

Implementation of SKS in the Independent Learning Curriculum in Improving the Quality of Student Output at SMA Muhammadiyah 1 Karanganyar

Fifi Aswita Mandala Sari¹, Wafrotur Rohmah²

^{1,2} Universitas Muhammadiyah Surakarta
a210190082@student.ums.ac.id

Keyword

*independent learning curriculum,
output quality, semester credit system*

Abstract

This study aims to describe: (1) SKS planning and compatibility with the Independent Learning Curriculum; (2) the implementation of the SKS program in the Independent Learning Curriculum in improving the quality of student output; (3) SKS program evaluation; (4) constraints and solutions for implementing SKS in the Independent Learning Curriculum. This type of research is descriptive qualitative research with a case study design. Observation data collection techniques, in-depth interviews and documentation. The object of this study is credits on the independent learning curriculum to improve student quality. The research subjects were the Principal, Deputy Head of Curriculum, SKS management teachers and students. The data validation technique uses source and technique triangulation. Data analysis techniques use the Miles and Huberman analysis model, namely data collection, data reduction, data presentation, and conclusion. The results of the study show (1) the SKS planning carries out various preparations and other supports, as well as the compatibility between the independent curriculum and the SKS; (2) the implementation of the credits in the Independent Curriculum to improve the quality of the output is proven by students who undergo the credits study program being accepted at PTN or PTS; (3) the evaluation of the credit program looks at the achievement of the credit program in serving students; (4) the obstacle in implementing the SKS program lies in the lack of understanding of students, parents, and teacher commitment. The solution is to hold discussions and evaluate things that need to be addressed in the future.

INTRODUCTION

Education is an important part that cannot be separated from life. With education, it will change the perspective and thinking of a person in the future for the better. In improving the quality of education, one of the factors that determine the success of the implementation of education is the curriculum. The national curriculum that has been prepared by the government can be used as a reference for schools in carrying out curriculum development in the learning process, namely content standards and process standards (Kurniawati & Andari, 2018). The revision of the curriculum was carried out as an effort to update because the content determines the transfer of competencies possessed by students.

The implementation of the Independent Learning Curriculum is one of the efforts made by the Indonesian government as a policy direction in learning to improve the quality of human resources. The implementation of the policy of implementing independent learning proclaimed by the Minister of Education and Culture, Nadiem Anwar Makarim which was delivered at the

commemoration of National Teacher's Day in 2019 is a program to face the challenges of 21st century learning. This program is motivated by the many complaints from the public, both from educators and parents regarding Indonesia's education system is considered lacking. Freedom of learning is freedom of thought, which is born first from the teacher as the essence of freedom of thought (Bahar & Herli, Sundi, 2020).

According to (Kemdikbud, 2020) The Freedom to Learn Policy is implemented to accelerate the achievement of the national education goals, namely to increase the quality of Indonesian human resources who have superiority and competitiveness compared to other countries. This is in accordance with the implementation of the Semester Credit System program, students need a special program that can optimally support the development of their potential. These children need differentiated educational programs and services beyond the reach of regular school programs in order to realize their contribution to society as well as to their own development. (Firosad, 2019).

The implementation of the implementation of the semester credit system can be caused by several things, namely students who have faster abilities in understanding lessons, students who have mastered the subject matter in the classroom through learning outside the classroom, and students who have advantages with intelligence above the average who use the normal curriculum. inappropriate and not academically challenged. The main purpose of developing this credit-based curriculum is to provide special opportunities for students who have excellence (Supriyanto, 2016).

The implementation of SKS learning is carried out in the form of differentiated learning in groups of students who have different learning speeds. Efforts to develop an independent curriculum with student-centered learning with the application of differentiated learning (Fitra, 2022). In this case, placing the national curriculum and a curriculum that has been adapted to the abilities possessed by students who have learning differentiation as part of the class itself. The use of a credit-based curriculum is one of the innovative efforts to adjust to the demands of curriculum differentiation that is able to serve the needs of students in learning activities.

