

English Instruction in Credit System for Senior High School Students

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Abstract

One of the important parts of the educational system is the instructional system. The instructional system should be formulated well so that the effective and efficient education can be reach. The effective and efficient instructional system is expected to be able to guide the whole instructional process so that the instruction can reach the instructional goals.

Credit system is one of the innovations related to the instructional system. In the system, the students are able to decide their own study capacity and the subjects in each semester. However, actually, it is not a new instructional system since there are some rules that have described the system for a long time.

In Indonesia, the guideline in implementing credit system for Senior High School students has been launched by *Badan Standard Nasional Pendidikan (BSNP)*. It describes the policy, the concept and the principals in implementing the credit system related to the process of deciding the learning capacity, arranging the curriculum structure, facilitating the choices of learning capacities and the subjects, and arranging the schedule. The rules are helpful for the curriculum implementer at schools. In conjunction with the explanation, the English instruction should also be designed based on the rules.

Keywords: *English instruction, credit system*

A. English Instruction for Senior High School

Brown (2000: 171) defines curriculum as a plan for carrying out a particular language program. It implies that curriculum is important for the instruction since it can be the guidance for the teachers in making the instructional design. The rules embedded on it help the teacher in making some decisions in designing a plan for the instruction that will be done.

Nowadays, in Indonesia, the curriculum recommended by the government is Curriculum 2013. Based on the guideline of the basic competence released by the National Education Ministry (2013: 66), for Senior High School students, the core competence of English subjects involves religiosity, attitudes, competence, and

performance. It means, the student teacher and the students should integrate all of the components in the instructional process.

In conclusion, every school should consider the principles of the curriculum implemented in the schools. It is needed to facilitate the students with the appropriate instructional process based on the curriculum.

B. English Instruction in Credit System

Claxton (2008: 193) states that happiness is a mixture of pride, satisfaction, and the sense of effectiveness and value that arises when we have stretched ourselves to achieve something we care about. In line with the statement, one form of the happiness for a school is keeping to make innovation for the instructional process. One of the innovations is implementing credit system to improve the instructional process.

1. Definitions

Based on Attachment IV of National Education Ministry Regulation Number 81A year 2013 about the Implementation of Curriculum 2013 related to the general instructional guideline, credit system is the system of the educational program which the students are able to decide their own study capacity and the subjects in each semester in their schools. Study capacity for each instruction in credit system is called *satuan kredit semester (sks)*. In detail, study capacity of an *sks* consists of an hour of instructional process, an hour of structured assignment, and an hour of unstructured independent activity.

Since the study capacity is the measure showing the quantity that have to be done by the students in joining instructional process, structured assignment, and the unstructured independent activities to reach the competences required by the instruction, it requires the students to provide more time to do the activities designed in the syllabus which the time is decided. It means that the students should work hard to do the assignments.

Technical Guidelines of Senior High Schools Credit System Implementation (Depdiknas, 2011: 7) lists some principals in implementing credit system. They are related to the students, the teachers and the school. All of them are the main

components of this system, so that they should be organized and combined well to reach the aim of the system.

In conjunction with the credit system, the students can be able to decide their own study capacity and the subjects for each semester based on their capacity, aptitude, and interest. It means that the students with high capacity and good attitude can make their time of study shorter than the general period. However, they have to still pay attention to the mastery. It has positive effect to the students since they have to study independently by deciding their own learning strategies.

Moreover, for the students who want to move to another school, this system is quite flexible. The students can move to the other schools with credit system and all of the credits taken can be moved to the new schools.

Then, related to the school, the school implementing the credit system should provide the appropriate instructional sources, both of technically and administratively. The school should also construct the schedule well so that it can cover the needs to develop the students' potential capacity in based on their knowledge, attitudes and skills.

The last, the teachers should also facilitate the students' needs based on their capacity, aptitude, and interest. In this case, the teacher should be sensitive. They have to investigate their students' need analysis. Then, they have to organize the instructional element to be appropriate to the students' needs.

In conclusion, credit system is a sophisticated system to be implemented. Thus, all of the participants in the instruction should do their responsibility so that the system can be implemented appropriately. In conjunction with the conclusion, all of the components in English instructional process should be designed based on the principles of the credit system implementation.

2. Preparation

Technical Guidelines for Senior High Schools SKS Implementation (Depdiknas, 2011: 8) says that the preparation of the implementation of SKS consists of the preparation of the curriculum documents and the preparation of the resources. Those are important to be prepared as the guidelines in doing the advance steps in implementing the credit system.

