# Management Policy For Changes In The Semester Credit System (SKS) Superior Service Program in MAN 1 Medan and MAN 3 Medan: A Study Of Public Service Law

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***Abstract***

*This study aims to analyze the change management policy in the Semester Credit System (SKS) flagship service program at MAN 1 Medan and MAN 3 Medan from the perspective of public service law. This study uses a multi-site study approach with locations at MAN 1 Medan, Jl. Willem Iskandar No. 7 B Medan, and MAN 3 Medan, Jl. Pertahanan, Kel. Timbang Deli, Medan Amplas District. Data collection techniques include observation, interviews, questionnaires, and documentation. Data analysis was carried out in two stages, namely, analysis in a single case and cross-case analysis. The results of the study indicate that change management planning at MAN 1 and MAN 3 Medan involved various parties, comprehensive plan adjustments, and gradual changes with improvements in facilities and human resources. The implementation of change management includes teacher and student collaboration, curriculum adjustments, and training and socialization. The evaluation at MAN 1 Medan focused on leadership, teachers, and curriculum revision, while at MAN 3 Medan, the evaluation emphasized the evaluation of technology facilities, socialization, and curriculum. From the perspective of public service law, MAN 1 and MAN 3 Medan have implemented legal principles in the implementation of education. This study provides insight into the effectiveness of change management policies in the SKS program and its implications for improving the quality of educational services in madrasas.*

## I. Introduction

The implementation of superior credit services in madrasas is very important because by providing educational services that are by the needs of students who have the potential for intelligence and special talents, it will provide opportunities for students to be able to develop their intelligence and talents as well as possible and it is hoped that later they can grow into Indonesian people who are intelligent in thinking, skilled in acting and have noble ethics to welcome the future a glorious nation in the face of global competition (Arifin, 2018; Suna & Wabula, 2018; Tuhurima, 2016). Through the SKS program, it can provide a service to students to accommodate differences in the abilities possessed by students.

(Daulay, 2015) Revealed that it is very good if educators and parents can observe children's talents and interests according to the different intellectual capacities of children, so that it will awaken all the potentials that exist in children. In the old days, parents told their children to learn with violence such as punches, but now it is no longer the case. Experts agree that the soul and human nature are not the same. In addition, the sensitivity period for each child is also not the same. So it must be reviewed whether the child is time to learn or not. If it's not the time, of course, it's not the time to learn or not. Then, make a teaching method that is fun for children, remembering that this time is the time when children play. So, learning together with several games can hone their cognitive, affective, and psychomotor skills.

Lack of appropriate educational services for intelligent and talented children can lead to neglect of individual potential (Daulay, 2015, 2019). They have the same right to get an education according to their needs. Intelligent and talented children are individuals who not only have high intellectual intelligence, but also have a good level of creativity, and have a commitment to tasks such as discipline and do not give up easily (Hasibuan et al., 2020; Hasibuan & Prastowo, 2019; Minsih, 2020; Paramansyah & Parojai, 2024). SKS services are very fair for madrasah students who have good academic potential and high motivation in learning (Hidayat, 2016; Suwarno, 2021). The SKS program can make students complete learning faster, from 3 years to 2 years. Thus, the SKS Program provides services that are by the potential of intelligence and special talents possessed by students,

providing them with the opportunity to be able to complete regular programs in a shorter period

The policy of implementing credits is not easy, students are required to complete learning targets if they want to quickly complete their education from the original 6 semesters (3 years) to 4 semesters (2 years). In addition, the SKS manager must also be able to map the condition of students based on their talents and interests because the implementation of SKS will not even give a burden and pressure to the students. Credits must be managed seriously because this concerns the future of students. The implementation of credits in the Madrasah environment is carried out with enthusiasm and enthusiasm, it is proven that the implementation of credits at MAN 1 Medan and MAN 3 Medan has led students in the two Madrasah to finish their education faster for only 2 years, and even managed to enter State Universities on the invitation route and other official routes.

Based on Permendikbud Number 158 of 2014 Article 10 paragraph 1, the learning period for students of the credit system is 2 years at the earliest and no later than 4 years. For this reason, the completeness of students is determined by their abilities and efforts. There is no term for promotion or non-promotion for students, but it is stated as complete or incomplete. Meanwhile, the mechanism for implementing the SKS program at Madrasah Aliyah (MA) generally includes three main stages, namely (1) preparation, (2) implementation, and (3) monitoring and evaluation.

