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Evaluation of the Implementation of Semester Credit System (SCS) in Mathematics Learning in Muhammadiyah Senior High School Wonosobo

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Abstract. The implementation of the semester credit system in mathematics learning still requires continuous improvement efforts so that the implementation is following the standards set by the government. The implementation of the semester credit system can be seen from the aspects of readiness, implementation, and results. Following these objectives, an evaluation study of the implementation of mathematics learning was carried out with a semester credit system. The type of research used is evaluation. The evaluation model used is the CIPP evaluation (context, input, process, product). The approach used is the mixed method. The place of research was carried out at Muhammadiyah Senior High School Wonosobo and the time of the research was carried out in the 2019/2020 school year. Data collection techniques were carried out through observation, interviews, questionnaires, and documentation. Qualitative data analysis was carried out by data reduction and data presentation, while quantitative data analysis was carried out by statistical descriptive analysis. The results of this study indicate: 1) The results of the evaluation of the context and input obtained conclusions towards good, in other words, the preparation for the implementation of the SKS system learning towards good 2) In the component of the learning process towards good, and 3) In the component results fall into the category towards good.

Keywords: *CIPP Evaluation, Mathematics Learning, Semester Credit System (SCS).*

INTRODUCTION

The semester credit system (SCS) is an alternative to the system in schools that is facilitated by the government to accommodate the needs of students according to their talents and interests, as stated in the Regulation of the Minister of National Education Number 22 of 2006 concerning Content Standards. More operational semester credit systems are stated in the Regulation of the Minister of Education and Culture Number 158 of 2014 concerning the Implementation of the Semester Credit System in Primary and Secondary Education Article 1 which states that the Semester Credit System, hereinafter referred to as SCS, is a form of education in which students agree on the amount of learning load to be followed and/or learning strategies each semester in the education unit according to their talents, interests, and ability/speed of learning.

The abilities of students differ according to the development of each student which is very unique and different from one another. Following the opinion of Aunurrahman [1] which states that everyone is different from one another and no one has the same characteristics. Each individual must have characteristics that are different from other individuals. This individual difference is a natural human nature. These individual differences are caused by the large variation in ability as Hirsch [2] says that individual differences are the main differences in academic preparation and ability. The existence of these individual differences requires the right way so that learning runs effectively according to the needs of each student.

The application of the SCS program since it was initially launched by the government has changed, the first program was implemented with an on/off semester credit system, namely, there are subjects that one is on and the other is off, as is the case with adopting semester credit system in universities, subsequent developments of the SCS program adjust for the high school level, all subjects appear and students have the authority to manage the learning load. In the SCS program for high school students, students can complete school for 2 years, 3 years, or 4 years, depending on the student's choice. Flexible learning time management is carried out by taking learning loads for complete learning units for each subject by students according to their respective learning speeds. The intact learning unit is also known as the Independent Learning Activity Unit (UKBM) [3].

As for setting the learning load, it fully follows the provisions of the 2013 Curriculum Structure. In Permendikbud Number 59 of 2014 concerning the 2013 Curriculum in Senior High Schools/Madrasah in Article 7 paragraphs (3) to (9), it is stated that (1) the learning load is the entire content and learning experiences that must be followed by students in one week, one semester, and one school year; (2) the learning load consists of: face-to-face activities, structured activities, and independent activities; (3) the learning load of face-to-face activities is expressed in the number of hours of lessons per week, with the duration of each lesson being 45 (forty five) minutes; (4) the burden of learning structured activities and the burden of learning independent activities is a maximum of 60% (sixty percent) of the time of the face-to-face activities concerned; (5) one week's study load for: Class X is 42 (forty two) lesson hours, Class XI is 44 (forty four) lesson hours, and Class XII is 44 (forty four) lesson hours; (6) the study load for one semester in Class X and Class XI is at least 18 (eighteen) weeks each effective; (7) the learning load in class XII in odd semesters is at least 18 (eighteen) effective weeks and even semesters are at least 14 (fourteen) effective weeks.

