

Implementation of Semester Credit System Management in Accelerating Learning

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ABSTRACT

This study aims to analyze the implementation of the Semester Credit System (SKS) management in accelerating learning at MAN 2 Model Medan. The research employs a qualitative approach with a case study design. The research subjects include the principal, vice principal for curriculum affairs, teachers, and students selected purposively. Data were collected through observation, in-depth interviews, and documentation, while data analysis was conducted using the interactive model of Miles and Huberman, with triangulation to ensure data validity. The findings indicate that the implementation of SKS has been carried out effectively and systematically through well-structured planning, flexible execution, and continuous evaluation. The acceleration of learning is supported by an adaptive curriculum, innovative teaching strategies, academic guidance services, as well as adequate facilities and infrastructure. Furthermore, the success of SKS implementation is influenced by managerial collaboration, teacher readiness, and students' independence in managing their learning load. Therefore, the SKS can serve as an effective strategy to optimize students' potential without compromising the quality of learning.

1. INTRODUCTION

Education is a strategic instrument in improving the quality of human resources that are adaptive to global changes, especially in facing the demands of the Industrial Revolution 4.0, which emphasizes flexibility, creativity, and critical thinking skills (Zuhairi & Iskandar, 2026). This condition encourages educational institutions to continue innovating through student-centered learning and to be able to accommodate differences in individual potential and learning speed. One innovation that has developed in Indonesia is the implementation of the Semester Credit System at the secondary education level as a form of flexibility in managing the learning load according to the students' abilities (Thammetar, Khlaisang, & Theeraroungchaisri, 2025). The Semester Credit System (SKS) is an adaptation of the higher education system adjusted to the characteristics of students in secondary school. This system allows high-achieving students to complete their studies faster through a structured accelerated learning mechanism (Munir, Muhtadin, & Septiansyah, 2023). Thus, SKS not only functions as a regulation of the study load, but also as an academic acceleration strategy aimed at optimizing the potential of students. In the context of its implementation, Madrasah Aliyah Negeri (MAN) 2 Model Medan as one of the leading madrasahs in North Sumatra has systematically implemented the Credit Semester System (SKS) through an educational management approach that includes curriculum planning, learning organization, flexible learning implementation, as well as continuous evaluation. This implementation shows that the success of SKS is not only determined by system design, but also by the quality of educational management integrated within the institution. However, the implementation of SKS in madrasahs still faces several challenges, such as differences in student learning readiness, limitations in

teachers' competence in differentiated learning, as well as variations in the support of facilities and infrastructure. Therefore, an adaptive management system is needed so that SKS is not only oriented toward accelerating learning time, but also continues to maintain the quality of learning outcomes holistically. Previous research (Hoque, 2025) shows that SKS functions as an adaptive learning innovation to the needs of students through the flexibility of study load and a differentiated learning approach.

In addition, the effectiveness of SKS is greatly influenced by the implementation of educational management functions, particularly planning, organizing, execution, and supervision. Nevertheless, there are still some research gaps. The study (Shaimah & Vusvitha, 2022) is still descriptive in nature and has not yet deeply examined the relationship between credit management and the acceleration of learning outcomes as the main output. Previous research (Pribadi, Qomar, & Fitri, 2022) tends to be partial because it only highlights the implementation aspect or learning outcomes separately without fully integrating managerial functions. Study (Yunizahri, Putra, & Gimin, 2026) finding SKS in the context of Islamic value-based madrasahs is still limited, even though madrasahs have unique characteristics in integrating Islamic values with the national education system. Furthermore, research by (Fatoni & Wahyudi, 2023) explaining that the supporting and inhibiting factors of the implementation of the Credit Semester System (SKS), particularly related to technological readiness and teachers' pedagogical competence, have not been studied comprehensively. Based on this gap, the novelty of this research lies in the integration of educational management analysis with the concept of learning acceleration in the implementation of the Credit Semester System (SKS) in madrasahs. This study not only describes the implementation of SKS but also analyzes the effectiveness of SKS management in supporting the holistic acceleration of learning achievements in the context of Islamic education at MAN 2 Model Medan. In addition, this study also identifies strategic factors that influence the successful implementation of SKS, both from internal and external aspects of the institution. Thus, the results of this study are expected to provide a theoretical contribution to the development of Islamic education management based on a flexible system, as well as a practical contribution in formulating a more effective, adaptive, and sustainable SKS implementation model in madrasahs.