In implementing the Semester Credit System, it is possible to accelerate student learning motivation to become an effort at Muhammadiyah 1 Karanganyar High School so that it can produce quality graduates/output students. According to Sahney in (Ira Setyaningsih & Muchammad Abrori, 2013) The education system can be seen as a transformation system with inputs, processes and outputs. So it is necessary to implement the SKS program that has been implemented properly and is structured in accordance with existing policies and of course continues to experience quality improvements so that it is able to produce graduates/output students who are getting better in each implementation period.

METHOD

This research is included in the type of descriptive qualitative research with a case study design. The research subjects were school principals, deputy principals for curriculum, teachers managing/responsible for the credit program and students. The object of this study is the Semester Credit System in the independent learning curriculum to improve the quality of students. This research was conducted at Muhammadiyah 1 Karanganyar High School in April 2023 - May 2023. The instrument used was an interview guide which contained the main questions about the matter being studied. The data was collected through observation, in-depth interviews and documentation to obtain the required information.

To check the validity of the research data using triangulation techniques. Triangulation is defined as a data collection technique that combines various data collection techniques and existing data sources (Sugiyono, 2020). In this study, the source triangulation technique was used, which was achieved by comparing information data to different informants. While technical triangulation is checking data from the same source but with different techniques through the results of interviews, observations, and documentation. In analyzing the data, the researcher used the Miles and Huberman interactive analysis model (Rijali, 2019) with steps including data collection, data reduction, presenting data, and drawing conclusions/verification.

RESULTS

SKS planning and suitability with the independent learning curriculum implemented at Muhammadiyah 1 Karanganyar High School

Based on the results of field data obtained at the planning stage, there are many things that must be prepared in implementing the semester credit system program, namely starting from permits to run the credit program obtained from the government through the Provincial Education Office, then school stakeholders carry out their roles according to their duties in improving output quality. Learners. In addition, the planning of the semester credit system is adjusted to the current curriculum policy, namely the independent learning curriculum, which also includes credit services so that credit and independent curriculum can be aligned because they are oriented towards teachers and students in terms of improving the quality they have to be able to learn. independently,

The results of the study found that school principals in carrying out SKS planning at Muhammadiyah 1 Karanganyar High School included: 1) equipping teachers as a form of preparation for the implementation of SKS at Muhammadiyah 1 Karanganyar High School, namely by providing in-house training, 2) forming a curriculum development team (TPK), 3) have enough teaching materials to use in organizing credits (RPP), 4) adequate facilities and infrastructure to support learning activities.

Implementation of the SKS program in the Independent Learning Curriculum in improving the quality of output of students at SMA Muhammadiyah 1 Karanganyar

The implementation of the SKS service involves all students, both those with special and average intelligence. For students who have above average abilities, they will study for 6 semesters (2 years), while for students who have normal abilities, they will take 8 semesters but within 3 years of study.

a) Student selection and mapping procedures.

Student mapping for. For students who are able to learn fast. Student mapping is done by looking at the results of the IQ totaling 130 and the final semester scores. From the results of the mapping, it can be classified based on the speed of learning. The three study groups that have different criteria must be facilitated until the students complete all the required subjects in the curriculum.

The selection stages that were passed were based on the results of research documents in the field, namely:

- The intelligent student category on the psychological test at the beginning of entry
- The top 10 parallels in the value of knowledge and skills in semester 1 report cards
- Student and Parent Consent
- Consideration of the homeroom teacher and subject teacher
- Have a minimum good attitude/behavior

b) Study load

SKS study load at school has been regulated through the use of KRS and the study load per semester is 44 credits. Services for students through BK, and academic advisors.

c) Scoring system

Student learning achievement is measured by achievement, the KKM of a UKBM is the basis for students to continue studying the next UKBM until students achieve completeness for all UKBM in a subject.

d) Graduate criteria

The graduation criteria for students at Muhammadiyah 1 Karanganyar High School are determined by the school, namely by completing the entire learning load with a predetermined minimum passing mark, obtaining an attitude/behavior score with a good predicate, and predicting being able to be accepted at a favorite PTN or PTS.