Setting the learning load for each unit of learning intact or in this case called UKBM to achieve complete learning in the context of the learning period. The learning load of each UKBM is adjusted to the learning tasks and learning experiences required for each KD pair. The learning load of each UKBM is stated in lesson hours. Taking the learning load for complete learning units for each subject by students according to their respective learning speeds.

One UKBM mathematics subject contains one pair of KD, so it is almost similar to the general RPP which contains one pair of KD. UKBM mathematics contains Core Competencies (KI) and Basic Competencies (KD) of mathematics related to knowledge and skills as well as individual learning strategies to achieve the completion of the predetermined learning load. The nature of mathematics which has an abstract structure, the science of determining patterns and relationships, and as a symbol used to define terms and symbols [4], requires appropriate learning strategies.

According to Bruner [5], learning mathematics is learning about mathematical concepts and structures contained in the material being studied and looking for relationships between concepts and mathematical structures. In learning mathematics, students are required to have an understanding of the material and be able to use previous knowledge to construct new knowledge [6].

In UKBM, in addition to labeling student’s mastery of knowledge and skills with strategies that can not only construct knowledge to understand mathematical concepts, solve mathematical problems, it is also expected to have an impact on the development of characters needed in 21st-century life such as critical thinking, act creative, cooperate, communicate, and others [3]. This is certainly in line with the objectives of learning mathematics where students are required to have the ability to understand, solve problems, communicate and connect mathematically [6]. Therefore, the UKBM design should contain student learning experiences and other learning objectives that are following the demands of 21st-century learning.

In the implementation of this system, continuous improvement efforts are needed so that the implementation is following the standards set by the government. Therefore, an external evaluation of the implementation program needs to be carried out. Program evaluation is a series of activities carried out intentionally to see the level of success of the program according to the objectives [7]. The purpose of evaluating the implementation of the credit system this semester will be to describe the implementation of the credit program, in terms of context, input, process, and results. Therefore, according to the research objectives, the CIPP (Context, Input, Process, Product) evaluation model is used, because this model views the program being evaluated as a system [8]. The CIPP evaluation model was developed by Stufflebeam in the 1960s. The CIPP model is known as formative evaluation, which aims to assist evaluators in evaluating programs, projects, or institutions.

METHODS

Research on the implementation of the semester credit system (SCS) in mathematics learning at Muhammadiyah Senior High School Wonosobo seen from the method used is evaluation research. Sugiyono [9] explains that in special cases, evaluation research can be stated as evaluation. As an evaluation means it is part of the decision-making process. The trick is to compare an event, activity, and product with predetermined standards or performance achievement criteria. Evaluation as a means of research will serve to explain phenomena.

This research is focused on evaluating the input, process, and results of credit implementation in mathematics learning with the CIPP evaluation model. In addition to the focus above, this study discusses support for context, the readiness of advice, and infrastructure for input, efforts, and obstacles to implementing credit in mathematics learning at Muhamadiyah Senior High School Wonosobo.

The research approach used in this evaluation is by using a quantitative approach and a qualitative approach as a supporter in deepening the data which can be called a mixed method approach. The quantitative approach was chosen as the main approach and the qualitative approach was chosen as a support for obtaining in-depth information. This is done because in a study of course an in-depth understanding of values is needed and can only be done with a qualitative approach. Qualitative research according to Sugiyono [10] is a research process that is carried out fairly and naturally following objective conditions in the field without manipulation, as well as the types of data collected, especially qualitative data.

This qualitative method is used because of several considerations, namely the problem that the author sees is easier to understand based on the qualitative type. According to the reasoning of Lexy H. Moleong [11], namely: First, adapting qualitative methods is easier when dealing with multiple realities. Second, this method presents directly the nature of the relationship between the researcher and the informant. Third, this method is more sensitive and more adaptable to the many sharpening of the joint influence on the patterns of values encountered.