2. METHODS

This study uses a qualitative approach with a case study design aimed at gaining an in-depth understanding of the implementation of the Semester Credit System (SKS) management in accelerating learning at MAN 2 Model Medan. The qualitative approach was chosen because it allows the researcher to explore phenomena holistically and contextually, particularly regarding managerial processes and the dynamics of SKS implementation in the madrasa environment (Creswell, 2024). The location of this research is MAN 2 Model Medan, which was chosen purposively because it is one of the leading madrasahs that has implemented the SKS system in its learning process. The research subjects were determined using purposive sampling technique, namely selecting informants who are considered most knowledgeable and directly involved in the implementation of SKS, including the head of the madrasah, the vice principal for curriculum, teachers, and students participating in the SKS program (Sugiyono, 2024). As for the research informants, there were 10 people, and the researcher detailed them in the table below.

Table 1. Research Informants

Type of Informant	Number	Description
Principal	1 person	Key informant
Vice Principal for Curriculum	1 person	Main coordinator of the Semester Credit System (SCS)
Teachers	3 people	SCS subject teachers

Students	5 people	Participants in the SCS program
Total Informants	10 people	

Data was collected through observation techniques, in-depth interviews, and documentation. Observation was conducted to directly observe the implementation of SKS in the learning process. In-depth interviews were used to explore information related to the planning, implementation, and evaluation of SKS management from various informants' perspectives. Meanwhile, documentation was used to support research data, such as curriculum documents, learning schedules, student learning outcome reports, and madrasah policies related to the implementation of SKS (Moleong, 2024). Data analysis was carried out interactively using the Miles and Huberman model, which includes data reduction, data display, and drawing conclusions. Data reduction was done by selecting information relevant to the research focus. Data display was done in the form of descriptive narratives to facilitate understanding of the phenomena being studied. Subsequently, conclusions were drawn gradually and continuously verified throughout the research process (Miles, Huberman, & Saldaña, 2024). To ensure the validity of the data, this study uses triangulation techniques, namely source triangulation, technique triangulation, and time triangulation. Source triangulation is carried out by comparing information from various informants, technique triangulation is done by comparing the results of observations, interviews, and documentation, while time triangulation is conducted by collecting data at different times to ensure data consistency (Arikunto, 2021). With this procedure, this study is expected to be able to provide a comprehensive picture of the implementation of credit management in accelerating learning at MAN 2 Model Medan, while also identifying the factors that deeply affect its success.

3. RESULTS AND DISCUSSION

3.1. RESULTS

The findings of this study indicate that the implementation of Semester Credit System (SCS) management at MAN 2 Model Medan in supporting accelerated learning is carried out through a systematic, structured, and integrated process. The findings focus on three main aspects: the planning and management of the SCS as the foundation for implementation, the execution of the SCS in learning practices, and the supporting and inhibiting factors in its implementation. These three aspects are interrelated and serve as key determinants in assessing the effectiveness of SCS implementation in accelerating students' learning achievement.

3.1.1. Planning and Management of the SCS in Accelerating Learning

Based on the results of observations conducted at MAN 2 Model Medan, it was found that the planning process of the Semester Credit System (SCS) is carried out systematically and structurally, serving as the primary foundation for the success of accelerated learning. This planning is not merely administrative but also reflects the madrasah's strategic efforts to accommodate the diverse learning needs of students. The initial stage of planning begins with the development of an SCS-based curriculum that refers to national standards while being adapted to the characteristics and needs of students in the madrasah. In this process, particularly the curriculum team conducts an analysis of core competencies and basic competencies and designs the distribution of learning loads in the form of semester credit units. The observations show that the curriculum structure is designed flexibly, allowing students to take different numbers of credits according to their academic abilities. Furthermore, planning also includes the development of adaptive learning programs and schedules. Based on observations, the learning schedule is designed to accommodate students who take a higher credit load without disrupting the balance of the learning process. This indicates an integration between curriculum planning and effective time management, ensuring that learning acceleration can be implemented in a well-directed manner. In

