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**IMPLEMENTATION OF THE SEMESTER CREDIT SYSTEM  
PROGRAM IN ISLAMIC EDUCATION LEARNING AT  
MADRASAH ALIYAH**

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**Abstract**

*The implementation of the Semester Credit System (SKS) at Madrasah Aliyah Nurul Qur'an is a strategic step to improve the quality of education and adapt to the demands of modern times. This study aims to provide a detailed description of the planning, implementation, and evaluation of the SKS program at MA Nurul Qur'an Patokan Kraksaan Probolinggo. A qualitative case study approach was used. Data collection techniques included observation, interviews, and documentation, with data analysis based on the Miles and Huberman model through data condensation, data display, and conclusion drawing. The results show that: (1) Planning involved the development of the Medium-Term Work Plan (RKJM) and Annual Work Plan (RKT), forming a curriculum development team, and drafting SOPs in accordance with central regulations. (2) Implementation followed the established SOPs, used mastery learning, KD-based UKBM, the 2013 curriculum, and mapped students' learning loads. (3) Evaluation was conducted on the curriculum, program management, and student learning outcomes, considering the program's alignment with the school's vision and mission.*

**Keywords:** Semester Credit System, Educational Management, Islamic Education Learning, Madrasah Aliyah

**Abstrak**

Penerapan Sistem Kredit Semester (SKS) di Madrasah Aliyah Nurul Qur'an merupakan langkah strategis untuk meningkatkan kualitas pendidikan dan menyesuaikan diri dengan tuntutan perkembangan zaman. Penelitian ini bertujuan untuk mendeskripsikan secara mendalam perencanaan, pelaksanaan, dan evaluasi program SKS di MA Nurul Qur'an Patokan Kraksaan Probolinggo. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus. Teknik pengumpulan data meliputi observasi, wawancara, dan dokumentasi, sementara analisis data dilakukan dengan model Miles dan Huberman melalui kondensasi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa: (1) Perencanaan dilakukan melalui penyusunan RKJM dan RKT, pembentukan tim pengembang kurikulum, serta penyusunan SOP yang sesuai dengan regulasi pusat. (2) Pelaksanaan program SKS mengikuti SOP, menggunakan pembelajaran tuntas, UKBM berbasis KD, kurikulum 2013, serta pemetaan beban belajar siswa. (3) Evaluasi dilakukan terhadap kurikulum, pengelola, dan hasil belajar siswa, dengan mempertimbangkan kesesuaian program terhadap visi dan misi madrasah.

**Kata Kunci:** Sistem Kredit Semester, Manajemen Pendidikan, Pembelajaran PAI, Madrasah Aliyah

## **Introduction**

Education is one of the main pillars in shaping character and improving the quality of human resources in Indonesia. In an effort to enhance the quality of education, various innovations and educational programs have been implemented, one of which is the Semester Credit System (SKS). SKS is a system that allows students to complete their education in a more flexible manner, tailored to their individual capabilities. The implementation of SKS in secondary schools, including *madrasah aliyah*, is expected to improve the effectiveness and efficiency of the teaching and learning process.

According to Regulation of the Minister of Education and Culture (Permendikbud) Number 158 of 2014 concerning the implementation of the Semester Credit System in primary and secondary education, Article 3 paragraphs 1, 2, and 3 state:

- a) SKS is implemented through varied learning organization and flexible learning time management;
- b) Varied learning organization, as referred to in paragraph (1), is carried out through the provision of complete learning units for each subject that can be followed by students;
- c) Flexible learning time management, as referred to in paragraph (1), is carried out through the selection of learning loads for complete learning units of each subject by students, according to their individual learning pace.

To achieve quality education, many aspects must be well-prepared, one of which is Curriculum Management. Curriculum Management is a concrete strategy that must be carefully designed to ensure quality education. Many educational institutions have developed and optimized curricula based on students' potentials, one of them being the Semester Credit System (SKS) Curriculum Management.