The preparation of curriculum documents consist of the curriculum and study capacities structures, academic rules, academic calendar, and the guidebook in implementing the instruction, the instruction administration, and the evaluation. All of the elements are important to be understood since the beginning of the implementation, so that the systematical mistakes can be covered soon.

Moreover, the preparation of the resources consists of the educator, the educational staffs, and the facilities. They include the teachers, the academic counselors, the school counselors, and the administrative staffs. To do their duties, they have to have good understanding on the implementation of the credit system and the general education national standard. Especially for the teachers, they have to be in enough quantity and they have to teach based on their educational background. The last, the facilities should be able to facilitate the instructions in the basis of communication and information technology, instructional process, and the subject-based classroom with the flexible schedule.

Based on the explanation above, it can be concluded that there are several things to be prepared in implementing the credit system. All of them should be prepared as the basis on implementing the credit system. For English subject, in this case, that is why it is important to conduct periodic English teacher group discussion, especially to plan and evaluate the instructional process.

3. Implementation

According to Technical Guidelines for Senior High Schools Credit System Implementation (Depdiknas, 2011: 9), the curriculum structure and the study capacities should include the general subjects, local subjects and self-development subjects. It is 114 credits minimum and 126 credits maximum. The study capacities are based on the measurement that 1 credit equals to 1.88 – 2 hours of instructional process, the potency context analysis and the school needs. The study capacities for the science program can be seen at the following table.

Table 1
Study Capacities for Science Program

No	Mata Pelajaran	Beban Belajar (sks)	
		Minimum	Maksimum
1.	Pendidikan Agama	5	8
2.	Pendidikan Kewarganegaraan	5	7
3.	Bahasa Indonesia	11	13
4.	Bahasa Inggris	11	13
5.	Matematika	11	13
6.	Pendidikan Jasmani Olahraga dan Kesehatan	4	6
7.	Sejarah	2	4
8.	Teknologi Informasi dan Komunikasi	4	6
9.	Seni Budaya	4	6
10.	Keterampilan/Bahasa Asing	4	6
11.	Fisika	10	12
12.	Kimia	10	12
13.	Biologi	10	12
14.	Ekonomi	2	3
15.	Sosiologi	2	3
16.	Geografi	2	3
17.	Muatan Lokal	4	6

Then, the study capacities for the social program are presented in the following table.

Table 2
Study Capacities for Social Program

No	Mata Pelajaran	Beban Belajar (sks)	
		Minimum	Maksimum
1.	Pendidikan Agama	5	8
2.	Pendidikan Kewarganegaraan	5	7
3.	Bahasa Indonesia	11	13
4.	Bahasa Inggris	11	13
5.	Matematika	11	13
6.	Pendidikan Jasmani Olahraga dan Kesehatan	4	6
7.	Sejarah	4	6
8.	Teknologi Informasi dan Komunikasi	4	6
9.	Seni Budaya	4	6
10.	Keterampilan/Bahasa Asing	4	6
11.	Fisika	2	3
12.	Kimia	2	3
13.	Biologi	2	3
14.	Ekonomi	10	12
15.	Sosiologi	8	10
16.	Geografi	7	9
17.	Muatan Lokal	4	6

Next, the study capacities for the language program are shown in the table below.

Table 3
Study Capacities for Language Program

No	Mata Pelajaran	Beban Belajar (sks)	
		Minimum	Maksimum
1.	Pendidikan Agama	5	8
2.	Pendidikan Kewarganegaraan	5	7
3.	Bahasa Indonesia	13	15
4.	Sastra Indonesia	7	9
5.	Bahasa Inggris	13	15
6.	Matematika	10	11
7.	Pendidikan Jasmani Olahraga dan Kesehatan	4	6
8.	Sejarah	5	7
9.	Teknologi Informasi dan Komunikasi	4	6
10.	Seni Budaya	4	6
11.	Bahasa Asing	11	13
12.	Antropologi	5	7
13.	Fisika	2	3
14.	Kimia	2	3
15.	Biologi	2	3
16.	Ekonomi	2	3
17.	Sosiologi	2	3
18.	Geografi	2	3
19.	Muatan Lokal	4	6

Based on the data on the tables above, the study capacity of English in the different Programs will be different. It means the teacher as the instructional designer should make different plan for each program.