The location is at Muhammadiyah Senior High School Wonosobo, from January 2020 to May 2020. The evaluation model used is CIPP which includes context, input, process, and product components. Data collection techniques are in the form of observation, interviews, questionnaires, and document studies. Sources of data in this study were principals, waka curriculum, school credit team, mathematics teachers, and students. The grid of research instruments is shown in Table 1. The collected interview data are searched for patterns, themes, relationships, similarities, and things that often arise are sought to conclude. Testing the credibility of the data is done by triangulation. While the data from observations and questionnaires using descriptive statistics.

Table 1. Instrument Grille

Aspect Indicator	Method
Context 1. The purpose of implementing the SCS 2. Conformity of the implementation of the SCS in Muhammadiyah Senior High School Wonosobo with the regulations issued by the BSNP	Interview Observation
Input 1. Coordination between stakeholders 2. Facilities and infrastructure that support the implementation of SCS 3. Student learning load 4. UKBM design 5. Student attitudes in supporting the SCS program	Interview Observation Questionnaire
Process 1. Implementation of UKBM in mathematics learning 2. The teacher's strategy in facilitating students in learning mathematics 3. Rating system 4. The process of mathematics learning using UKBM	Observation Questionnaire
Product 1. Effectiveness of the implementation of the SCS program 2. Mathematics scores using SCS 3. Impact of using SCS	Questionnaire Document study

Data analysis is a guide for qualitative researchers and is focused during the research process in the field along with data collection. The data analysis includes data analysis before and after in the field [12]. Data analysis means analyzing and describing the data to be studied. Kaelan [13] states that many ways can be followed in data analysis, but he also mentions the steps in qualitative research analysis that are commonly used, including:

Data reduction

The data obtained in the field are written or typed in the form of a detailed description or report and this report will continue to grow and will increase the difficulty if it is not analyzed from the start. So that the reduced data can give a sharper picture of the results of the observations, it also makes it easier for researchers to find back the data obtained when needed.

This includes field reports into raw materials, abbreviated, reduced, and arranged more systematically, so that it is easier to control. According to Fuad [14], the stage of reduction is sorting and selecting the main data according to its continuity and grouping and then analyzing it so that certain patterns are seen. In this case, the data reduction in this study was to find the relevance and focus of the data related to the evaluation of credits at Muhammadiyah Senior High School Wonosobo.

Display Data

The next stage is data display or data presentation, in qualitative research data presentation can be in the form of brief descriptions, charts, relationships between flow chart categories, and the like. Miles and Humberman in Sugiyono [10] say that what is most often used to present data in qualitative research is a narrative text, by displaying the data it will be easy to understand what happened and plan further work based on what is understood such as field reports. piled up, and thick field reports are difficult to deal with, hard to find the gist of because of the abundance, and difficult to see the many details. So the role of data display is needed by researchers to examine the evaluation of the Semester Credit System (SCS) in learning mathematics at Muhammadiyah Senior High School Wonosobo.

Statistical Descriptive Analysis

Analysis of quantitative data in this study used descriptive quantitative data analysis techniques for the questionnaire. The calculation of descriptive statistics uses descriptive statistics of percentages. Categorization using Mean and Standard Deviation. According to Azwar [15] to determine the score criteria using the Norm Reference Assessment (PAN) in table 2 as follows:

Table 2. Rating Norms

No	Interval	Category
1	M + 1,5 S < X	Very Good
2	M + 0,5 S < X ≤ M + 1,5 S	Good
3	M - 0,5 S < X ≤ M + 0,5 S	Medium
4	M - 1,5 S < X ≤ M - 0,5 S	Less
5	X ≤ M - 1,5 S	Very Less

(Source: [15])

Information:

M : mean

X : score

S : standard deviation

(Source: [15])

The method of calculating data analysis is to find the relative frequency of the percentage, with the following formula:

$$P = \frac{F}{N} X\,100\%$$

Information:

P = Percentage sought (Relative Frequency)

F = Frequency

N = Number of Respondents

([16])

RESULTS AND DISCUSSION

School preparation in implementing the credit system begins with forming a curriculum team (TPK) to understand more about the credit system that will be implemented at Muhammadiyah Senior High School Wonosobo. Holding meetings that discuss the credit program with any party is also carried out to clarify the SCS program. Furthermore, conducting workshops and outreach to parties involved in the implementation of the semester credit system, such as teachers, employees, students, and parents of students. However, there are still some teachers who understand that the credit system is only applied to accelerated students or students who will graduate within 2 years. Even though the credit system applies to all. Some students also still think that the credit system only applies to accelerated students.