At Madrasah Aliyah Nurul Qur'an, this approach harmoniously integrates religious values with general education, shaping students who are not only religiously grounded but also ready to face modern challenges. Through the implementation of SKS, the madrasah becomes a pioneer in providing flexible learning within a faith-based environment. The SKS model at Madrasah Aliyah Nurul Qur'an is designed to align with each student's unique potential—considering their interests, talents, and learning pace—thereby offering a personalized, creative, and meaningful learning

experience. This approach positions MA Nurul Qur'an as an adaptive and innovative educational model.

The trial implementation of the Semester Credit System at Madrasah Aliyah Nurul Qur'an marks a crucial step in improving education quality and adapting to changing times. Despite encountering various challenges, through continuous efforts to improve human resources, infrastructure, and community outreach, MA Nurul Qur'an is confident in its ability to implement the SKS program effectively and deliver maximum benefits to students and all stakeholders within the school environment.

Therefore, Madrasah Aliyah Nurul Qur'an (MA Nurul Qur'an) is actively striving to enhance the quality of education by adopting the Semester Credit System (SKS) as an adaptive response to contemporary developments. SKS provides students with the flexibility to determine their learning load and choose learning strategies that suit their capabilities, interests, and talents. The implementation of this system aims to create more effective, innovative, and personalized learning. Research on the management of the SKS program at MA Nurul Qur'an is expected to offer strategic recommendations to maximize the potential of this system in supporting quality education goals.

## **Method**

This study employs a qualitative research approach with a case study design, aiming to gain an in-depth understanding of the implementation of the Semester Credit System (SKS) at Madrasah Aliyah Nurul Qur'an, located in Patokan, Kraksaan, Probolinggo. The research site was selected purposively, as the institution has adopted the SKS model and is considered representative for exploring the dynamics and management of such an educational program in a religious-based school setting.

Data collection involved three main techniques: participant observation, in-depth interviews, and document analysis. Through participant observation, the researcher engaged directly in the daily activities of the madrasah to observe the planning, implementation, and evaluation phases of the SKS program. This method provided contextual insights over several weeks of fieldwork. In-depth interviews were conducted using semi-structured formats with key informants, including the head of the school, the vice principal of curriculum affairs, Islamic studies teachers, and selected students. These interviews were designed to explore participants' perceptions, experiences, and understanding of the SKS system. Additionally,

documentation was collected from institutional records such as the Medium-Term Work Plan (RKJM), Annual Work Plan (RKT), curriculum outlines, standard operating procedures (SOPs), teaching modules (UKBM), and student learning evaluations.

Data analysis followed Miles and Huberman's interactive model, consisting of three concurrent flows of activity: data condensation, data display, and conclusion drawing/verification. Data condensation involved selecting and organizing relevant information to sharpen the focus of the analysis. Data display referred to presenting the information in an organized and systematic way—such as through narratives or matrices—to identify emerging patterns and relationships. The process of conclusion drawing and verification was ongoing, as the researcher continuously interpreted the findings and cross-checked them to ensure consistency and accuracy.

To ensure the validity and reliability of the findings, the study employed source triangulation—by comparing data from various informants—and method triangulation—by cross-verifying information obtained through observation, interviews, and documentation. These strategies helped to enhance the credibility of the research and provided a comprehensive understanding of how the SKS program is managed and experienced at Madrasah Aliyah Nurul Qur'an.

## **Findings and Discussion**

### **Findings**

#### **Planning of the Semester Credit System (SKS)**

The planning stage of the Semester Credit System (SKS) program at Madrasah Aliyah Nurul Qur'an was strategically designed to lay a strong foundation for successful implementation. The planning process was carried out in three major steps: (a) formulation of institutional work plans, (b) preparation of operational guidelines, and (c) determination of learning load.

The first and fundamental step in the planning process involved the formulation of the Medium-Term Work Plan (RKJM) and the Annual Work Plan (RKT). These documents serve as strategic blueprints that guide the direction of SKS implementation in alignment with the school's vision and mission. Concurrently, a Curriculum Development Team was formed, composed of senior teachers, the vice principal of curriculum, and supervised directly by the head of the madrasah. This team was responsible for designing the SKS framework, preparing academic

regulations, and planning interventions for students who might encounter learning challenges during the transition.