Moreover, the arrangement of subject series is based on the school potency and needs, content standard, and graduate competence standard. Here is the example of subject series.

Tabel 4
Example of Subject Series

No	Mata Pelajaran	Jumlah	Seri Mata Pelajaran			
			1	2	3	4
1.	Pendidikan Agama	6 sks	2 sks	2 sks	2 sks	
2.	Matematika	13 sks	2 sks	4 sks	4 sks	3 sks
3.	Penjas Orkes	4 sks	1 sks	1 sks	1 sks	1 sks
4.	Fisika	11 sks	2 sks	3 sks	3 sks	3 sks
5.	Ekonomi	11 sks	2 sks	3 sks	3 sks	3 sks
6.	Bahasa Asing	4 sks	2 sks	2 sks		

Then, deciding the study capacities is done in the beginning of each semester based on the rules. Technical Guidelines for Senior High Schools SKS Implementation (Depdiknas, 2011: 13) lists two rules on it. They are related to the rules in the first semester and the next semesters. Firstly, in the first semester, the study capacity is based on the certain package. The last, in the next semester, it depends on the Graphics Performance Accelerator (GPA) in the semester before by using the following rules:

GPA < 5,0 can take 8 credits maximum

GPA 5,0 - 5,9 can take 10 credits maximum

GPA 6,0 - 6,9 can take 16 credits maximum

GPA 7,0 - 7,4 can take 20 credits maximum

GPA 7,5 - 7,9 can take 24 credits maximum

GPA 8,0 - 8,5 can take 28 credits maximum

GPA > 8,5 can take 32 credits maximum

Based on Surat Edaran Dirjen Mendikdasmen Nomor 12/C/KEP/TU/2008, the requirements are based on the school meeting and the guidebook of study report. Firstly, for science program, the students have to pass Physics, Chemistry, and Biology. Next, for social program, the students have to pass Economics, Sociology, and Geography. The last, for language program, the students have to pass Indonesian, English and other foreign languages.

Then, as usual, there is short semester program in the credit system. In the level of senior high school, this program is just used to repeat the subjects. The rules are just the same as the rules in the universities. Firstly, the schedule is constructed by the school. Secondly, it is done in the space between the semesters. Thirdly, only the 'failed' students can follow this program. Then, the total meeting is eight meetings. The last, the teachers are based on the school assignment.

Next, The Academic Consultant has important roles in the credit system since they have to cover the academic achievement of the students until they are graduated. The teacher should monitor and analysis the data of the students'

potencies, needs, and achievements. They should also give constructive recommendation for the students. In every beginning of the new semester, Academic Consultants should also guide the students in filling the *Kartu Rencana Studi (KRS)*, deciding the programs, etc. Moreover, they have to organize the students' whole marks and make a good relationship with the students, the parents, and the other elements.

Next, School Counselors also play important roles in the credit system. They should monitor, collect, and save the data of the students. The same as the Academic Counselors, they should also monitor and analysis the data of the students' potencies, needs, and achievements and give constructive recommendation for the students. Next, they have to give good counseling services to the students and report the self-development program of the students for each semester. The last, still the same as the Academic Consultants, they should also make a good relationship with the students, the parents, and the other elements.

In reference to the explanation above, there are some rules which have to be implemented in the credit system. The rules should be implemented appropriately so that the expected results can be reached. In English class, in this case, it is important to conduct periodic control or evaluation of the instructional process so that the problem appearing in the instruction can be solved effectively and efficiently. It becomes one of the reasons of why the periodic English teacher group discussion is significant.

4. Evaluation

Based on Technical Guidelines for Senior High Schools Credit System Implementation (Depdiknas, 2011: 12), the scoring in the credit system uses GPA with the following formula.

$$IP = \frac{\sum(N_i \times B_i)}{\sum B_i}$$

IP = GPA = Graphics Performance Accelerator

N_i = marks of the subject

B_i = credit of the subject

Then, as usual, school examination is held twice a year. The school should facilitate the students to join the examination. Moreover, national examination is the activity of measuring the students' competences nationally about the certain subjects. The government also facilitates the students twice a year.

With regard to the explanation above, it can be concluded that the assessment system used in the credit system is similar to the general system. However, the scores or marks in the credit use GPA system, including in English subject.