Credit program evaluation

The results of the study found that evaluation activities carried out on the SKS program are carried out annually by the Central Java Provincial Education Office to see the success of achieving SKS in schools in serving the abilities of students who are classified as students who have high, medium, and average learning abilities. Then the results of the evaluation will be reported to stakeholders and other parties who need it. The evaluation discusses the commitment that each SKS implementing school stakeholder has. Evaluation of the SKS program at SMA Muhammadiyah 1 Karanganyar has established an evaluation system and is measurable for conducting evaluations every year.

The evaluation system found in the Semester Credit System (SKS) program at SMA Muhammadiyah 1 Karanganyar includes:

- a) Evaluation of the curriculum, adjusting the curriculum policies that apply to the programs set by the school.
- b) Evaluation of the credit management is carried out quarterly evaluation, namely the procurement of evaluations every 3 months to see the achievements of students, and evaluate the obstacles to implementing the credit program.
- c) Evaluation of the learning and learning process, this evaluation focuses on the use of strategies, methods used by teachers during teaching and learning activities, then makes comparisons of the application of learning strategies in order to improve the quality of students.

Evaluation of student achievement and output is carried out at the end of the semester from learning outcomes in the form of student report card scores that have increased or decreased during the study period of one semester, then compared the achievement results obtained by students with the previous semester. If the value has increased, the student is considered independent in his learning activities, follow-up by conducting interviews with students whether they are able to graduate within 2 years.

Constraints and solutions for implementing SKS at SMA Muhammadiyah 1 Karanganyar

Constraints and alternative solutions to the implementation of the SKS		
No.	Constraint	Alternative Problem Solving
1.	Teaching and Learning Activity Unit	<ol style="list-style-type: none"> a. Take advantage of textbooks as the main teaching material b. Providing motivation and training in preparing UKBM
2.	Heterogeneous management	<p>PBM</p> <ol style="list-style-type: none"> a. Mapping of students since the beginning of semester 2 (Two) b. There are regular class teachers and teachers c. Understanding of the material is prioritized in line with completeness d. For students who do not complete in one semester, they are given the opportunity for a remedial program e. For students who complete, enrichment material is given
3.	Psychological students in the SKS program	<ol style="list-style-type: none"> a. BK teacher support in motivating students and assessing them b. There are not many task demands on students but completeness is achieved according to KD targets.

The results in the field obtained data regarding the obstacles during the implementation of the SKS program, namely: 1) lack of understanding of students and parents regarding the SKS program; 2) there are still teachers who are not committed and indifferent to the implementation

of credits; 3) LKPD collection time that is not timely or inefficient; 4) the number of subjects in one day; 5) the large number of work on LKPD assignments carried out by students which made the enthusiasm for learning decreased, 6) the change in the new curriculum which made an overhaul of the UKBM that had been made by the teacher. Besides that, the psychological conditions of students who are undergoing the learning process with their seniors, as well as various learning conditions.

The solution that can be carried out by the implementation of the SKS system in overcoming various existing obstacles is through, the following results were found:

- a) Hold regular discussions and dialogues in order to improve the quality of students at SMA Muhammadiyah 1 Karanganyar
- b) Re-evaluating matters that need to be addressed for the implementation of the SKS in the future
- c) Starting and implementing new things that serve as a vehicle for learning to innovate and create.

DISCUSSION

The explanation in the guidebook for implementing SKS stated that at the stage or mechanism for implementing SKS, namely through the preparatory stage, internal socialization of the school community was carried out, then verification of permits and an inventory of the needs for implementing SKS, and internal and external socialization. This, as explained, is also related to the involvement of school principals by Directorate of high school development(SMA, 2017) The involvement of the school principal in the preparation of the SKS implementation is based on the implementation guidelines, namely:

- a. Establish a SKS implementation team (Curriculum Development Team/TPK)
- b. Submit a permit to the Provincial Education Office to obtain a recommendation for obtaining a license to administer SKS to the Directorate of High School Development. This permit can be carried out collectively coordinated by the Provincial Education Office.