The implementation of the Semester Credit System at Muhammadiyah Senior High School Wonosobo has been carried out since 2016. Starting in 2017, the credit system has been implemented following the characteristics of learning in Senior High School, namely students can graduate in 2 years or 3 years. Previously, the SKS implementation used an on/off system. The management of learning time is carried out by taking the learning load for UKBM for each subject by students according to their respective learning speeds. For mathematics learning, the UTBK was designed by the math teacher through the results of the analysis of KI and KD in the 2013 curriculum. The limits for completeness in each KD were carried out based on the deliberation of subject teachers at the school. The following are the results of the evaluation

related to the readiness, process, and results of the implementation of the semester credit system at Muhammadiyah Senior High School Wonosobo based on the CIPP evaluation.

Evaluation of Context

The SCS program implemented at Muhammadiyah Senior High School becomes a special attraction for students. This was stated by the Principal: "In SCS, students can choose a learning program that is tailored to their respective abilities so that it becomes effective." (Zul/11/5/2020)

The purpose of implementing the semester credit system at Muhammadiyah Senior High School Wonosobo is to apply the mandate of the law that students have the right to carry out learning programs with the SCS system, serving students with high or above-average abilities so that they can carry out learning programs as desired (can complete 4 semesters), and a form of learning innovation to meet the times and become the branding of Muhammadiyah Senior High School Wonosobo.

The purpose of implementing the SCS has been understood by almost all teachers and students. This is done through communicating and coordinating goals to achieve the desired goals. Communication between stakeholders to carry out the semester credit system is very important.

The purpose of implementing the SCS is to facilitate students who have more abilities than others, this is intended so that students who are in a low, medium, high, or medium slow position, can quickly complete according to the time allocation they have set at the beginning.

The purpose of implementing SCS at Muhammadiyah Senior High School Wonosobo is to facilitate students according to their abilities, as innovations or educational breakthroughs, applying one of the educational programs from the government and as branding for Muhammadiyah Senior High School Wonosobo.

The implementation of the objectives of implementing the SCS is realized in the objectives of the implementation of learning for each subject, including mathematics. This goal is realized in UKBM which is compiled by the subject teachers so that it can be used by students according to their respective speeds and abilities. From the results of the document study interview, it appears that the purpose of implementing the SCS in mathematics learning is quite good.

Evaluation of Input

The implementation of a program must be communicated to everyone involved in it. The purpose of this communication is to make it easier between implementers to coordinate and make it easier to achieve the desired goals.

Communication continues to be carried out between the team and the school related to the implementation, including learning mathematics. Supervision of credit implementation is one way that can be done. One of the SCS team (SGN) stated that:

“... the credit team periodically checks the material provided by each teacher, either by asking directly to the teacher or students.” (Ste/11/4/2020)

The communication carried out is structured,and cannot be separated from supervision. Supervision is carried out by the SCS team on a regular basis, checking the implementation of UKBM to the teacher or to students and what difficulties they are facing. With this supervision, communication between school residents and stack holders at Muhammadiyah Senior High School Wonosobo in the application of credits goes well.

There are infrastructure facilities that can support the implementation of this credit system. The facilities and infrastructure used at Muhammadiyah Senior High School Wonosobo are generally good. Based on the results of interviews with the principal (Mr. ZS), stated as follows:

“In general, the facilities and infrastructure we have are sufficient but we always try to improve the infrastructure following existing developments.” (Zul/27/4/2020)

Facilities are one of the important components in the implementation of a program. Without adequate facilities, the program cannot run properly. The facilities referred to here are facilities and infrastructure as well as programs that support the implementation of SCS.