addition, the SCS planning process at MAN 2 Model Medan involves mapping students' initial abilities. The madrasah identifies students' academic achievements through previous evaluation results, which serve as the basis for determining students' eligibility to participate in the acceleration program. Thus, planning is not conducted in a generalized manner but is based on actual data and students' real conditions. The observation results also indicate that SCS planning is supported by effective coordination among stakeholders, including the principal, vice principal for curriculum affairs, teachers, and other educational staff. Coordination meetings and regular discussions play an important role in ensuring that all components understand their respective roles and responsibilities in implementing the SCS. This reflects a collaborative managerial approach in the planning process. Moreover, the madrasah also plans supporting services such as academic guidance and the provision of adequate facilities and infrastructure. This planning aims to anticipate potential challenges during the implementation of the SCS, particularly in supporting students participating in accelerated learning. Therefore, the findings from observations demonstrate that the planning process of the Semester Credit System at MAN 2 Model Medan has been implemented comprehensively and serves as the main foundation for accelerated learning. Well-prepared, data-driven planning, supported by effective coordination among madrasah stakeholders, becomes a key factor in creating a flexible, well-directed, and high-quality learning system. These observational findings are also consistent with the interview results, which are presented as follows:

Principal: *"The planning of the Semester Credit System in this madrasah is indeed the key to the success of the accelerated learning program. We cannot implement SCS without thorough planning. Therefore, we design a flexible curriculum while still referring to national standards. In addition, we analyze students' initial abilities so that they do not make mistakes in selecting their credit loads. All of this is done to ensure that the acceleration program runs effectively without compromising the quality of learning."* Vice Principal for Curriculum Affairs: *"In planning the SCS, we start with curriculum analysis, then develop the semester credit structure, and proceed with arranging learning schedules that accommodate students' needs. We also map students' abilities based on their previous scores and evaluation results. From this, we determine the appropriate number of credits each student can take. Moreover, we continuously coordinate with teachers to ensure that classroom implementation aligns with the established plans."* SCS Program Teacher: *"As teachers, we are involved in the planning process, especially in preparing learning materials and lesson plans. Since students in SCS classes have diverse abilities, we must adjust our teaching plans to accommodate their needs. We usually design more structured yet flexible plans so that the material can be delivered effectively even within a shorter learning period. Therefore, this planning greatly supports us in classroom implementation."* SCS Program Student: *"Before joining the SCS program, we were given an explanation about how to select credits and how the learning system works. We can also consult with teachers or homeroom teachers to determine the number of subjects we take. So, we do not choose randomly, but based on our abilities. With this kind of planning, we feel more prepared to undergo the learning process."* SCS Program Student (Another): *"In my opinion, the planning in the SCS really helps because we already know from the beginning how the learning process will run. We are also guided not to take too many credits if we are not ready. Everything is well-organized, and we just need to follow the plan that has been set."* Overall, these interview excerpts indicate that the SCS planning process at MAN 2 Model Medan is conducted thoroughly, involves multiple stakeholders, and is based on an analysis of students' abilities, thereby providing a strong foundation for the implementation of accelerated learning.

