

## The Management of the Semester Credit System (SKS) for Gifted and Talented Students (PDCI)

M. Hanif Satria Budi<sup>1</sup>  Naseehah Hajido<sup>2</sup>  Mitha Rizky Febriantika<sup>3</sup> 

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### Article Info

<sup>1</sup> Institut Agama Islam Faqih  
Asy'ari Kediri, Indonesia.

<sup>2</sup> Northern College, Thailand

<sup>3</sup> Institut Agama Islam Faqih  
Asy'ari Kediri, Indonesia

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### ABSTRACT

One of the most phenomenal issues in the current education system is the package system, but the system is less aspirational when it comes to the fact that learners are essentially good compounds of ability, talent and interest. To fulfill the service, they will be conducted by organizing a program of intelligent learners with Semester credit system model. The aim of this research as an effort in providing effective, efficient, and maximal education services to the students' diversity in order to make their achievements good, maximal and fast. This study uses a qualitative research approach to type case studies. Data collection techniques using interviews, observations and documentation. The results showed that PDCI program with SKS model has been implemented well. The program in planning starts from policy drafting, forming teams, organizing seminars, conducting selection of teachers and students, arranging work programs, and managing licensing by submitting proposals.

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### Correspondence:

M. Hanif Satria Budi  
Institut Agama Islam Faqih Asy'ari Kediri, Indonesia  
Email: [budisatria1992@gmail.com](mailto:budisatria1992@gmail.com)

## 1. Introduction

The rapid acceleration of globalization today requires all sectors of life to adjust their vision, mission, objectives, and strategies in order to remain relevant and responsive to emerging needs. Likewise, the national education system must continuously be evaluated and developed in accordance with local, national, and global developments. The implementation of education in Indonesia must take into account differences in students' intelligence, abilities, talents, and interests. Article 31 of the 1945 Constitution of the Republic of Indonesia states that "every citizen has the right to education." This mandate implies that access to education is the right of every individual regardless of background or personal circumstances. Furthermore, Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System, Article 5 paragraph (4), emphasizes that "citizens who possess exceptional intelligence and special talents are entitled to special education."

Basically, the Gifted Students Program (Peserta Didik Cerdas Istimewa/PDCI) is similar to the acceleration program, as both allow students to complete their studies in a shorter time according to

their abilities. However, they differ in terms of curriculum system and student recruitment. The acceleration program applied curriculum differentiation under the KTSP framework, whereas PDCI applies the Semester Credit System (SKS) learning model. Previously, the acceleration program targeted CIBI students (Cerdas Istimewa dan Bakat Istimewa—students with exceptional intelligence and special talents), whereas PDCI is currently limited to students with exceptional intelligence who meet specific criteria. The acceleration program was discontinued due to insufficient instructional duration—less than 14–18 weeks—making time compression inappropriate. Based on the Regulation of the Minister of Education and Culture No. 158 of 2014 concerning the Implementation of the Semester Credit System (SKS), educational services are designed to prevent inequality. Students with exceptional intelligence are able to complete their study programs without being hindered by peers, while students who require a longer learning pace are not forced to follow accelerated learning patterns. This policy aims to ensure fair and effective educational services for all students.

MTs Negeri 1 Kediri strives to fulfill educational services in accordance with Law No. 20 of 2003 as previously mentioned. In this regard, MTs Negeri 1 Kediri implements the Semester Credit System (SKS) referring to Ministerial Regulation No. 158 of 2014 on the Implementation of the Semester Credit System in Basic and Secondary Education. The Semester Credit System (SKS) is implemented through varied learning organization and flexible time management. According to Muhlis (2017), varied learning organization is carried out by providing complete learning units for each subject that can be undertaken by students. Flexible learning time management allows students to take learning loads for complete subject units according to their individual learning pace. The SKS learning model can also be managed through differentiated instruction for groups of students with varying learning speeds and exceptional intelligence.