Preparation for the implementation of SCS in mathematics learning starts from the general to the specific. Provision of UKBM that can be followed by students by organizing varied learning strategies. Flexible learning time management is carried out by taking the learning load for UKBM for each subject by students according to their respective learning speeds, so that in one class at the same time students learn different things.

There are infrastructure facilities that can support the implementation of this credit system, especially in learning mathematics, which is also good. Teachers and students can explore the learning resources needed. One mathematics teacher stated the following:

"….the availability of LCD and projectors as well as classrooms that support the learning process in the classroom. In addition, the school also provides learning resources in the form of companion books that can be used by students, and there is a network available." (Sar/11/5/2020)

The statistical description of the evaluation of the input for the implementation of SCS in mathematics learning from the point of view of the mathematics teacher and students is presented in the following chart.

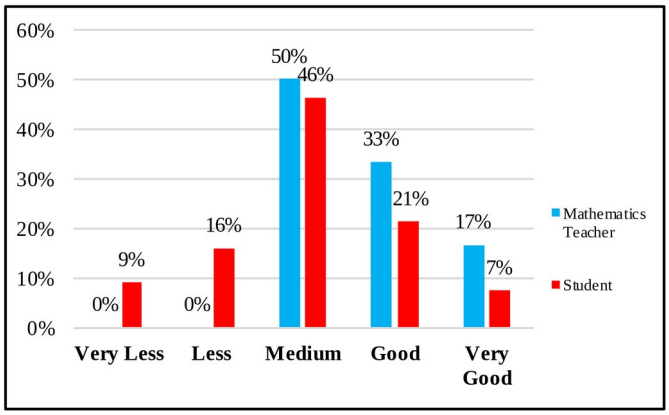

Figure 1. Description of Input Evaluation

Based on Figure 1 above, shows that based on the views of teachers and students, the input evaluation of Muhammadiyah Senior High School Wonosobo in implementing SCS in mathematics learning is in the moderate qualification, as many as 50% (3 mathematics teachers) and 46.31% (113 students) are in the medium category.

Based on the results of interviews, observations, and questionnaires, evaluation of the input for the implementation of SCS in mathematics learning, Muhammadiyah Senior High School Wonosobo has moderate to good qualifications. Periodic evaluation in preparing for the implementation of SCS in mathematics learning must always be held to make it better. According to Stufflebeam & Shinfield [17], the main orientation of input evaluation is to determine how the program objectives are achieved. Evaluation of inputs can help regulate decisions, determine available sources, what alternatives are taken, what plans and strategies are to achieve goals, and what are the work procedures to achieve them.

Evaluation of Process

The process that Muhammadiyah Senior High School Wonosobo went through to become what it is today is a lot and has gone through trial and error to become even better and follow the guidelines. Furthermore, the implementation of SCS in mathematics learning also requires many processes or stages. Starting from the implementation of the UKBM (Independent Learning Activity Unit), the teacher's strategy in facilitating students, the assessment system to the obstacles faced in learning mathematics.

The mathematics learning process is carried out interactively, inspiring, fun, challenging, motivating students to participate actively, and providing sufficient space for initiative, creativity, and independence following the talents, interests, and physical and psychological development of students [18]. Based on the results of interviews with mathematics teachers (Mrs. SPS) stated that:

"UKBM for certain classes can run well, but for "special" classes the UKBM has not been able to run properly." (Suk/11/5/2020)

This opinion was strengthened by another mathematics teacher (Mrs. SNH) who stated:

"UKBM in mathematics can be carried out according to the predetermined time allocation. UKBM contains student activity sheets to find concepts accompanied by assignment sheets so that learning objectives can be achieved effectively and efficiently." (Sar/11/5/2020)

UKBM can run well when there is a cooperation between teachers and students. Teachers also have strategies for facilitating their students. Moreover, for this credit system, some students will graduate in 2 years or 3 years. In other words, there are 4 semesters of education in high school and there are also 6 semesters. So the teacher needs to have a strategy to deal with it. One of the mathematics teachers (Ms. SNH) stated the following:

"The teacher's strategy in facilitating students in the 6th semester emphasizes more on planting concepts, while in the 4th semester the teacher as a facilitator emphasizes the independence of students in obtaining concepts and deepening the material." (Sar/11/5/2020)