3.1.2. Implementation of the SCS in Supporting Students' Learning Acceleration

Based on the results of observations conducted at MAN 2 Model Medan, it was found that the implementation of the Semester Credit System (SCS) in supporting learning acceleration has been carried out systematically, purposefully, and in accordance with the previously established plans. The implementation of SCS does not merely focus on shortening the duration of study but also emphasizes maintaining the quality of learning to ensure optimal outcomes. In practice, the implementation of learning in SCS classes demonstrates flexibility in managing students' learning loads. Students with higher academic abilities are given the opportunity to take a greater number of credits, enabling them to complete learning materials in a shorter period. Classroom observations indicate that student grouping and scheduling are arranged adaptively, allowing the learning process to remain conducive despite differences in students' learning loads. Furthermore, the learning process in SCS classes is characterized by the use of active and student-centered learning strategies. Teachers act as facilitators who encourage maximum student engagement through methods such as discussions, presentations, and problem-solving activities. This approach aims to accelerate students' understanding of the subject matter while also fostering independent learning. Observational findings show that students are more active, responsive, and demonstrate high learning motivation during the learning process. The implementation of SCS is also supported by a continuous monitoring and evaluation system. The madrasah regularly monitors students' academic progress through daily assessments, assignments, and semester examinations. The results of these evaluations are then used as a basis for adjusting students' learning loads in the following semester. Thus, the process of learning acceleration remains well-controlled and does not create gaps in students' mastery of the material. Moreover, the findings indicate that the implementation of SCS is supported by intensive academic guidance services. Teachers and homeroom teachers actively provide assistance to students, particularly in overcoming learning difficulties and managing heavier academic loads. This support plays a crucial role in maintaining a balance between accelerated learning and students' psychological readiness. In terms of facilities and infrastructure, the implementation of SCS at MAN 2 Model Medan is supported by adequate resources, including comfortable classrooms, availability of learning materials, and the utilization of technology in the learning process. These factors contribute to creating a conducive learning environment and enhancing the effectiveness of SCS-based learning. Therefore, the observational findings indicate that the implementation of the Semester Credit System at MAN 2 Model Medan has been carried out effectively and in a well-directed manner. This implementation is supported by flexible learning management, innovative teaching strategies, continuous evaluation systems, and optimal guidance services. Altogether, these elements contribute to achieving learning acceleration that is not only efficient in terms of time but also maintains high-quality learning outcomes. The observational findings are also consistent with the results of interviews, as presented below:

Principal: *"The implementation of the Semester Credit System in this madrasah is carried out in accordance with the plans that have been previously developed. We do not only focus on accelerating the duration of study but also ensure that the quality of learning is maintained. Therefore, we regularly conduct supervision and evaluation of the learning process so that students participating in the acceleration program can still understand the material well."* Vice Principal for Curriculum Affairs: *"In implementing the SCS, we organize students' schedules and learning loads flexibly. Students are given the opportunity to take credits according to their abilities, but still under our supervision. We also conduct periodic monitoring of students' learning progress. The results of these evaluations are used to determine whether students can continue with the acceleration program or need adjustments in their learning load."* SCS Program Teacher: *"The implementation of learning in SCS classes is indeed different from regular classes. We must adjust our teaching strategies so that students can understand the material more quickly. We usually use*

active learning methods such as discussions, presentations, and question-and-answer sessions. In addition, we provide extra guidance to students who take a heavier learning load so that they can keep up with the lessons effectively.” SCS Program Student: *“In the SCS program, we feel that the learning process moves faster compared to regular classes. However, because the learning methods are quite interactive, we are still able to understand the material. We also need to be more disciplined in managing our time.”* SCS Program Student (Another): *“In my opinion, the implementation of SCS really helps in accelerating learning, but it does require more effort. We have to be more independent and active in class. Teachers also often help us when we face difficulties, so even though the learning is faster, we can still follow it well.”* Overall, these interview excerpts indicate that the implementation of the SCS at MAN 2 Model Medan is conducted in a structured, flexible, and well-monitored manner, supported by active learning strategies and continuous evaluation systems, thereby effectively facilitating accelerated learning.

3.1.3. Supporting and Inhibiting Factors in the Implementation of the SCS

Based on observations conducted at MAN 2 Model Medan, the implementation of the Semester Credit System (SCS) in supporting learning acceleration reveals a number of factors that function both as enablers and constraints. In terms of supporting factors, the school’s managerial commitment emerges as a key element in the successful implementation of the SCS. The school actively conducts structured academic planning, including the development of flexible schedules and the arrangement of students’ learning loads according to their individual capacities. In addition, teachers’ readiness to manage differentiated instruction is relatively strong, as they are able to adjust methods, materials, and assessments to accommodate students’ varying learning paces. Adequate facilities and infrastructure—such as well-equipped classrooms and the use of technology in instruction—also strengthen SCS implementation. A conducive learning environment, along with an academic culture that promotes student independence, further supports the acceleration process. However, the observations also identify several inhibiting factors that affect the optimization of SCS implementation. A major challenge is the uneven level of students’ understanding of the SCS, particularly regarding independent study planning and learning-load management. There is also considerable variation in students’ learning abilities, meaning that not all students can quickly adapt to the accelerated system. From the teachers’ perspective, limitations remain in fully mastering SCS-based instructional strategies, especially in differentiated instruction and continuous assessment. Time constraints for providing individualized guidance also pose a challenge, given that SCS requires more intensive student support. Moreover, external factors—such as suboptimal parental support and the influence of students’ social environments—also affect the success of the program. Overall, the observations indicate that while SCS implementation at MAN 2 Model Medan has strong potential to support accelerated learning, it still requires strengthening in system literacy, teacher capacity building, and the optimization of student support services to ensure that acceleration goals are achieved effectively and equitably. These observational findings are consistent with the interview results, as presented below:

Principal: *“The implementation of the Semester Credit System (SCS) in this madrasah is fundamentally supported by the commitment of all school stakeholders. We have developed thorough planning, from scheduling arrangements to the distribution of students’ learning loads. This system indeed provides opportunities for accelerated learning, but we also recognize that not all students have the same level of readiness.”* Vice Principal for Curriculum Affairs: *“From a curricular perspective, SCS provides considerable flexibility for students to learn according to their abilities. However, in practice, challenges remain particularly students’ understanding of how to manage their study loads. Therefore, continuous guidance is necessary so that students do not experience confusion in organizing their learning process.”* SCS Program Teacher: *“In*

implementing the SCS, we as teachers are required to adapt instruction to students' diverse characteristics and learning speeds. This presents its own challenges, especially in applying differentiated instruction. In addition, limited time for providing individualized guidance also constrains our ability to optimize the system." SCS Program Student: "I feel that the SCS helps because I can learn faster according to my ability. But at the beginning, it was quite difficult to understand how to manage subjects and determine how many credits to take. Sometimes it also feels overwhelming because there are many tasks and materials to study." SCS Program Student (Another): "In my opinion, the SCS is beneficial because it gives us the opportunity to graduate earlier. However, it is not easy to follow, especially if we cannot manage our time well. At times, I feel overwhelmed with the workload and the amount of material we have to learn." Based on these interview findings, it can be concluded that the implementation of the SCS is supported by thorough planning, system flexibility, and strong institutional commitment. Nevertheless, several challenges persist, including limited student understanding of the system, the perceived heaviness of the learning load, and constraints in providing optimal individualized guidance by teachers. Based on the results of the research, the implementation of the Semester Credit System (SKS) management in supporting the acceleration of learning at MAN 2 Model Medan takes place through a systematic, structured, and integrated process. These findings indicate that the success of SKS implementation is inseparable from three main aspects, namely the planning and management of SKS, its implementation in learning practice, and the supporting and inhibiting factors that influence it. More specifically, these three aspects are interconnected and form a unified system that determines the effectiveness of learning acceleration. The relationship between these aspects can be illustrated in the following diagram.