Based on Figure 1.1. The management of changes in credit services carried out at MAN 1 Medan and MAN 3 Medan, which has been described above, will be a superior quality service if managed by good management. Good management is important in achieving quality education. Good management consists of several functions, namely planning, organizing, implementing, and supervising (POAC). Planning is the first step in management that involves making a plan or goal to be achieved (Harahap et al., 2024; Siahaan et al., 2022, 2024). For example, a teacher plans the subject matter to be taught for a week. Organizing is a step to organize resources and tasks so that goals can be achieved efficiently. For example, a school principal arranges lesson schedules and teachers' duties. Actuating is the stage where the plan that has been made is carried out. By implementing

these four management functions, teaching and learning activities can run well, in an orderly manner, and achieve the desired educational goals. Students can also achieve the quality standards of education that have been set.

In the context of change management of credit services in MAN 1 Medan and MAN 3 Medan, steps are implemented by the management function, both in terms of planning, implementation, and evaluation so that the level of achievement or success can be measured. In addition, supporting factors are also one of the keys to success in the implementation of SKS superior services in MAN 1 Medan and MAN 3 Medan. On the other hand, there are certainly obstacles that occur in the implementation of SKS superior services in the madrasah.

In terms of planning credit service programs at MAN 1 Medan and MAN 3 Medan, it is based on good planning. Technical instructions for the implementation of the SKS program issued by the Director of KSKK Madrasah Directorate General of Islamic Education of the Ministry of Religion of the Republic of Indonesia in 2019 include the preparation of the curriculum, issuing the SKS management decree, compiling the four-year Strategic Plan (RKJM) / Annual Work Plan (RKT) and Madrasah Activities and Budget (RKAM) plans, the student selection system, and providing debriefing and insight into the SKS program by inviting resource persons who have good competence.

In the implementation of the learning credits service, it is directed at complete learning, learning materials and learning in the form of KD-based Independent Learning Activity Units (UKBM), fully using the 2013 curriculum structure, determining the learning load of students, mapping students, determining study groups, determining graduation criteria and the UKBM achievement system. Learning is also directed in the form of Higher Order Thinking Skills (HOTS), namely the ability to think critically, logically, reflectively, and creatively. HOTS also includes the ability to analyze, evaluate, and create. In addition, the use of learning technology needs to be optimized as a form of student learning service.

Meanwhile, the evaluation of the SKS program is the stage of measuring the achievement of the semester credit system program in MAN 1 Medan and MAN 3 Medan. Evaluation of the implementation of the SKS program is carried out by the Regional Office of the Ministry of Religion of North Sumatra at least 1 time a year in the form of supervision

or monitoring and evaluation. The evaluation was carried out comprehensively, both the madrasah as an institution and the teacher as the individual implementing the SKS program. Meanwhile, the evaluation carried out for students in the SKS program is the same as that carried out in the regular program, namely by measuring the achievement of competencies by using complete learning by producing a Study Result Card (KHS).

The description above shows that the implementation of SKS services can have a very positive impact on the quality and output of madrasas in both MAN 1 Medan and MAN 3 Medan. In addition to the image of the madrasah that is getting better in the community, it also provides a very large opportunity for madrasah students to complete education faster, from the original 3 years to 2 years, and be able to take the path of higher education faster. The management of changes in the flagship service program of the Semester Credit System is certainly interesting to study because it is a bold step by the Ministry of Religion, which oversees madrasas in making a breakthrough in educational services. Changes in services that originally used the package system to the Semester Credit System carried out in madrasas must be managed properly because if they are not done, it will have an impact on the emergence of problems, especially mental problems and learning pressure among students.

## 2. Research Method

The study conducted by the researcher is a multisite study research, meaning that the case studied is the same, namely about change management in the SKS flagship service program by taking two research sites, namely in MAN 1 Medan and MAN 3 Medan, (Anwar, 2021; Lestari, 2021) to find meaning, investigate the process and gain an in-depth understanding and understanding of change management in the SKS flagship service program. This research was carried out at MAN 1 Medan which is located at Jl. Willem Iskandar Number 7 B Medan and MAN 3 Medan, which is located at Jl. Pertahanan Kel. MAN 1 Medan and MAN 3 Medan are madrasas under the auspices of the Ministry of Religion located in Medan City. Data collection techniques can be carried out by observation, interview, questionnaire, documentation, and a combination of the four. In collecting data holistically and integratively, researchers pay attention to relevant data and focus on goals

In analyzing the data of the multisite research design, the researcher carried out two stages, namely: data analysis in a single or individual case, and cross-case data analysis (Arifin, 2020; Bungin, 2001; Hasibuan et al., 2022; Juliantoro, 2017).