Mathematics learning given by mathematics teachers is designed using strategies that are adapted to the circumstances of the students. However, various responses were given by students related to the mathematics learning process. According to the students, the mathematics learning carried out by the teacher was good as stated by several students regarding the mathematics learning provided by the teacher:

"As a student, I am required to be active, in learning mathematics, the teacher only explains the basics, and after that students are given training by doing assignments." (Cha/11/5/2020)

"Mathematics teachers teach well and effectively, although there are some who are still unable to convey the material effectively and efficiently so that it is confusing for some students." (Fir/11/5/2020)

Almost all of them answered that learning mathematics was good and using different methods, but there were still some shortcomings. So every student must have the desire to learn mathematics better. Based on the results of an interview with one of the students (F) stated as follows:

"The desired mathematics learning is effective and efficient learning, focusing only on the material being taught and using simple methods such as practice questions with tiered levels so that the material can be caught up even though a 4-semester pattern is used." (Fir/11/5/2020)

Also added by ER students as students of Muhammadiyah Senior High School Wonosobo as follows:

"Learning is not only focused on the material but can also be compared to the real world so that you can understand better. In addition, it is better to be given time to rest for a while after being explained." (Edm/11/5/2020)

Obstacles in learning mathematics are certainly not only from students, teachers also have obstacles in giving mathematics lessons to their students. One of the mathematics teachers (Mrs. SNH) stated the following:

"….tend to be passive and not try to adapt to the applied learning system." (Sar/11/5/2020)

Likewise, the teacher's understanding related to the mathematics learning process as stated by Mrs. DPS as the SCS team is also as follows:

"…there are teachers who are still teaching the same material as the regular class…" (Din/11/4/2020)

Learning mathematics using SCS will facilitate students according to their abilities. Mathematics learning in the classroom is carried out with various learning methods, but more often using the lecture method. Mathematics learning already uses UKBM, so students in learning mathematics must be able to complete UKBM first to be able to continue to the next UKBM. Sometimes mathematics teachers find it difficult to teach in a class with 2 study groups. The study group in question is students who will graduate in 2 years and students who will graduate in 3 years. So the material taught in the classroom must be different between students who graduate 2 years and students who graduate 3 years.

A statistical description of the process of implementing the credit program at Muhammadiyah Senior High School Wonosobo in learning mathematics from the point of view of mathematics teachers and students is presented in the following chart.

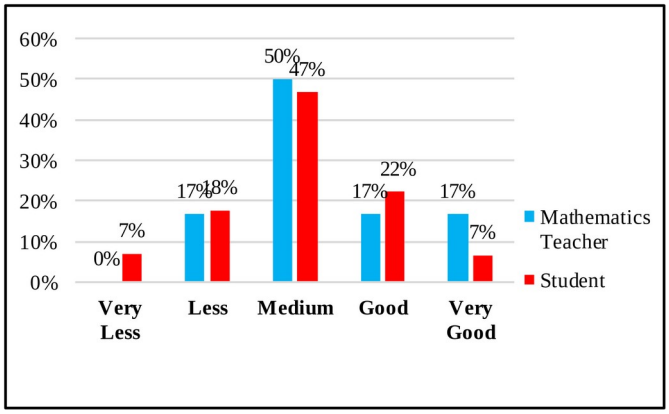

Figure 2. Description of Process Evaluation

Based on Figure 2 above, shows that the process of learning mathematics with credits at Muhammadiyah Senior High School Wonosobo is in the medium qualification, with as many as 50.00% (3 mathematics teachers) and as many as 46.72% (114 students) in the medium category.

Based on the results of interviews, observations, and questionnaires, evaluation of the process of implementing credits in mathematics learning, Muhammadiyah Senior High School Wonosobo has moderate to good qualifications.