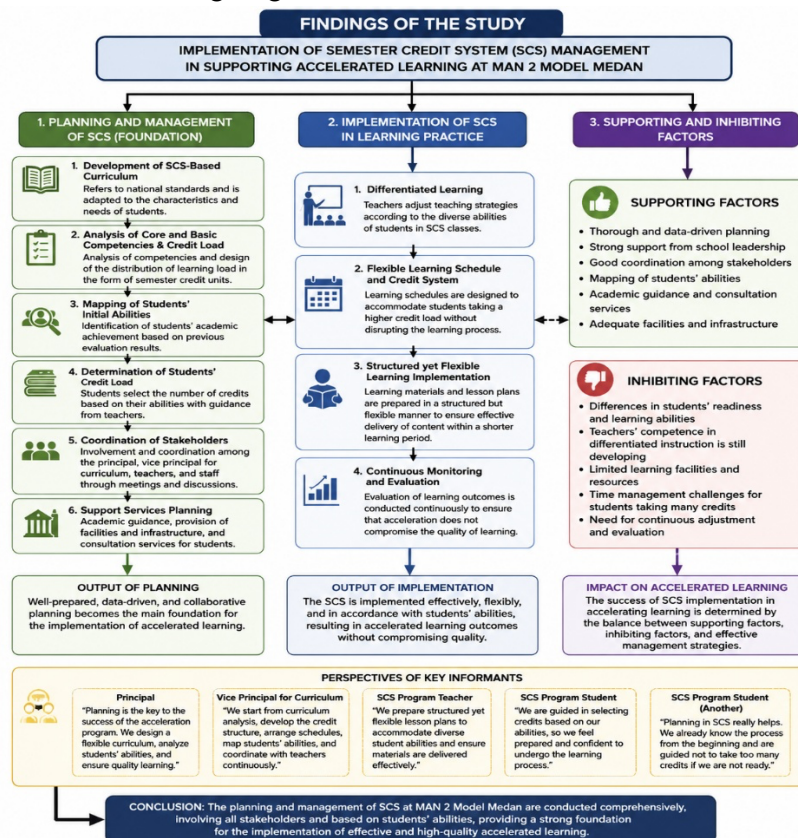


Figure 1. Implementation Findings Model of the Semester Credit System (SKS) Management in Supporting Accelerated Learning at MAN 2 Model Medan

3.2. Discussion

3.2.1. Planning and Management of the SCS in Accelerated Learning

The results of this study indicate that the planning process of the Semester Credit System (SKS) at MAN 2 Model Medan has a strong alignment with the perspective of modern theory, which views planning as a fundamental function in educational management. From a modern perspective, planning is not only understood as an initial administrative stage but also as a strategic process that determines the direction, effectiveness, and overall success of the implementation of educational programs. These findings reinforce the view (Valarmathi, Seetha, Krishnamoorthy, Hema, & Ramkumar, 2024), because the credit semester planning is carried out systematically, structured, and based on the needs and characteristics of students, it becomes the main foundation in supporting accelerated learning. In the context of curriculum development, this finding is in line with the study (Austin, Backes, Goldhaber, Li, & Streich, 2024; Dahlia & Iskandar, 2024) which emphasizes that the 21st-century curriculum must be flexible, adaptive, and responsive to the diversity of students' abilities. The development of a credit-based curriculum at MAN 2 Model Medan reflects the implementation of this principle through the arrangement of learning loads that can be adjusted according to each student's academic ability. This flexibility not only demonstrates innovation in curriculum design but also represents a concrete manifestation of differentiated learning that has been proven effective in improving student learning outcomes. Furthermore, the planning aspect, which includes the preparation of an adaptive learning schedule, is also in line with recent research on time management in education. Research (Mardianti, Wiyono, Imron, & Djabatika, 2024) It shows that flexible and structured time management contributes significantly to improving learning effectiveness and student competency achievement. The credit-based learning schedule designed to accommodate variations in student credit load reflects the integration between curriculum planning and time management, making the learning process more efficient and oriented toward individual needs.

In addition, findings related to mapping students' initial abilities reinforce the data-driven learning approach, which is becoming a major trend in modern education management. Study (Ahmat, et al., 2021) emphasizing that the analysis of students' initial abilities is an important prerequisite in designing effective and equitable learning. In this study, the use of previous evaluation results as a basis for determining credit load indicates that the SKS planning has adopted an evidence-based approach, so that learning acceleration can be carried out realistically, measurably, and according to the students' potential. On the other hand, the involvement of various stakeholders in the planning process reflects the application of participatory management principles that are widely emphasized in recent educational literature. Collaboration between principals, vice principals in charge of curriculum, teachers, and educational staff has proven to be a key factor in improving the quality of planning and the success of education program implementation (Cosens, et al., 2021). These findings indicate that SKS planning at MAN 2 Model Medan is not done individually, but through intensive and continuous coordination, resulting in more comprehensive decisions that can be implemented. In addition, the planning of support services such as academic guidance as well as the provision of facilities and infrastructure is also in line with research (Zainuri, 2024) which emphasizes the importance of systemic support in the success of educational innovation. The availability of adequate support services has been proven to enhance students' readiness to participate in credit-based learning and minimize obstacles in the acceleration process. Anticipating potential challenges through thorough planning shows that the implementation of the credit system is not only oriented towards accelerating learning time but also towards the sustainability and quality of student learning outcomes. In conclusion, the findings of this study not only confirm various theories and empirical findings in the past five years, but also indicate that the SKS planning at MAN 2 Model Medan has been carried out comprehensively, collaboratively, and

data-driven. The integration of flexible curriculum planning, adaptive time management, accurate mapping of students' abilities, as well as adequate system support are key factors in creating effective, efficient, and high-quality learning. This further reinforces that good planning is a fundamental prerequisite for the successful implementation of SKS as an accelerated learning strategy in the era of modern education.