The principal has an important position in planning activities, it is necessary to pay attention to improving student learning outcomes in the learning process. Research conducted by(Wafroturohmah, sabar narimo, 2016) namely the principal has an important role in improving education in schools, the main purpose of leadership is in providing services to all students and facilitating them so that they can develop their abilities, talents and interests and needs. In improving the quality of education, principals are required to have a vision, mission, and education management strategy that is used as a review of the quality of education, the principal as the highest manager in the school is expected to be able to create a work climate that motivates teachers to improve their performance to achieve goals.

The principal must be able to lead while organizing and also managing the implementation of the teaching and learning program held in the school he is leading. The above data exposure is in accordance with the results of the study(Suna & Wabula, 2019)that it was found that policy planning using the SKS model formed a management team, conducted seminars, selected teachers and students, prepared work programs and submitted permits by submitting proposals.

In planning all stakeholders or school components need to adapt to the existing learning conditions starting from the applicable curriculum and program implementation. The learning process requires independence because independence must be attached to subjects who carry out the learning process of children or adults. Including involving the support of many parties(Ningrum, 2022).The SKS program planning has been adjusted with the implementation

of the independent learning curriculum which has begun to be implemented. This plan has relevance to research (Naufal et al., 2020) who explained that the SKS program is one that supports the independent learning curriculum because it supports the development of students' interests and talents as well. This is supported by the statement during the joint interview that the SKS program is a service that is adapted to the independent learning curriculum and is not a different thing because in the curriculum itself there is a service, and the planning involvement of both is the same.

From the results of the presentation of the implementation of the credits that have been explained in line with the research conducted by (Hardiana et al., 2020) which states that students must be facilitated to be able to achieve learning mastery in each subject optimally according to their learning speed. Learning and learning processes must be designed and facilitated in achieving mastery learning, as well as the use of teaching materials supported by the use of learning modules. Learning carried out in schools has been student-centered so that this is in accordance with the provisions of the implementation of the semester credit system and the independent learning curriculum in improving the quality or quality of students. In addition to this, it can be said that students who have fast learning abilities can complete their education in less than 3 years.

These results are in accordance with research (Hardini & Sulasmono, 2016) who explained the results that in terms of results that are in line with other studies students who take credits have intelligence beyond their friends, and in terms of grades are also superior. So that in this case students are able to complete their education within 2 years. Research by (Wijaya et al., 2019) states that the learning load or lesson hours for organizing SKS are equivalent to lesson hours at a package system school, namely 45 minutes, the learning load must be completed by students according to their learning speed.

Improving the output quality of educational institutions in the academic field, for example increasing national exam scores, increasing the number of graduates accepted at superior PTN and PTS, becoming winners in various academic Olympiads (Umam, 2018). Improving the quality of education will achieve optimal results if the components in schools meet the requirements, one of which is that a teacher is expected to be able to master his field of knowledge in depth and have pedagogic potential to equip himself to become a quality educator. (Hakim & Yahya, 2018).

The concept of independent learning is a form of freedom for teachers and students to think and innovate in learning independently, creatively and responsibly in a happy atmosphere. Freedom of learning is not limited by space and time, based on projects and directed to apply their soft skills and hard skills in the world of work and is free to choose subject matter that students like (Yuliawan et al., 2023). The teacher in this curriculum is more of a facilitator for their students, and students as learning centers, this will certainly make the atmosphere in the class more active from student learning activities. Study (Rohmah, 2016) explained that the teacher plays an important role in the classroom, in increasing resources that have broad knowledge and skills in accordance with the competencies, norms and values that apply. In addition to peer training activities as a very effective strategy for mastering new skills in teaching activities. The training to produce the understanding needed to improve the performance provided to teachers can be in the form of In Service Learning, or On the job training (OJT) (Slameto et al., 2017).