## 3. Results and Discussion

### Change Management Planning in the Semester Credit System (SKS) Superior Service Program at MAN 1 Medan and MAN 3 Medan

Change planning in MAN 1 Medan demonstrates a structured and comprehensive approach. Having a clear and targeted strategy helps minimize risk and direct efforts to the desired goal. SKS planning involves stakeholders: Stakeholder involvement in the planning process plays an important role in ensuring that the changes implemented are in line with their needs and expectations. This increases a sense of ownership and support for change. Although the initial planning was comprehensive, challenges arose in the implementation of the plan that required adjustments based on the feedback received. Rapid or unexpected changes in needs or resources can affect implementation. Adequate budget and resource allocation is a challenge that needs to be overcome. Limitations in terms of facilities or technology can affect the effectiveness of implementing changes. Change planning should be followed by ongoing evaluation to assess the effectiveness of implementation and make necessary adjustments.

Collecting data on performance indicators and feedback from all stakeholders will provide insights for improvement. The education service change management planning at MAN 1 Medan demonstrates a structured approach by involving various stakeholders and setting clear goals and performance indicators. This is in line with what was conveyed by (Fullan, 2001)Who emphasized the importance of the involvement of various stakeholders in education planning as one of the keys to achieving sustainable change.

In fact, according to (Fullan, 2001)Sustainable change can only be achieved if all parties involved in education have the opportunity to contribute, share responsibilities, and collaborate actively. This process not only improves the quality of educational planning but also ensures that planned changes are accepted, implemented, and supported by all parties.

Michael Fullan also argued that changes in education must be supported by ongoing evaluation to ensure their positive impact and sustainability. Fullan emphasized the importance of continuous monitoring and evaluation to check whether the changes made are successful in achieving the goals that have been set. Continuous Evaluation allows for quick adjustments and improvements. Fullan also stated that learning from experience through evaluation is important to improve practices and strengthen acceptance of change (Fullan, 2001).

This discussion also aims to provide an in-depth overview of how change management planning is carried out in MAN 3 Medan, focusing on strategic steps, challenges, and achievements that have been achieved. MAN 3 Medan is one of the Aliyah Madrasah that is committed to providing high-quality education to students. In recent years, MAN 3 Medan has undergone various significant changes in their education system, the most phenomenal thing is the success of MAN 3 Medan in winning first place at the Indonesia Research an Innovation (Inari) Expo 2022 Competition in the National Young Inventor Award (Nyia) Category held by the National Research and Innovation Agency (BRIN) at the Cibinong Center, Bogor Regency, West Java on 31/10/2022.

This change includes the implementation of the Semester Credit System (SKS). In addition, the application of educational technology, and curriculum adjustments to meet the needs and demands of the times through the implementation of the Semester Credit System (SKS) system. Planning begins with an in-depth needs analysis. At MAN 3 Medan, needs analysis is carried out through surveys, interviews, and discussions with stakeholders, including students, teachers, and parents.

## Implementation of Change Management of the Semester Credit System (SKS) Superior Service Program at MAN 1 Medan and MAN 3 Medan

Implementation is an activity or effort that is carried out to implement all plans and policies that have been discussed and determined with all the needs, necessary tools, who implements it, where the place of implementation begins and how it must be implemented, a process of a series of follow-up activities after the program or policy is determined which

consists of decision-making, strategic or operational steps or policies become reality to achieve the objectives of the established program (Rahayu & Murtinah, 2022)

Site I MAN 1 Medan Implementation of Change Management in the Semester Credit System (SKS) Superior Service Program at MAN 1 Medan shows an improvement in the quality of education services with effective managerial support and stakeholder involvement. However, some challenges, such as staff resistance, resource limitations, and curriculum adjustments, need to be addressed to maximize the results of the changes. Credits in MAN 1 Medan show an increase in the effectiveness of educational services, such as increased flexibility in learning and assessment. The use of credits allows for the adjustment of teaching materials according to the needs of students, which contributes to improving the quality of education.

The implementation of credits at MAN 1 Medan has shown an increase in learning effectiveness and student satisfaction, supported by good management. This is in line with what (Bloom, 1976) Stated that the success of learning depends on how students are allowed to master the material according to their ability and speed. Credits allow this approach, as students can choose the learning load that suits their needs, thereby increasing effectiveness and satisfaction in the learning process.