3.2.2. Implementation of the SCS in Supporting Students' Learning Acceleration

The implementation of the Semester Credit System (SKS) in accelerating learning at MAN 2 Model Medan shows significant alignment with contemporary educational studies in the last five years. Conceptually, the implementation of SKS requires a learning design that is flexible, adaptive, and oriented towards the individual needs of students. Literature (Su, Umar, & Gao, 2022) emphasizing that the learning system in the era of modern education must be able to accommodate the diversity of learning styles and speeds through a responsive and personal approach. In this context, SKS is seen as a strategic instrument to realize fair and inclusive learning. The results of this study indicate that the implementation of the Credit Semester System (SKS) at MAN 2 Model Medan has been carried out systematically and adaptively, especially in the management of students' flexible learning loads. These findings are in line with the study (Mubarak & Muhammad, 2021) which states that flexibility in arranging study loads directly contributes to increased motivation and academic achievement of students, especially for learners with above-average abilities. Providing students the opportunity to take different amounts of credit units according to their abilities is a concrete form of personalized learning, which is increasingly applied in modern education systems. From a pedagogical perspective, the use of active learning strategies such as collaborative discussions, presentations, and problem-based learning reflects a transformation towards more constructivist learning practices. Studie (Fitriana, 2021) shows that the active learning approach is able to increase students' cognitive and metacognitive engagement, thereby having a positive impact on concept understanding and learning independence. These findings indicate that teachers are no longer the sole source of information, but rather act as facilitators who encourage students to actively construct their knowledge. Furthermore, the implementation of continuous monitoring and evaluation in the SKS at MAN 2 Model Medan reflects the application of quality control principles in modern educational management. Research (Kuwaie, Watanabe, Yoshihara, Suehiro, & Sugimura, 2022) emphasizing that continuous assessment is an important component in ensuring the achievement of learning objectives while also providing constructive feedback for improving the learning process. In this context, evaluation not only functions as a measuring tool but also as a reflective mechanism to adjust learning strategies and students' credit loads dynamically.

In addition, the availability of academic guidance services in the implementation of the credit system (SKS) is in line with the student support system approach that is widely developed in 21st-century education. Study (Mukhibat, Effendi, Setyawan, & Sutoyo, 2024) shows that intensive academic support can improve learning readiness, reduce academic stress, and help students manage flexible learning loads more effectively. In this study, the role of teachers and class guardians as academic companions is very important in maintaining the balance between accelerated learning and students' psychological well-being. On the other hand, the availability of facilities and infrastructure, including the integration of learning technology, plays an important role in the successful implementation of the credit system. Study (Wahyudi & Husnan, 2022) shows that technology integration can improve accessibility, efficiency, and the quality of learning interactions, particularly in flexible learning systems such as the credit system. A conducive and technology-based learning environment allows students to learn independently as well as collaboratively according to their needs. Overall, the implementation of the Credit Semester

System (SKS) at MAN 2 Model Medan demonstrates a strong synergy between managerial and pedagogical aspects in supporting accelerated learning. These findings not only reinforce previous theories and research but also provide empirical evidence that adaptively designed SKS, implemented through active learning strategies, and supported by comprehensive evaluation and guidance systems, can produce effective, efficient, and high-quality learning. This confirms that the success of accelerated learning depends not only on the flexibility of the system but also on the quality of its implementation, which must be oriented toward the needs of the students.