Second, the development of the Standard Operating Procedures (SOPs) was a critical aspect of the planning stage. Rather than creating SOPs from scratch, the madrasah opted to adopt and adapt the SOP guidelines issued by the national SKS team. As explained by Ustadz Ahmad Humaini, “We adopted the SOPs prepared by the central SKS team and adjusted them to the specific conditions of Madrasah Aliyah Nurul Qur'an in Patokan Kraksaan.” This approach not only ensured conformity with national standards but also allowed for necessary contextual customization to meet local needs.

Third, the determination of student learning loads was carried out collaboratively. The curriculum development team worked together with students to determine personalized learning loads, in accordance with their capabilities, interests, and aspirations. This step is crucial in the SKS model as it promotes differentiated instruction and supports the principle of personalized learning pathways.

### **Implementation of the Semester Credit System (SKS)**

The implementation of the SKS program was structured through a series of coordinated actions, beginning with orientation and socialization, followed by class structuring, curriculum delivery, and utilization of digital platforms.

Prior to execution, a thorough orientation process was conducted to ensure that all stakeholders, including students, teachers, and parents, understood the SKS model. Parental involvement was particularly emphasized to foster supportive home environments. Approval and cooperation from parents were formally obtained through written consent and information sessions, enabling them to monitor and guide their children more effectively.

During the class placement stage, students were grouped based on their academic interests and potential, aligning them into specific specialization tracks such as Science (MIPA), Social Sciences (IPS), Language, and Islamic Religious Studies. This clustering ensured that students engaged with content that matched their strengths and goals.

In terms of learning load management, the madrasah adhered to the curriculum structure outlined in the 2013 National Curriculum (K13) and relevant regulations issued by the Ministry of Education. The total minimum academic load was set at 306 instructional hours (JP), excluding local content subjects. One JP equates to 45

minutes of instruction, with a significant portion (60% or more) allocated for structured assignments and independent tasks. These tasks are part of each learning unit, referred to as UKBM (Unit Kegiatan Belajar Mandiri), which must be completed to demonstrate mastery before progressing to the next unit.

The instructional approach at Madrasah Aliyah Nurul Qur'an is highly student-centered, placing a strong emphasis on learner autonomy. At the end of each lesson, students are given formative assessments in the form of online quizzes via the school's Learning Management System (LMS). These quizzes are typically accessed in the school's computer lab during class hours, and students are required to submit the results as part of their independent assignments. According to the vice principal of student affairs, "In the SKS learning process, student independence is emphasized. Teachers usually assign quizzes through the LMS at the end of each class. Students complete the quiz in the lab during school hours and submit it before the following lesson."

This digital integration not only enhances student engagement but also aligns with 21st-century skills, fostering digital literacy, responsibility, and time management among learners.

### **Evaluation of the Semester Credit System (SKS)**

The evaluation of the SKS program at Madrasah Aliyah Nurul Qur'an is conducted in a systematic, structured, and continuous manner to ensure that implementation remains aligned with planned objectives and expected outcomes.

Regular monthly evaluation meetings are held to identify ongoing challenges, assess progress, and formulate follow-up strategies. These meetings are attended by the head of the madrasah, the curriculum team, homeroom teachers, and selected student representatives. During these sessions, feedback from both students and teachers is analyzed to identify areas requiring improvement, such as student pacing issues, teaching effectiveness, or technical challenges with LMS usage.

In addition, the madrasah conducts quarterly (triwulan) evaluations as a higher-level assessment to ensure that the implementation aligns with the previously established RKJM and RKT. These evaluations serve as checkpoints for identifying gaps between planning and execution, enabling the institution to recalibrate its strategies for better outcomes.

Teacher performance is also a central focus of the evaluation process. The madrasah implements a dual approach: monitoring and supervision. Monitoring is conducted informally on an ongoing basis, while formal supervision is carried out

once per academic year by the head of the madrasah. Each teacher is observed in the classroom, followed by feedback sessions to discuss instructional strengths and areas for development. Additionally, performance appraisals are supported by structured questionnaires, which assess aspects such as lesson planning, instructional delivery, classroom management, and student engagement.

This comprehensive evaluation process ensures that the SKS program remains dynamic, adaptive, and responsive to the evolving needs of students, teachers, and the institution as a whole. The integration of both qualitative feedback and quantitative indicators fosters a culture of continuous improvement, which is vital for the long-term sustainability of the SKS model.

