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THE EFFECT OF IMPLEMENTING SEMESTER CREDIT SYSTEM (SKS) COURSES ON SYMBOLIC INTERACTION OF SENIOR HIGH SCHOOL STUDENTS IN CIREBON

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Abstract

The implementation of the 2013 curriculum requires students to be creative, innovative, and fast and responsive. The implementation of the 2013 curriculum brings a new method of learning, namely the Semester Credit System (SKS) in high schools. Learning using SKS is one innovative alternative to improving the quality of learning. This SKS program provides varied learning and flexible learning time management adjusted to the learning load according to the learning speed of students. This research method was carried out by filling out a questionnaire by SKS students, which aims to obtain a comprehensive picture of the symbolic interaction of students in Cirebon. The subject of this study was only one person because the researcher had difficulty getting relations from SKS high school students, who had graduated. The implementation of SKS can have an impact on interactions between students. This is due to the difference in the system between SKS classes and regular classes. In SKS classes, students must be accustomed to fast and dense learning so that the time used to interact with other friends is less. The results obtained show that SKS class teaching can help students advance and consider every step they take. Even the existence of SKS classes does not make students individualistic, but rather individuals who are easy to get along with and enjoy working together.

Keywords: *Implementation of semester credit system (SKS) classes, Students' symbolic interaction.*

INTRODUCTION

Implementing the 2013 curriculum requires students to be creative, innovative, fast, and responsive. The 2013 curriculum has 3 aspects of assessment, namely knowledge, skills, and attitudes and behavior [1]. Implementing the 2013 curriculum brings a new method of learning, namely the Semester Credit System (SKS) in high schools [2].

According to Minister of Education and Culture Regulation Number 158 of 2014, the Semester Credit System, hereinafter referred to as SKS, is a form of educational management where students determine the scope of study and the number of courses that must be completed. Education units are by abilities, interests, and abilities or learning speed [3].

The Semester Credit System (SKS) is a form of education implementation in which students agree on the amount of study load to be followed and study strategies each semester in the education unit according to their talents, interests, and abilities or learning speed [4].

SKS offers students who feel they have above-average learning abilities the opportunity to complete their studies faster than their peers. This credit-bearing course can only be completed in 2 years for high school students. Therefore, this system is considered very useful for students to quickly complete their courses. This system gives students the freedom to freely express their interests, talents, desires, and talents. Even though it is a new system, SKS can be implemented in such a way that it can take students to a higher level of education at a very young age or even not at all [4].

To provide democratic and fair educational services for students, this can be done by implementing the Semester Credit System (SKS) as further regulated in Government Regulation No. 19 of 2005 concerning National Education Standards. Learning using credits is an innovative alternative to improving the quality of learning. This SKS program provides varied learning and flexible study time management adjusted to the learning load according to students' learning speed [5]. The Semester Credit System (SKS) is also used in England, for example in elementary schools (SD). This system has proven itself in the training of high-quality graduates. If SKS is socialized in all schools in Indonesia, it is hoped that it will bring better results for the nation's next generation [6]

This is considered effective because SKS takes into account the characteristics of each student, including talents, interests, and abilities, as well as completing educational programs at the individual learning level [7].

Like the implementation of SKS at SMAN 1 Tuban, this has an impact on interactions and friendships between students. Social interaction is divided into two, namely associative social interaction (positive interaction that creates unity) and disassociative social interaction (negative interaction that causes division [2]). Based on research by [2], students with a migration background experience changes and become individual and ambitious individuals. Migration class students become hardworking individuals with strong ambition and determination to dominate in the academic field. Most of them have a high competitive spirit and are afraid of losing in the migration class unhealthy competition. This can be seen when students often give wrong and different answers when someone asks a question. Meanwhile, the interactions that occur in regular classes after using SKS are associative and often study together and simultaneously work on UKBM in groups in class.

Symbolic interaction is a theory that studies the nature of interaction where it is a dynamic human social activity [8]. Symbolic interactionism (symbolic interactionism) is a theoretical approach to understanding the relationship between humans and society. The basic idea of symbolic interactionism theory is that human actions and interactions can only be understood through the exchange of symbols or communication that is full of meaning [9]. According to [10], the study of symbolic interaction has three concepts including mind, self, and society. A brief definition of the concept of symbolic interactionism theory is: (1) Mind, namely the ability to use symbols that have the same social meaning, where each individual needs to develop their mind through interaction with other individuals, (2) Self, namely the ability to reflect on each individual from the assessment of other people's points of view or opinions, and (3) Society, namely the series of social relationships that are built and created by each individual in society, and each individual is involved in the behavior they choose actively and voluntarily, which ultimately brings humans into the process of taking a role in society.

Based on the background above, we are interested in conducting research on "The Effect of Implementing Semester Credit System (SKS) Courses on Symbolic Interaction of Senior High School Students in Cirebon", the aim of which is to find out the effect of implementing SKS classes on the symbolic interactions of Senior High School students in Cirebon.