3.2.3. Supporting and Inhibiting Factors in the Implementation of SCS for Learning

The results of this study indicate that the implementation of the Semester Credit System (SKS) at MAN 2 Model Medan is influenced by various supporting and inhibiting factors that interact dynamically. This is in line with the study (Suryanarayana, et al., 2024) in educational management which emphasizes that the success of educational innovation is not only determined by the quality of program planning, but also by the readiness of human resources, organizational culture, as well as the support of a conducive learning environment. Therefore, the implementation of the SKS needs to be understood as a complex and multidimensional system. From the perspective of supporting factors, the strong commitment from the madrasa management becomes a key element in the successful implementation of the Credit System (SKS). The leadership of a school principal who is visionary and quality-oriented has proven effective in mobilizing all school components to adapt to a flexible learning system. This is in line with research findings (Rofiq & Nadliroh, 2022) which shows that transformational leadership in education has a significant influence on the success of learning innovation and organizational performance. This commitment is reflected in careful planning as well as ongoing coordination among educational stakeholders. Furthermore, the flexibility of the credit-based curriculum that allows students to learn according to their abilities and individual pace reflects the application of the student-centered learning principle. This approach aligns with (Aswin, Rahman, & Bakar, 2023) states personalized learning, which based on recent research has been proven to significantly increase student engagement and learning outcomes. In this study, teacher readiness in implementing differentiated learning becomes an important factor, although there are still variations in the level of mastery among educators. Adequate facilities and infrastructure also become significant supporting factors. A conducive learning environment as well as the integration of learning technology makes it easier for students to access materials and manage the learning process independently. This is in line with research (Nokhwal, et al., 2024) which shows that the integration of technology in flexible learning systems can improve the effectiveness and efficiency of learning. Thus, the availability of adequate facilities is an important prerequisite for the successful implementation of the SKS. Nevertheless, this study also found several inhibiting factors that need serious attention. One of the main challenges is students' limited understanding of the SKS mechanism, especially in planning their study load. These findings are in line with study (Nissa, 2025) which states that the success of a flexible learning system is highly dependent on students' self-regulated learning ability. Inability to manage oneself can lead to an imbalance of academic workload.

In addition, the heterogeneity of students' abilities also becomes a significant challenge. Differences in cognitive abilities, learning styles, and academic readiness require adaptive and responsive learning approaches. Research (Jaenuri & Mulyani, 2024) It shows that without an adequate differentiation strategy, a flexible learning system can create gaps in learning outcomes among students. In this context, the role of the teacher becomes very important in managing this diversity. The limited time available for providing individual academic guidance also becomes a significant obstacle. Credit system courses require more intensive guidance compared to the conventional system. This is supported by research (Lubis, Huda, & Hasibuan, 2021) which states that the success of the flexible learning system is highly dependent on the availability of continuous

academic mentoring services. The limited time of teachers in providing mentoring becomes a challenge in maintaining the quality of SKS implementation. In addition, external factors such as parental support and the social environment also affect the effectiveness of SKS implementation. Parental involvement in understanding the learning system plays an important role in supporting student success. Study (Ansori, Zulfikasari, & Suprihanto, 2026) emphasizing that collaboration between schools and families contributes significantly to the success of innovative educational programs. A lack of parental understanding of the credit system (SKS) can hinder the optimization of learning support at home. This research emphasizes that the implementation of the SKS (credit system) at MAN 2 Model Medan has great potential in supporting accelerated learning, but it requires comprehensive readiness from all educational components. The synergy between school leadership, teacher competence, student readiness, and environmental support becomes a very important factor for the success of the program. Therefore, strengthening program socialization, enhancing teacher capacity in differentiated learning, and optimizing academic guidance services are necessary so that the implementation of SKS can run effectively, adaptively, and sustainably.

4. CONCLUSION

Based on the findings of this study, it can be concluded that the implementation of Semester Credit System (SCS) management at MAN 2 Model Medan in supporting learning acceleration has been carried out effectively, systematically, and in a well-directed manner. This success is achieved through the synergy of well-planned preparation, flexible implementation, innovative learning strategies, and academic guidance services. The implications of this study indicate that the success of SCS is strongly determined by collaborative management, teachers' readiness, and students' independence in managing their learning loads. However, this study has several limitations. It is restricted to a single research site and employs a qualitative approach that does not quantitatively measure effectiveness. Therefore, future research is recommended to expand the scope of the study, adopt a mixed-methods approach, and examine the long-term impact of SCS implementation more comprehensively.

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