Based on the above explanation, MTs Negeri 1 Kediri seeks to provide effective, efficient, and optimal educational services that accommodate student diversity so that their potential can be explored fully, maximally, and efficiently. This implementation requires support from various stakeholders, particularly in terms of management, human resources, and adequate facilities and infrastructure. Therefore, this study aims to present a policy analysis of the Gifted Students Program (PDCI) using the Semester Credit System (SKS) model at MTs Negeri 1 Kediri, focusing on its implementation in order to identify its developmental characteristics. This research is important because not all madrasahs are authorized to implement the Semester Credit System (SKS) unless they have obtained an operational permit in the form of a Decree issued by the Director General of Islamic Education designating them as an SKS-implementing madrasah.

## 2. Method

The method employed in this study was a qualitative research approach using a case study design. The research object was MTs Negeri 1 Kediri, located at Jalan Stadion Canda Bhirawa 01, Tulungrejo, Puhrejo, Kediri, East Java, Indonesia. Data were collected through interviews, observations, and documentation. The interview was conducted directly with one of the teachers, Mr. Agung Wibowo, S.Kom., on March 4, 2024, at MTs Negeri 1 Kediri. The data analysis process involved determining the research approach, collecting data, identifying the research object, applying data collection techniques and research instruments, conducting data analysis, and interpreting the findings. This study also applied a descriptive method. Descriptive research aims to describe and analyze existing problems based on collected data, present the findings systematically, and interpret them accordingly. The data collection techniques employed included direct observation, documentation, and interviews. The data were analyzed using qualitative data analysis techniques.

## 3. Results and Discussion

Based on the research conducted at MTs Negeri 1 Kediri, the Gifted Students Program (Peserta Didik Cerdas Istimewa/PDCI) has been established for eight years and has been implemented since its

inception. The implementation of the PDCI policy using the Semester Credit System (SKS) model can be described as follows:

**a. Planning of the PDCI Program under the SKS Model**

The policy planning of the PDCI program using the SKS model at MTs Negeri 1 Kediri includes the following steps:

- 1) Establishing a policy management team for the PDCI-SKS program consisting of the principal, vice principal, teachers, and members of the educational community.
- 2) Developing simple learning games, such as *Super Mario*, as part of instructional innovation.
- 3) Selecting teachers assigned to the PDCI program through an internal selection process, along with planning for their professional development.
- 4) Establishing student selection procedures requiring an IQ score above 125. After admission, students must maintain a minimum score of 90 in all subjects.
- 5) Formulating a structured work program.

The data above align with Nidak (2015), who argues that the implementation of accelerated learning programs requires several preparatory steps, including:

- 1) Conducting intensive consultations and communications with schools that have previously implemented similar programs to obtain relevant information.
- 2) Forming a small program team consisting of the principal, vice principal, and senior teachers who demonstrate commitment to serving students with exceptional abilities and intelligence.
- 3) Providing training and orientation on the accelerated program by inviting resource persons or representatives from schools already implementing the program.
- 4) Selecting teachers who will be involved in teaching the program.
- 5) Designing a comprehensive work plan.
- 6) Securing official operational permits for the program (Nidak, 2015).

From the data presented, it can be concluded that the planning process of the PDCI program under the SKS model involves policy formulation, team establishment, seminars or program orientation, teacher and student selection, work program development, and obtaining official permits through proposal submission. In terms of student selection, prospective students must have an IQ score above 125 and, after admission, maintain a minimum report card score of 90 in all subjects.

**b. Implementation of the PDCI Program under the SKS Model**

The implementation of the PDCI program at MTs Negeri 1 Kediri includes the following components:

- 1) Coordination with relevant stakeholders, including the Ministry of Education and Culture regulations, the Ministry of Religious Affairs, the school principal, teachers, psychologists, and parents.
- 2) Socialization of the PDCI program through circular letters and publication on the school website.
- 3) Identification and selection of PDCI students involving a psychologist, along with a written consent statement from parents agreeing to their child's participation in the program.
- 4) Implementation of the teaching and learning process with 20 students per class. MTs Negeri 1 Kediri currently has two PDCI classes. The program is conducted using the Semester Credit System (SKS) model over four semesters, with a total of 71 credits per semester, where one credit (1 SKS) equals 30 minutes of learning time. If students fail to meet the required academic standards, the program may be extended to five or six semesters, similar to the regular class duration.
- 5) Subjects are programmed and structured by the school.