Evaluation of Product

The results of learning mathematics using SCS at Muhammadiyah Senior High School Wonosobo are good. It is proven by the results of interviews with several students who stated that their math scores were quite good and the knowledge gained by students was also good. Based on the results of interviews with the waka curriculum (Mr. B) stated as follows:

"..students can complete the learning program in 4 semesters (2 years), almost 90% of students who complete 4 semesters are accepted at state universities, and students are accustomed to the KBM process for independent study, or in groups." (Buk/26/4/2020)

The results of the application of SCS are generally able to graduate students in 4 semesters (2 years) and produce quality students for students who graduate in 4 semesters. Then for the results of the application of SCS in learning mathematics at Muhammadiyah Senior High School Wonosobo, stated by Mrs. SNH as a mathematics teacher, stated as follows:

"The results of the application of SCS in mathematics learning are quite good and more effective because they can complete the material according to the time allocation. Then the KKM for mathematics is 68. The value itself varies depending on the student. Overall, it is included in the medium category, the value is." (Sar/11/5/2020)

Also added by Mrs. SP as a mathematics teacher stated as follows:

"Sometimes there are those who can complete UKBM quickly, sometimes there are also those who finish UKBM slowly. For the value itself also varies, because the knowledge of each student is also different." (Suk/11/5/2020)

The results of the application of SCS at Muhammadiyah Senior High School Wonosobo also have an influence or impact. According to the vice principal of the curriculum, the effect of applying SCS on learning at Muhammadiyah Senior High School Wonosobo is as follows:

"...students are motivated to be able to carry out a 2-year or 4-semester learning program, some of which run as usual for regular school students, teachers must prepare more than one model and method and plan, because they serve more than one learning service." (Buk/ 26/4/2020)

More specifically, the effect of applying for credit on mathematics learning was delivered by one of the mathematics teachers (Mrs. SNH) who stated as follows:

"…simplify the learning process so that it can be carried out according to the time allotted for each semester." (Sar/11/5/2020)

The application of SCS at Muhammadiyah Senior High School Wonosobo, can bring quite good changes. From students who can graduate in 2 years, many students can be motivated and their learning can be more organized. So the application of SCS in learning mathematics also has a positive impact. This impact can also arise because the commitment factor as a supporter of all elements in the school is the main component of implementing the program. SNH's mathematics teacher said as follows:

"…the implementation of the credits includes, among other things, the input/ability of students, facilities and infrastructure, learning resources, and teaching skills." (Sar/11/5/2020)

With these supporting factors, the school will be better and smoother in carrying out SCS, especially in learning mathematics. So that there are no serious problems due to the application of the semester credit system at Muhammadiyah Senior High School Wonosobo. Supported by a statement from one of the SCS teams, Mrs. RDU, who stated the following:

"...they can also finish semesters 1 to 4 with no problems, then they get report cards like regular children, then they can also take SNMPTN and SBMPTN as they want." (Riz/11/4/2020)

In general, there are no problems in the implementation of SCS due to the implementation of the program. However, the application of SCS in mathematics learning has a few problems. Ms. SP's math teacher stated the following:

"…for "special" students who can't complete 6 semesters or can't complete one UKBM/KD so they can't move on to the next one. Because it has not facilitated more than 6 semesters." (Suk/11/5/2020)

There are also additions regarding the above, as stated by the mathematics teacher Mrs. SNH as follows:

"Every time there are problems related to the implementation of mathematics teachers, they coordinate with school MGMP teachers or with the curriculum." (Sar/11/5/2020)

From interviews and document studies, it can be concluded that the process of implementing mathematics learning using SCS can run better every time.

The statistical description of the results of the implementation of the SCS program at Muhammadiyah Senior High School Wonosobo in learning mathematics from the point of view of the mathematics teacher and students is presented in the following chart.

