Evaluation of the Semester Credit System (SKS) in Biology for High School Levels in DIY

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ABSTRACT

This research on the evaluation of the Semester Credit System (SKS) program in Biology for high school level in Yogyakarta aims to evaluate the implementation of the Semester Credit System (SKS) on Biology material for high school level in DIY. It using data about the aspects of the context, input, implementation process, and products in the form of graduates. This comparative descriptive study was conducted by collecting research data through interviews, observations, and document studies. Interviews were conducted with the Principal, Deputy Principal of the Curriculum Division, Biology subject teachers, and students. Observations were carried out in the ongoing Biology learning process. Document studies were carried out on lesson plans, assessment documents, and school curricula. The school chosen for the research was SMAN 1 Bantul because it was the only school that applied the SKS purely in DIY.

Currently, SMA Negeri 1 Bantul has implemented SKS for all students in class X, XI and XII. This system emphasizes that each individual is a unique individual with their respective talents, potentials, abilities and intelligence, so that they deserve services that pay attention to diversification based on differences in the abilities of students. This is different from the package system which considers students to have uniform abilities. The achievements of graduates applying SKS are the same as those applying the package system, only the duration of the learning process is different. Learning with SKS also uses a scientific approach, the same as the package system. The factors that support the implementation of the SKS are the availability of supporting infrastructure, supportive environmental conditions, and the maintained creativity, commitment and professionalism of the teaching staff.

Kata Kunci: *Semester Credit System, Biology, high school level*