- 6) Admission to the PDCI class requires passing a special entrance examination, including an IQ test, and students must be prepared to comply with the enrollment limitations set by the program.

**c. Impact of the PDCI Program under the SKS Model**

The implementation of the Gifted Students Program (PDCI) under the Semester Credit System (SKS) model at MTs Negeri 1 Kediri has generated both positive and negative impacts. On the positive side, the program enables students to complete their education in a shorter period of time according to their academic abilities and personal readiness. It enhances students' academic quality and prepares them to participate in prestigious competitions, particularly at the national level. Additionally, the existence of this flagship program increases public interest in enrolling their children at the institution, thereby strengthening the school's competitiveness and reputation.

However, several challenges and negative impacts have also emerged. Some teachers are not yet fully familiar with the characteristics of PDCI students, resulting in teaching approaches that are sometimes similar to those used in regular classes, which may reduce academic stimulation and lead to student boredom. The accelerated learning structure also reduces students' break time and limits their social interaction outside the classroom, as they tend to focus intensively on achieving academic targets. Furthermore, when progressing to the next educational level, PDCI students are generally younger than their peers by approximately one year, which may present social and psychological adjustment challenges.

These findings align with Sonia, who explains that the PDCI program under the SKS model provides benefits such as faster academic completion, recognition of students' abilities, and increased institutional attractiveness (Sonia, 2016). Nevertheless, risks such as underachievement due to inaccurate student selection, decreased motivation if instruction lacks sufficient challenge, and reduced opportunities for social engagement may also arise. Therefore, the overall impact of the PDCI-SKS program reflects a balance between academic acceleration benefits and the need for careful pedagogical and social support to ensure holistic student development.

**d. Challenges and Supporting Factors of the PDCI Program**

The implementation of the Gifted Students Program (PDCI) under the Semester Credit System (SKS) model at MTs Negeri 1 Kediri faces several challenges while also being supported by important enabling factors. The challenges include differences in report card formats compared to regular classes, which require administrative adjustments and careful documentation. The curriculum structure of the PDCI program also differs from that of regular classes, demanding more complex academic planning and coordination. In addition, the program requires teachers who possess specific competencies and the ability to teach gifted students effectively, which limits the pool of eligible educators. First-year PDCI students often experience an adjustment period, as they may feel overwhelmed by the intensity and depth of the learning materials. Financial aspects also present a challenge, particularly when parental support for the additional costs of the PDCI class is limited.

Despite these obstacles, several supporting factors contribute to the sustainability of the program. MTs Negeri 1 Kediri was directly appointed by the Ministry of Religious Affairs (KEMENAG) to establish the PDCI program, providing institutional legitimacy and policy support. Furthermore, PDCI students are generally active and highly efficient in managing their study time, which aligns well with the accelerated learning model. Curriculum flexibility granted by the central authority also allows the school to design and adjust the curriculum according to the specific abilities and learning pace of PDCI students. Overall, the success of the PDCI program depends on the institution's ability to manage these challenges while maximizing the supporting factors to ensure effective and sustainable implementation.

**4. Conclusion**

The PDCI (Special Intelligent Students Program) with the Semester Credit System (SKS) model at MTs Negeri 1 Kediri is planned through policy formulation, team establishment, selection of teachers and students, as well as the preparation of work programs and special programs tailored to PDCI participants. Its implementation is directly structured by the school, as students are considered not yet

fully capable of independently determining their learning programs. This program has positive impacts, including increased learning time efficiency, enhanced student activeness, and accelerated achievement of academic competencies. However, it also presents certain challenges, such as higher academic pressure and differences in the system compared to regular classes.

The obstacles faced include differences in report card systems and curriculum structure, the need for specially qualified teachers, students' psychological adjustment during their first year, and financial issues due to limited parental support. Meanwhile, the supporting factors include direct appointment by the Ministry of Religious Affairs, the active and time-efficient characteristics of PDCI students, and curriculum flexibility granted to the school, allowing it to adjust learning programs according to the specific needs and abilities of PDCI students.

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