## **Discussion**

Based on the research findings at Madrasah Aliyah Nurul Qur'an Patokan Kraksaan Probolinggo, the implementation of the Semester Credit System (SKS) can be analyzed through the lens of established educational theories and models. This discussion aims to bridge the practical observations with theoretical frameworks to provide a comprehensive understanding of the SKS implementation.

### **Program Planning: Alignment with Educational Management Standards**

The initial phase at MA Nurul Qur'an involved the development of a Medium-Term Work Plan (RKJM) and the formation of a curriculum development team. This approach aligns with the principles outlined by Anwar (2018), who emphasized the importance of strategic planning and organizational structuring in educational institutions to ensure effective program implementation .

Furthermore, the adaptation of Standard Operating Procedures (SOPs) from central guidelines, as practiced by MA Nurul Qur'an, resonates with the findings of Muliati et al. (2023). Their study highlighted that the contextualization of SOPs to fit local conditions is crucial for the successful adoption of the SKS model.

### **Program Implementation: Embracing Technological Integration**

MA Nurul Qur'an's implementation of SKS incorporates the use of Learning Management Systems (LMS) to facilitate quizzes and assignments, promoting student autonomy and personalized learning. This practice is in line with the research by Syaikhuna (2024), which advocates for the integration of technology to support individualized learning paths within the SKS framework.

The structuring of learning loads based on the 2013 Curriculum and adherence to the Ministry of Education's decrees further demonstrate the institution's commitment to national educational standards. Such alignment ensures that the SKS implementation is both compliant and adaptable to students' diverse learning needs.

### **Program Evaluation: Continuous Improvement through Monitoring and Supervision**

Regular evaluations, including monthly and quarterly meetings, are conducted at MA Nurul Qur'an to assess the effectiveness of the SKS program. This continuous feedback mechanism is essential for identifying areas of improvement and aligns with the CIPP (Context, Input, Process, Product) evaluation model proposed by Stufflebeam. Muliati et al. (2023) applied this model in their evaluation of the SKS program at MTsN 1 Medan, emphasizing its utility in providing comprehensive insights into program effectiveness.

Additionally, the annual supervision conducted by the head of the madrasah ensures accountability and provides opportunities for professional development among educators. Anwar (2018) highlighted the significance of such supervisory practices in maintaining educational quality and fostering a culture of continuous improvement.

The implementation of the Semester Credit System at Madrasah Aliyah Nurul Qur'an Patokan Kraksaan Probolinggo exemplifies a strategic and theory-informed approach to educational reform. By aligning planning, implementation, and evaluation processes with established educational management theories and models, the institution demonstrates a commitment to providing flexible, student-centered learning experiences. Continuous monitoring and adaptation ensure that the SKS program remains responsive to the evolving needs of students and the broader educational landscape.

### **Conclusion**

The planning of the Semester Credit System (SKS) program at Madrasah Aliyah Nurul Qur'an Patokan Kraksaan Probolinggo involves the preparation of the Medium-Term Work Plan (RKJM), Annual Work Plan (RKT), the formation of a curriculum development team, and the adjustment of Standard Operating Procedures (SOP) based on central regulations.

The implementation of the Semester Credit System (SKS) at Madrasah Aliyah Nurul Qur'an Patokan Kraksaan Probolinggo begins with socialization to students and parents regarding the concept and procedure, as well as obtaining approval and support from the parents. Class grouping is done based on students' talents and interests in majors such as Science (MIPA), Social Studies (IPS), Language, and Religion. The learning load arrangement follows the 2013 Curriculum and the Decree of the Minister of National Education, with a minimum total of 306 teaching hours (JP), which includes face-to-face learning, structured assignments, and independent tasks.

The evaluation of the SKS program at Madrasah Aliyah Nurul Qur'an is conducted monthly and quarterly to identify shortcomings and ensure that implementation aligns with the plan, allowing improvements to be made to achieve the objectives. Teacher evaluations are conducted through monitoring and supervision by the head of the madrasah once a year, with assessments based on questionnaires. Student evaluations use the Learning Management System (LMS) to facilitate easy access to grades and learning outcomes digitally. This evaluation approach reflects a systematic and targeted principle.

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