for SCS based curriculum through five stages there is calculate sum of subject' hours all of subjects as long as year during in Madrasah Aliyah then divide two (value of conversion for package toward SCS). Therefore, to continue the distribution



result of conversion hours of SCS to entire semesters, after each semester conducting totality a lot SCS that will apply from the first semester until the last semester. If, it was found, then sum a lot SCS every semester divide sum learning day every weeks (5 or 6 days per week). If was find so build schedule appropriate with price SCS demand that will set out for every subject.

The proposing curriculum model for Madrasah aliyah that is conducted by converting package price toward SCS with conversion every 1 SCS as much as 2 hours. The meaning of SCS in the Madrasah context that is gifted student can be chosen by themselves for learning load appropriate with their ability. For Madrasah aliyah Pacet have a lot of subjects after conducted conversion of package into SCS then forwarded with time reduction toward SCS before 135 minutes for three activities components SCS compact into 25 minutes so price of each 1 hour SCS have 75 minutes. This method very merit for avoid student go home later/evening time.

By discovering proposing curriculum model and SCS curriculum conversion then the Madrasah school institutionally can empowering itself especially for competent for giving services for the gifted students that did not receive service equally. Madrasah school also competent for conducting innovation and aligning with demand of learning service that developed in the overseas and becoming Madrasah ready to give contribution to increase the creative and productive graduate because the successful to create education that is focus on developing intelligence of creative productive as currently developed by USA. Following the example curriculum structure based on SCS for the gifted students of Madrasah School.

Table 1. The Curriculum Sturcture of Madrasah Aliyah in 4 Semesters and Mathematic Interest and Natural Science for the Gifted Student in Group A

NO	CODE	SUBJECT	SEMESTER			
			1	2	3	4
GROUP A (WAJIB)						
1	MWA01	Al Qur'an Hadits 1	2			
2	MWA02	Al Qur'an Hadits 2		1		
3	MWA03	Al Qur'an Hadits 3			1	
4	MWA04	Al Qur'an Hadits 4				2
1	MWA05	Akidah Akhlak 1	2			
2	MWA06	Akidah Akhlak 2		2		
3	MWA07	Akidah Akhlak 3			1	
4	MWA08	Akidah Akhlak 4				1
1	MWA09	Fikih 1	2			
2	MWA10	Fikih 2		2		
3	MWA11	Fikih 3			1	
4	MWA12	Fikih 4				1
1	MWA13	SKI 1	2			
2	MWA14	SKI 2		2		
3	MWA15	SKI 3			1	
4	MWA16	SKI 4				1
1	MWA17	Civic Education 1	2			
2	MWA18	Civic Education 2		1		
3	MWA19	Civic Education 3			1	
4	MWA20	Civic Education 4				2
1	MWA21	Indonesia Language 1	2			
2	MWA22	Indonesia Language 2		4		
3	MWA23	Indonesia Language 3			4	
4	MWA24	Indonesia Language 4				2
1	MWA25	Arab Language 1	2			
2	MWA26	Arab Language 2		2		
3	MWA27	Arab Language 3			2	
4	MWA28	Arab Language 4				2
1	MWA30	Mathematic 1	2			
2	MWA31	Mathematic 2		4		
3	MWA32	Mathematic 3			4	
4	MWA33	Mathematic 4				2
1	MWA34	Indonesia History 1	1			
2	MWA35	Indonesia history 2		1		
3	MWA36	Indonesia History 3			2	
4	MWA37	Indonesia History 4				2
1	MWA38	English Language 1	1			
2	MWA39	English Language 2		2		
3	MWA40	English Language 3			1	
4	MWA41	English Language 4				2

Table 2. The Curriculum Sturcture of Madrasah Aliyah in 4 Semesters and Mathematic Interest and Natural Science for the Gifted Student in Group B

Group B (Compulsary)					
1	MWB01	Culture Art 1	1		
2	MWB02	Culture Art 2		2	
3	MWB03	Culture Art 3			1
4	MWB04	Culture Art 4			2
1	MWB05	Sport and Health 1	3		
2	MWB06	Sport and Health 2		2	
3	MWB07	Sport and Health 3			2
4	MWB08	Sport and Health 4			2
1	MWB09	Vocational and Entrepreneurship 1	1		
2	MWB10	Vocational and Entrepreneurship 2		2	
3	MWB11	Vocational and Entrepreneurship 3			1
4	MWB12	Vocational and Entrepreneurship 4			2
1	MWB13	Local Language 1	1		
2	MWB14	Local Language2		2	
3	MWB15	Local Language3			2
4	MWB16	Local Language4			1
Concentration for Mathematic and Natural Science					
1	MPA01	Mathematic 1	3		
2	MPA02	Mathematic 2		2	
3	MPA03	Mathematic 3			3
4	MPA04	Mathematic 4			3
1	MPA05	Biology 1	3		
2	MPA06	Biology 2		2	
3	MPA07	Biology 3			3
4	MPA08	Biology 4			3
1	MPA09	Physic 1	3		
2	MPA10	Physic2		2	
3	MPA11	Physic3			3
4	MPA12	Physic4			3
1	MPA13	Chemistry 1	3		
2	MPA14	Chemistry 2		2	
3	MPA15	Chemistry 3			3
4	MPA16	Chemistry 4			3
Cross Concentration and/or Concentration depth			4	3	4
Total Credits			40	40	39

The sstructure of curriculum in this description is SCS based curriculum with range of learning period during 4 semesters that include sum 159 SCS as required in the Madrasah regular curriculum. Modification was conducted for designing learning time become two years (four semesters with each semester six months) or can be applied for duration four semesters with four months. Through this design Madrasah can give the service learning for the gifted students because it is suitable with the characteristic of the gifted students. To complete the establishing services for the gifted student must be completed with curriculum escalation and set of choice for essential courses. Thus, if three require are fulfill that structure modification curriculum, so escalation and

using essential courses for Madrasah was accord to empowering institutionally then eligible to service the students who categorized as the gifted students as applied at Connecticut University of America.

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