High school graduates are educated by building a mindset, namely a mindset to go to a higher level. So as to produce quality graduates who are creative and productive, namely graduates who

are concerned with the formation of the ability to create, and produce findings. The semester credit system provides an opportunity for all students who are normal and have the potential for intelligence or special talent to take part in education. Students who have above average intelligence are encouraged by the school to be able to graduate within 2 years and facilitate students to graduate within 3 years.

To assess and measure the success of the semester credit system (SKS) program, an evaluation is needed to see its efficiency and effectiveness. According to (Supriyanto, 2018, bk. 183) states that the evaluation of managers is carried out once a year which includes: (1) the level of relevance of education to the vision, mission and objectives; (2) the level of attainment of National Education Standards by the Education Unit; (3) the level of efficiency and productivity of educational units; (4) the level of competitiveness of educational units at the regional, national, regional and global levels. Evaluation of results is carried out every semester so that the final results are from UTS, and the continuation of students in tertiary institutions. The results of the evaluation become supporting data for the quality of education through the implementation of credits. Evaluation of the teaching process is needed by the teacher to fulfill his duties as an educator, namely to create a pleasant classroom atmosphere (Irfandi & Hazal Fitri, 2018), this is in accordance with the implementation of an independent curriculum which requires teachers to be able to create a pleasant atmosphere in their learning. The researcher observed that the results showed that the supporting factors were facilities and infrastructure. Based on the results of field observations, it was found that there were remedial and enrichment activities carried out for students who had not yet reached the KKM score. To improve the management of the credit system. Muhammadiyah 1 Karanganyar High School also always participates in activities held by the government regarding any matters that need to be improved in evaluation activities at the school itself.

Obstacles or constraints on the implementation of the Semester Credit System The research results disclosed are in accordance with the research (Jumad, 2021) the results of his research indicate that there are inhibiting factors for the implementation of SKS learning at the research site, a lack of teacher commitment in facilitating student fast learning groups, and a lack of. Efforts made by schools in this case are selecting teachers who have a high commitment. Another similarity is found in research (Wulandary., 2021) which stated that the inhibiting factors for credits were from the point of view of society who could not accept that their children studied using the semester credit system. This study has difficulties in providing understanding to teachers because of the teacher's ability to teach in class. if students' interest in learning decreases, it will affect student learning achievement, because this program is based on student learning speed which refers to student learning completeness (Pratama, 2022) .

The research results from (Hardiana et al., 2020) The results of his research explained that the constraints that were the weakness of the SKS implementation were the lack of teacher readiness and had not participated in training activities (training), senior teachers who did not understand the use of IT so they could not prepare their own lesson plans. So that efforts are needed that can be done in the form of assistance in processing values and compiling lesson plans. In addition, the school also provides training in the form of in-house training by inviting experts who are experts in implementing the semester credit system.

CONCLUSION

Based on research that has been conducted at SMA Muhammadiyah 1 Karanganyar, it can be concluded that it requires careful planning, implementation based on regulations and guidelines from the government, as well as good evaluation activities. For planning activities, preparing documents and learning support facilities and credit planning activities are in accordance with the curriculum that requires students to improve their competence. The implementation of the SKS has been going well, as evidenced by the quality of the output of students who have undergone a 2-year study program and have been accepted at tertiary institutions. For the measurement and improvement activities of the activities carried out, namely through the evaluation of the credit program carried out in schools. There are still obstacles in the implementation of the semester credit system (SKS).

ACKNOWLEDGMENTS

The author would like to thank the academic community of the Muhammadiyah University of Surakarta accounting education study program, Dr. Wafrotur Rohmah, MM, as supervising lecturer, Principal and teachers of SMA Muhammadiyah 1 Karanganyar who have helped and given permission to carry out research activities. Both parents who have given their prayers and support, and all parties who have helped finish this article.