METHOD

This study uses a descriptive method. The descriptive method aims to obtain a comprehensive picture of the symbolic interaction of high school students in Cirebon in the SKS class. The research data was obtained by SKS students filling out a questionnaire. The subject of this study was only one person because the researcher found it difficult to get relations from SKS students in high schools in Cirebon after they had graduated. This subject was obtained from one of the researcher's acquaintances who had been in the same high school. The researcher had looked for other subjects by asking for information from the first subject, but he did not get a response from the other subjects. The data were analyzed according to the indicators in Table 1, adapted from Atmaja and Pribadi [2].

Table 1. Symbolic interaction indicators.

Indicator	Statement
Self-Concept	I have a strong understanding of my life purpose and what I want to achieve.
	I feel that I am developing and growing as an individual over time.
Action Concept	I tend to take bold action and face challenges with courage.
	I take great care to consider the consequences of my actions before I do them.
Social Interaction	I often take the initiative to initiate actions that are important to me.
	I find it easy to get along and get involved in social activities.
Collective Action Concept	I enjoy being involved in group work with others.
	I feel that group work produces better results than working alone.
	I feel that group work provides an opportunity to learn and grow as an individual.

The data analysis strategy in this study was carried out by analyzing data using case descriptions and case themes.

RESULTS AND DISCUSSIONS

The results and discussion of the research that researchers have conducted are how to apply SKS at SMA in Cirebon and what impact the SKS class has on students. The following is a table of symbolic interaction indicators that researchers will describe in this discussion

Table 2. Result of symbolic interaction indicators

Indicator	Statement	Answer	
		Yes	No
Self-Concept	I have a strong understanding of my life		✓

	purpose and what I want to achieve.	
	I feel that I am developing and growing as an individual over time.	✓
Action Concept	I tend to take bold action and face challenges with courage.	✓
	I take great care to consider the consequences of my actions before I do them.	✓
	I often take the initiative to initiate actions that are important to me.	✓
Social Interaction	I find it easy to get along and get involved in social activities.	✓
	I enjoy being involved in group work with others.	✓
Collective Action Concept	I feel that group work produces better results than working alone.	✓
	I feel that group work provides an opportunity to learn and grow as an individual.	✓

Based on Table 1, the first statement contains indicators of self-concept where the subject does not have a strong understanding of his life goals and what the subject wants to achieve. In line with the opinion [10], The goal of life will be fought for with high enthusiasm, all abilities will be mobilized to achieve the goal of life according to one's wishes, which intention will direct daily activities. When this goal is achieved, each individual will feel satisfaction in his life which can ultimately provide benefits not only for himself but also for his social environment. In this indicator, researchers see that individuals view themselves as objects of thought and interact with themselves [2].

The second statement contains the same indicators as the first statement, namely self-concept where the subject feels that he is developing and growing as an individual over time [11]. Changes that occur in individuals are a continuous and continuous process so developments (changes) in previous stages of life (periods) influence developments in subsequent periods [12].

Then the third statement contains indicators of the concept of action. This concept sees that all individual actions are formed through a process of interaction with oneself. When an individual faces a social reality, he once again assumes that he is not controlled by the situation but by himself [2]. The subject answered "Yes" because the subject tends to take bold action and face challenges with courage [13], for example the decision to take credit classes.

The fourth statement is almost the same as the third statement, namely that it contains indicators of the concept of action where the subject actively considers the consequences of

the action before carrying it out. This can be seen when the subject wants to choose the steps to take the SKS class, of course, the subject consciously considers the steps he will take so that the subject can follow the procedures for entering the SKS class, and then finally he is accepted to study in the SKS class program.

The fifth statement contains indicators of social interaction where the subject often takes the initiative to initiate actions that are important for himself. Social interaction is an action that occurs when two or more objects influence each other, which causes someone to try to understand the activities carried out by other people during the interaction process, for example when the object becomes the group leader in learning.

Furthermore, the sixth statement contains indicators of the concept of action where the subject feels easy to get along with and is involved in social activities, such as taking part in extracurricular scouting.

The seventh statement contains indicators of Joint Action where the subject can engage in Joint Action with other people regularly. Taking part in scout extracurriculars and collaborating with friends or other people is included in Collective Action.

The eighth statement contains indicators of Joint Action where the subject feels that Joint Action does not provide better results than individual action. Like the research carried out [14], shows that social interaction in group research can be distracting and reduce the level of concentration on learning tasks. Research conducted by [15] found that in study groups, there is a tendency for some group members to rely on other members to achieve learning goals, which can reduce the individual's sense of responsibility.

Finally, statement nine contains indicators of Joint Action, where the subject feels that Joint Action provides an opportunity to learn and grow as an individual.

CONCLUSION

From the discussion above, it can be concluded that the SKS class can shape students to continue to develop and be able to take and consider every step they will take. The existence of the SKS class also does not make students have an individualistic character, but instead makes them sociable and happy to be involved in activities together. Joint activities can be a place to provide opportunities to learn and grow as individuals, but the results of joint activities, according to the subject, are no better than doing them individually.

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