C. Moving Class in Credit System

National Education Ministry Regulation Number 22 of 2006 about Content Standard, in the attachments of Chapter 3 about study capacities says that in the credit system, it is needed, an instructional system that make the students to be able to be more active , such as, moving class system. Moving class is an instructional system that requires subject classes. It means that the students have to move during the instruction based on the schedule. The concept of moving class is the instruction which the center of the instruction is the students. Moreover, it gives the students dynamic instructional environment. Although it is more appropriate used in the credit system, it can still be used in package system.

As mentioned earlier, moving class requires the students to meet the teachers. It means that the students will leave the class when it is over to another class to join the next instruction. So, again, the students have to meet the teachers and the teachers can prepare the materials before. The strengths of this system are the students can keep moving so that they can refresh their mind. Moreover, the teachers also have more time to prepare the instruction. In moving class system, the classrooms will be designed to a certain subject so that the classrooms are also function as laboratories.

Moving class system has positive effects to the teachers and the students. The students will be more focus to the subjects with good classroom atmosphere and interaction between the teachers and the students. The teachers are also more easy in managing the class so that they can be more creative and innovative in designing the classrooms and using the instructional media. They can also use the time effectively and efficiently.

The implementation of moving class aims at increasing the instructional quality, effectiveness of the using of the time and the teachers and students' discipline. It also functions to increase the teachers' creativity in organizing the instructional methods and media. The last, it is also expected to make the students become more active in the instruction since they are the center of the instruction.

In fact, moving class system is still implemented in a few schools. In the school using moving class system, it is also not implemented well yet. It is because the school does not understand the system well yet. Based on the Guidelines for Moving Class System at SMA Karangturi Semarang (Depdiknas, 2011: 6), there are some requirements that have to be covered by the school to implement the moving class system. Firstly, the school should have enough classrooms and teachers. The teachers should also have the appropriate educational background. Ten, all of the members of the school should understand and ready to the implementation of the system so that they can face the system well. The last, the school also have to be supported by all of the related elements.

Here is the list of the differences between moving class and permanent class.

Table 5
Moving Class and Permanent Class Differences

No.	Moving Class	Permanent Class
1.	The teachers are still in the classrooms but the students have to keep moving.	The students are still in the classrooms but the teachers have to keep moving.
2.	The instructional media are in the classroom.	The instructional media should be brought by the teacher while moving to the next classes.
3.	The classrooms are specific classrooms based on a certain subject.	The classrooms are general classrooms.
4.	The identity of the study rooms are subject rooms.	The identity of the study rooms are classrooms.
5.	Every class movement gives the students new environment.	The new environment gained in the break time and after school.

Based on the Guidelines for Moving Class System at SMA Karangturi Semarang (Depdiknas, 2011: 15), the mechanism in implementing the moving class are related to the preparation, planning, implementation, and the evaluation. There are a lot of works that should be done by the school in implementing the

moving class based on the mechanism so it should be done systematically so that the works can be finished step by step.

The preparation stage is related to the making of the team that has responsibility in the running of the moving class system. They have to cover the responsibility from the preparation to the evaluation stages. Next, the planning stage consists of the arrangement of the curriculum structure and job description of the teachers, the analysis of the classrooms needs, the analysis of the facilities, and scheduling. Then, the implementation stage is related to the management of the moving class system. The last, the evaluation stage is related to the evaluation for each stage in moving class mechanism so that the aim of the system can be reached well.

As mentioned earlier, there are two kinds of analysis that have to be conducted in planning the moving class system. They are the analysis of classroom needs and facilities. Classroom needs analysis is the count of the classroom needs for the instructional process, both of the whole and the partial needs while the analysis of the facilities is the list of the facility needs, both of the general and specific needs.

In conclusion, moving class is one of the micro systems which are involved in the credit system. The schools which implement the credit system should prepare enough classrooms to support the instructional process. Especially in English class, the English teachers can set the class as a language laboratory and the English teachers can provide as much English exposures as possible there.

D. Conclusion

In Indonesia, the guideline in implementing credit system for Senior High School students has been launched by Badan Standard Nasional Pendidikan (BSNP). It describes the policy, the concept and the principals in implementing the credit system related to the process of deciding the learning capacity, arranging the curriculum structure, facilitating the choices of learning capacities and the subjects, and arranging the schedule. The rules are helpful for the curriculum implementer at schools. In conjunction with the explanation, the English instruction should also be designed based on the rules.

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