REFERENCES

- Bahar, H., & Herli, Sundi, V. (2020). Merdeka Belajar Untuk Kembali Pendidikan Pada Khittahnya. *PROSIDING SAMASTA Seminar Nasional Bahasa Dan Sastra Indonesia*, 115–122.
- Firosad, A. M. (2019). Pola Pengembangan Pendidikan Anak Berbakat. *Jurnal Al-Taujih*, 5(2), 133–136.
- Fitra, D. K. (2022). Analisis Penerapan Pembelajaran Berdiferensiasi Dalam Kurikulum Merdeka Pada Materi Tata Surya Di Kelas Vii Smp. *Tunjuk Ajar: Jurnal Penelitian Ilmu Pendidikan*, 5(2), 278. <https://doi.org/10.31258/jta.v5i2.278-290>
- Hakim, A. R., & Yahya, M. (2018). Analisis Pengaruh Gaya Kepemimpinan, Motivasi Kerja, dan Kompensasi terhadap Kinerja Guru (Studi Kasus di SMA PPMI Assalam Surakarta). *Jurnal Pendidikan Ilmu Sosial*, 24(1), 67–77.
- Hardiana, T. N., Casmudi, C., & Indriawati, P. (2020). Implementasi Pembelajaran Berbasis Sistem Kredit Semester (Sks) Di Sma Negeri 2 Balikpapan Tahun Ajaran 2018/2019. *Jurnal Edueco*, 2(2), 48–57. <https://doi.org/10.36277/edueco.v2i2.45>
- Hardini, A. T. A., & Sulasmono, B. S. (2016). Evaluasi Program Sistem Kredit Semester Di Sma Negeri 1 Salatiga. *Kelola: Jurnal Manajemen Pendidikan*, 3(2), 246. <https://doi.org/10.24246/j.jk.2016.v3.i2.p246-264>
- Ira Setyaningsih, & Muchammad Abrori. (2013). Analisis kualitas lulusan berdasarkan tingkat kepuasan pengguna lulusan. *Jurnal Ilmiah Teknik Industri*, 12(1), 73–82.
- Irfandi, & Hazal Fitri. (2018). Pengembangan Model Manajemen Evaluasi Pembelajaran Dalam Pemanfaatan Sistem Ict Tingkat Sekolah Dasar Se-Kota Banda Aceh. *Visipena Journal*, 9(1), 81–93. <https://doi.org/10.46244/visipena.v9i1.432>
- Jumad, J. (2021). Implementasi Kebijakan Penerapan Sistem Kredit Semester Di Sma Negeri 1 Lawang. *Jurnal Penelitian Kebijakan Pendidikan*, 14(2), 83–94. <https://doi.org/10.24832/jpkp.v14i2.493>
- Kemdikbud. (2020). Merdeka belajar. *Kementerian Pendidikan Dan Kebudayaan*, 1–19.
- Kurniawati, C. D., & Andari, S. (2018). Studi Kasus Implementasi Program Satuan Pendidikan Penyelenggara-Sistem Kredit Semester (Spp-Sks) Di Smp Negeri 1 Krian. *Ejournal.Unesa.Ac.Id*. <https://ejournal.unesa.ac.id/index.php/inspirasi-manajemen-pendidikan/article/view/46916%0Ahttps://ejournal.unesa.ac.id/index.php/inspirasi->