However, to overcome obstacles such as staff resistance, resource limitations, and curriculum adjustments, it is necessary to take strategic steps that include increased training, resource optimization, and continuous curriculum evaluation. This is reinforced by the opinion of (Fullan, 2001) Who stated that the successful implementation of new systems such as SKS depends on effective management?

Site II MAN 3 Medan is an educational institution committed to providing high-quality educational services by adopting the latest innovations. In recent years, these madrassas have faced the need to adapt to rapid changes in the education system, technology, and job market demands. These changes include the implementation of change management in the flagship service program of the Semester Credit System (SKS) at MAN 3 Medan, the improvement of educational technology, and the adjustment of the curriculum to adjust to national standards. The implementation of the action plan is by the schedule that has been set. At MAN 3 Medan, this includes the implementation of credits, the application of new

technology, and staff training. The implementation is carried out in stages to minimize disruption to the ongoing teaching and learning process.

The implementation of change management of educational services at MAN 3 Medan is a complex but crucial process to ensure that changes in the education system are carried out effectively. With systematic planning steps, continuous evaluation, and proper handling of challenges, MAN 3 Medan has managed to achieve many achievements in improving the quality of education. It is important to continuously monitor and adjust the change process according to the latest feedback and developments.

With a continuous improvement and development plan, MAN 3 Medan is expected to maintain and improve their educational standards, as well as provide high-quality educational services to their students. The implementation of credits begins with socialization to teachers and students about the semester credit system, an explanation of how credits work, as well as the benefits and challenges that may be faced. The implementation is carried out in stages to ensure that all parties can adapt to this new system. The application of technology includes the introduction of new information systems, education management software, and digital tools to support learning. This technology is integrated into daily activities to improve administrative efficiency and facilitate more interactive learning.

## Evaluation of Change Management of SKS Superior Service Programs in MAN 1 Medan and MAN 3 Medan

In this section, the researcher will describe in depth the findings of the research results that have been described previously by connecting them with the opinions of experts on Evaluation. Evaluation is the process of describing and refining information that is useful for determining alternatives. Evaluation can include the meaning of tests and measurements and can also mean beyond both. Evaluation results can provide professional decisions. A person can evaluate with either quantitative or qualitative data (Arikunto, 2015; Fakhriza & Ramli, 2025; Hasibuan & Rahmawati, 2022; Ma'sumah, 2024).

Evaluation is a systematic effort by first setting standards for achieving goals, methods used to measure the results achieved and efforts that must be made in case of deviations

from the goals that have been set together. Site I MAN 1 Medan Evaluation of change management in the SKS (Semester Credit System) flagship service program at MAN 1 Medan can involve several important aspects to ensure successful implementation and positive impact for all stakeholders. Here is an evaluation framework that can be used. The flagship service of SKS (Semester Credit System) at MAN 1 Medan has changed to improve the effectiveness and quality of education. This evaluation aims to assess the success of the implementation of the change and identify supporting factors and existing obstacles.

Change management is an important process in ensuring the successful implementation of new programs or improvements in educational institutions. This evaluation will assess how MAN 3 Medan manages changes in the SKS Superior Service Program, identify strengths and challenges, and provide recommendations for further improvement. From the findings of site I in MAN 1 Medan, the evaluation of the implementation of the SKS Superior Service Program in MAN 1 Medan provides an important overview of how change is managed.

Site II MAN 3 Medan evaluation of change management in the SKS flagship service program at MAN 3 Medan ensures that the evaluation of the implementation of SKS superior services runs well. Gather feedback from students and staff to tailor the curriculum as needed and ensure that the credit system is implemented effectively. The evaluation of change management in the superior services of the Semester Credit System (SKS) is a crucial part of assessing the effectiveness and impact of the implementation of this system in madrasas. The findings of site II in MAN 3 Medan regarding the evaluation of the management of changes in the SKS Superior Service in MAN 3 Medan refer to several main factors, namely: First, the Evaluation of the SKS Superior Service in the form of Adequate Technology Facilities, the Evaluation of the SKS Superior Service in MAN 3 Medan starting from adequate technological facilities, including computer devices, educational software, and stable internet access, which supports the implementation of credits. The technology facilities prepared at MAN 3 Medan support the implementation of the credit system, creating a more adaptive and modern learning experience for students. This is in line with the opinion of those who stated that technology plays an important role in supporting flexible learning. Garrison stated that the availability of adequate hardware and software, as

well as stable internet access, are basic elements that must be present to support system-based learning such as credits. Technology facilities create an effective learning environment, facilitate information management, and increase student participation.