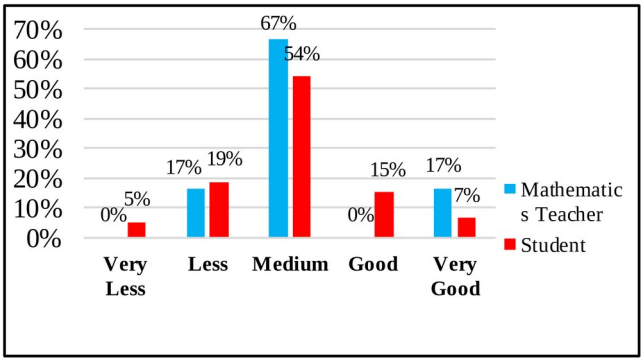

Figure 3. Description of Product Evaluation

Based on Figure 3 above, shows that the products of learning mathematics with SCS at Muhammadiyah Senior High School Wonosobo are in the moderate qualification, as many as 66.67% (4 mathematics teachers), and as many as 54.10% are in the medium category.

Based on the results of interviews, observations, and questionnaires, product evaluation of the implementation of SCS in mathematics learning, Muhammadiyah Senior High School Wonosobo has moderate to good qualifications.

Overall, the implementation of the credits in mathematics learning at Muhammadiyah Senior High School Wonosobo is said to be quite good, so it can be continued because the implementation of the credits program in mathematics learning shows that everything is going quite well.

As research conducted by Budiyanto [19], according to its conformity with the policy and manual from the Ministry of Education and Culture, the credit system's implementation in public senior high school 1 Salatiga is working extremely well. However, there are a number of barriers caused by teachers and students who are still learning the fundamentals of the credit system policy. For instance, the majority of students want to graduate at the same time, which is contrary to the credit system's goal of enabling each student to learn and graduate at their own pace.

Research on SCS can also increase student motivation. These findings suggest that motivation for academic accomplishment increases with the degree of the positive opinion of the curriculum's semester credit system. On the other hand, academic motivation declines when negative opinions of the curriculum's semester credit system increase. The findings of this study show that students' academic accomplishment motivation in SMAN 78 Jakarta is high and that they have a favorable opinion of the semester credit system for the curriculum. While 87.5% of the variance in perceptions of desire for performance was due to factors outside the scope of this study, 12.5% of it came from those factors [20]. Research on the application of scs to mathematics learning is also important to do by looking at each of the existing components. The focus of the educational system is shifting steadily to the students. This is why it's crucial to comprehend the value and significance of each component of the educational system. To achieve the intended result, the courses have just been added. This is the cause of the emergence of numerous new courses. The opportunity for any student to choose any course without restrictions based on their field of study is maybe the most significant factor [21].

CONCLUSION

Based on the data and analysis that has been carried out in the Research on the Evaluation of the Implementation of the Semester Credit System (SCS) in Mathematics Learning at Muhammadiyah Senior High School Wonosobo, it can be concluded that the implementation of credits in learning mathematics at Muhammadiyah Senior High School Wonosobo runs according to the guidelines for administering SCS, with each component have moderate qualifications.

The readiness component in implementing mathematics learning using SCS has gone well based on the evaluation of context and input, which is supported by the formation of semester credit system teams, communication between school principals, waka curriculum, credit teams, good mathematics teachers, socialization to parents and students properly and with adequate infrastructure.

The process component based on the results of the evaluation of the mathematics learning process using SCS is also following the curriculum guidelines using UKBM. So that the learning process that occurs is quite good and there are no problems that cannot be solved during the process of applying the semester credit system in mathematics learning.

The product component based on the product evaluation results from the application of SCS in mathematics learning in high school is quite good. The overall math score of students is also good and students can pass 4 semesters (2 years).

Overall, the implementation of the semester credit system in mathematics learning at Muhammadiyah Senior High School Wonosobo is quite good, so it can be continued because the implementation of the SCS program in mathematics learning shows that everything has gone quite well.

Based on the results of research and discussion regarding the evaluation of the implementation of the semester credit system (SCS) in mathematics learning at Muhammadiyah Senior High School Wonosobo, there are several recommendations, including for the readiness of Muhammadiyah Senior High School Wonosobo in implementing SCS. holder, and improving the UKBM draft that was prepared. For the process of learning mathematics with the semester credit system at Muhammadiyah Senior High School Wonosobo, it is still necessary to consider various strategies and methods to facilitate students according to their abilities. So that with some changes in readiness and processes will get maximum results.

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