- manajemen-pendidikan/article/view/46916/39397
- Naufal, H., Irkhamni, I., & Yuliyani, M. (2020). Penelitian Penerapan Program Sistem Kredit Semester Menunjang Terealisasinya Merdeka Belajar di SMA Negeri 1 Pekalongan. *Jurnal Konferensi Ilmiah Pendidikan*, 1(1), 141–148. <https://proceeding.unikal.ac.id/index.php/kip/article/view/493>
- Ningrum, A. S. (2022). Pengembangan Perangkat Pembelajaran Ningrum, A. S. (2022) 'Pengembangan Perangkat Pembelajaran Kurikulum Merdeka Belajar (Metode Belajar)', in PROSIDING PENDIDIKAN DASAR, pp. 166–177. doi: 10.34007/ppd.v1i1.186. Kurikulum Merdeka Belajar (Metode Belajar. *Prosiding Pendidikan Dasar*, 1, 166–177. <https://doi.org/10.34007/ppd.v1i1.186>
- Pratama, F. A. (2022). *Implementasi Program Sistem Kredit Semester Di Sekolah Menengah Atas Negeri 1 Bantul*. 11(4), 33–48.
- Rijali, A. (2019). Desain Kurikulum Berbasis SKS dan Pembelajaran untuk Sekolah masa Depan. In *Alhadharah: Jurnal Ilmu Dakwah* (Vol. 17, Issue 33). <https://doi.org/10.18592/alhadharah.v17i33.2374>
- Rohmah, W. (2016). Upaya Meningkatkan Pengembangan Keprofesional Berkelanjutan Dalam Peningkatan Profesionalisme Guru. *Seminar Nasional Pendidikan (SNP)*, 10–21. <http://hdl.handle.net/11617/7267>
- Slameto, Sulasmono, B. S., & Wardani, K. W. (2017). Peningkatan Kinerja Guru Melalui Pelatihan Beserta Faktor Penentunya. *Jurnal Pendidikan Ilmu Sosial*, 27(2), 38–47. <http://journals.ums.ac.id/index.php/jpis/article/view/5718>
- SMA, D. P. (2017). *Pedoman Penyelenggaraan Sistem Kredit Semester (SKS) di SMA*. Kementerian Pendidikan dan Kebudayaan.
- Sugiyono. (2020). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Yogyakarta: CV. Alfabeta.
- Suna, A., & Wabula, D. (2019). Implementasi Kebijakan Program Peserta Didik Cerdas Istimewa (PDCI) Dengan Model Sistem Kredit Semester (SKS) di MTS Negeri 2 Kediri. *Jurnal Dinamika Manajemen Pendidikan*, 3(1), 1. <https://doi.org/10.26740/jdmp.v3n1.p1-9>
- Supriyanto, E. (2016). Model Penguatan Sekolah Madrasah Untuk Implementasi Pembelajaran Berbasis Sistem Kredit Semester (Sks). *Profetika*, 17(2), 15–28.
- Supriyanto, E. (2018). *Desain Kurikulum Berbasis SKS dan Pembelajaran untuk Sekolah Masa Depan*. Surakarta: Muhammadiyah University Press.
- Umam, M. K. (2018). Peningkatan Mutu Pendidikan Melalui Manajemen Peserta Didik. *FALASIFA : Jurnal Studi Keislaman*, 6(2), 62–76.
- Wafroturohmah, sabar narimo, ahmad wahyudi. (2016). Kepemimpinan Pembelajaran Kepala Sekolah dalam Melaksanakan Supervisi Akademik. *Manajer Pendidikan*, 10(2), 194–199. <https://doi.org/10.23917/varidika.v31vi2i.10218>
- Wijaya, A., Sulton, S., & Susilaningsih, S. (2019). Penyelenggaraan Sistem Kredit Semester Di Sma Negeri 2 Kota Blitar. *Jurnal Kajian Teknologi Pendidikan*, 2(3), 230–237. <https://doi.org/10.17977/um038v2i32019p230>
- Wulandary, I. O. P. (2021). Penyelenggaraan Sistem Kredit Semester (SKS) di SMAN 1 Krian Sidoarjo. *Jurnal Administrasi Pendidikan Islam*, 3(2), 53–65. <https://doi.org/10.15642/japi.2021.3.2.53-65>
- Yuliawan, E., Samsudduha, A., & Saputra, A. (2023). Implementasi Kurikulum Merdeka Belajar di SMA Negeri 1 Tanjung Jabung Timur. *Journal of Sport Science and Tourism Activity (JOSITA)*, 2(1), 1–9.