Second, the Evaluation of Superior Services for Credits is carried out through socialization, seminars, workshops, and meetings, evaluation of Superior Services for Credits. Through regular socialization, MAN 3 Medan ensures that teachers, students, and parents understand the concept of SKS so that they support its implementation. This is in line with the opinion of (Fullan, 2007) Who stated that effective socialization is an important part of change management. Socialization through seminars, workshops, and meetings allows all parties to understand the vision, goals, and benefits of change. Fullan emphasized the importance of transparent communication and active participation from all stakeholders to reduce resistance to change.

Third, the Evaluation of Superior Services for Credits is carried out by revising the Curriculum and adjusting the Principles of Credits. Curriculum revision requires in-depth adjustment to conform to the principles of credits, which requires coordination between material development and classroom implementation. Curriculum revision is carried out through intensive coordination between material developers, teachers, and program managers. This ensures that the material taught is by the principles of credits. This is also in line with what was stated by (Rowntree, 1994) Who stated that curriculum revision must be carried out with a systemic approach. This includes alignment between material development, student needs, and teacher abilities.

Based on the discussion above, it can be seen that Technological Facilities: Adequate technology is the key to the success of SKS at MAN 3 Medan and it is hoped that this facility can continue to be updated to maintain effectiveness. A flexible curriculum must still meet academic standards and be aligned with the principles of credits to ensure successful implementation in the classroom.

**Management Policy for Changes in the Superior Service Program of the Semester Credit System (SKS) in Man 1 Medan and Man 3 Medan: A Study of Public Service Law**

Legal Aspects of Public Services in MAN 1 Medan and MAN 3 Medan In legal studies, changes to the SKS program must be carried out by paying attention to the legal principles that apply to public services. Some legal aspects to consider include: First, Legal Certainty. The policy of changing the SKS program must refer to the applicable laws and regulations, both those issued by the Ministry of Religion and the Ministry of Education and Culture. This legal certainty is important so as not to cause ambiguity or inconsistency in its implementation. Second, Transparency and Public Participation. The process of changing policies must be carried out with transparency, providing space for stakeholders (students, parents, and teachers) to provide input and opinions. This is important to fulfill the principle of public participation in public services.

Third, Accountability and Responsibility. Schools have a responsibility to ensure that the changes made have a positive impact on students, paying attention to the balance between the progress of the education system and the practical needs on the ground. Accountability in the implementation of change must be clear, both in terms of budget management and the results achieved. Fourth, Justice and Non-Discrimination. The implementation of credit changes must ensure that all students get equal opportunities without discrimination. The policy must guarantee that all students can utilize this system according to their ability.

## 4. Conclusion

The conclusion of the change management planning in the SKS flagship service program in MAN 1 is carried out by: Involving all parties, making detailed and comprehensive plan adjustments, Conducting good scheduling, Gradual adaptation with the implementation of changes gradually, Improving facilities and Human Resources, and Evaluating and Monitoring planning. Meanwhile, in Planning in MAN 3, including: Involving Parents, Teachers and Students, Compiling Clear and Comprehensive Planning Documents.

Socialization of Semester Credit System (SKS) planning documents, Planning Teaching Methods & Curriculum Management, Assessment and Learning Outcomes, Planning Educational Facilities and Infrastructure.

The implementation of change management in the SKS flagship service program at MAN 1 Medan is characterized by The Need to adjust the Technology Infrastructure, Open Communication Approach, and Additional Technical Support. Additional technical support in the implementation of the Semester Credit System (SKS), Administrative Adjustments. The Semester Credit System (SKS) requires significant changes in administrative governance in MAN 1 Medan. Meanwhile, the implementation of change management in the SKS flagship service program at MAN, including: Collaboration. Collaboration between teachers and students in the implementation of credits at MAN 3 Medan, Curriculum Adjustment and scheduling, and Training and Socialization.

The change management evaluation in the SKS flagship service program at MAN 1 Medan is characterized by Leadership Evaluation, Teacher Evaluation, and Curriculum Revision Evaluation. Meanwhile, the evaluation of change management in the SKS flagship service program at MAN 3 Medan is characterized by the evaluation of Technology Facilities, Evaluation of Socialization, and Evaluation of Curriculum.

Public Services in MAN 1 and MAN 3 Medan in legal studies have implemented applicable legal principles, including Legal Certainty, Transparency and Public Participation, Accountability and Responsibility, and Upholding Justice and Non-Discrimination. The policy must guarantee that all students can utilize this system according to their ability.

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