

MODEL EFFORT OF IMPROVEMENT OF COMPETITIVENESS MADRASAH ALIYAH THROUGH IMPLEMENTATION CREDIT BASED CURRICULUM (Case Study in Madrasah Aliyah East Java)

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Abstract

The education in Indonesia conducted with a regular class system commonly. It has been only cover student normal (IQ 90-110). Therefore for gifted students were not yet covered because gifted student need differentiation and extraordinary for teaching and learning. Without this special service they become underachievement. School Madrasah is path of kind regular education system in Indonesia that he has gifted students that must also receive service of differentiation, so for their applied with SCS (Semester Credit System). For implementation SCS, Madrasah has strengthening in the carry out service for gifted students.

One of method for empowering is through implementation of semester credit system that has capacity to follow of character and learning style of gifted students. Method of the research was used R&D and method of collected of data was interview. Data analysis was flow analysis. Final of result the research were conversion of package curriculum method toward SCS and application of curriculum based SCS method special for gifted SCS. The location of research is the Madrasa Amanatul Ummah Pacet city Mojokerto east Java. Model of pocket curriculum conversion appreciated 1.88 hours and model of proposing of curriculum based SCS using duration time about 4 semesters with long time during instruction 4 months. SCS were that taken every semester on average as many as 40 SKS. For accomplish of curriculum applied compacting curriculum to discovery essential courses.

Keywords : *gifted student; conversion; and compacting curriculum*

Introduction

Reformation movement in the Education area in Indonesia was more emphasis at empowering institutional through autonomy affirmation and enabling student existence. This movement in Indonesia was begun 2014 for example through increasing any curriculum policies in the school and madrasah in Indonesia, one of the policy is implementation of Semester Credit System (SCS) in the high school by regulation Ministry Education and Culture number 158/2014. The policy of implementation SCS different with that implemented in Higher education and it implementation must be started with purposing a structure of curriculum that based regular curriculum 2006 or curriculum 2013. Base on the regulation, implementation SCS should be conduct conversion before that calculating price a time pocket system curriculum into a time system SCS. This

demand become more important since curriculum structure that based SCS will implemented for the student gifted that need fast curriculum.

Philosophy of provide services through SCS was increased cause by demand so that instructional service equal implemented. Interpretation equal is the student normal obtained regular service instructional, while gifted student also meet service instructional that appropriate with their habitat, also for slow learner (Sternberg. 2011). Majority false establishment education in Indonesia is obtained same instructional service for all students have differences abilities, interest and intellectuals.

Although implementation SCS curriculum had been settling the year 2015/2016, but application this regulation still met many obstacle especially from teacher skill in the school. Difficulty of implementation of SCS from aspect the

teacher is haven't pedagogy science and this obstacle more difficulty because not ready technical guidance model for conversion SCS in the madrasah school. The same difficult also accord in the high school during 2014 was do pioneering work implementation SCS curriculum.

In the constellation research curriculum in Indonesia show that prior study of curriculum still limit on the research curriculum compact, proposing material instructional or research about fast track class so for capital of establishment SCS curriculum suit with Regulation Minister education number 158/2014 still needed base research to discovery SCS conversion model and model of technical proposing curriculum as basic of structural SCS curriculum development. Therefore this article has goal to discovery implementation SCS curriculum model as method empowering the school of madrasah has ability establish education service for gifted student. Basic of Core theory that used in the study is credit semester system from Mick Betts and Robin Smith that using unit hour regular per week (40 hours) divide total credit each semester for determine value SCS conversion. (1998: 36).

Primary purpose of composing Curriculum based SCS is for give special opportunities for gifted student that have high speed learn so they are can learn appropriate with face and their character. With SCS curriculum will make possible gifted student can accomplishment their study only 4 semesters. Application of streaming principle through composing SCS curriculum seen as an positive responds in face different of student abilities (Merrlyn Goas and Leen Vale. 2007:379). Through composing of Curriculum of SCS Madrasah school can applied equal principle and opportunity

learning agree with their character and fulfill with expectation.

In the application SCS curriculum that using duration time of learning as long as 4 semesters will need management of special conversion because for this implementation must be remove price/value of hours duration teaching in class and assign of structured or independent. Therefore need reference price of conversion especial so that learning load during in the week not burden for students over capacity of students especially for students in the madrasah. Learning load the student become more weight moreover duration it study using 5 days per week. In this model implementation aspect calculation price/value conversion become urgent so that gifted student can learn properly. Consideration used engineering time of learning to maximizing student's achievement because time learning as one of the important factor determine of achievement (OECD. 2011: 19)

Study Purpose

Properly complement of implementation of Ministry Education Regulation number 158/2014 not only limit for goal of education service and for purpose SCS curriculum of madrasah school, but still needed availability model of method for divide competence unity each semester and also why to format instructional model that appropriate and can follow of flexibility with duration hours teaching in the class effect of SCS conversion especially at the curriculum for during learning 4 semesters. Impact of decision the price/value of conversion that not precise can cause time of learning become long exceed 10 hours in the one day so not effective.

The present of model method to conversion that pedagogy logic will assurance continue implementation of

inclusion education that recent establishing in madrasah school area all at once availability conversion model that will giving essay obligation of school to purposing SCS curriculum each school. There are special purpose of research applied are:

1. Designing of model application SCS based curriculum for implementation Regulation Kepmendikbud number 158/2014 at the madrasah school as effort for empowering madrasah school to give equal instructional service for gifted students
2. To discovery model method for conversion duration time learning of student that using pocket system into duration time learning SCS curriculum system for establishment SCS curriculum madrasah school for gifted students.

The result of research can give contribution theory basic to realization application regulation Minister Education Indonesia number 158/2014 about SCS in the Madrasah Aliyah agree with character student of Madrasah that until now not yet ready. Be sides is this, result of research also give essay method to purpose of curriculum that during very difficult make by teacher. Availability this model more helping practically for application SCS based curriculum in the Madrasah Aliyah school.

Basic theory that discovered finally give contribution for many necessity of research for fast curriculum in the school later that very support for developing gifted students so result of them innovation as soon as absorbed and used by societies and state.

Study Literature

Since reformation of education conducted in year 2014, increased many policies education sector such as

implementation curriculum 2013, obtain high school universal or in the level of regulation for example Permendikbud 158/2014 about SCS curriculum for secondary school or high school in Indonesia. Certainty Regulation Ministry of Education number 158/2014 in order application necessary method to conversion SCS considering structure of SCS curriculum have to based and originate of regular curriculum that was proposed by government. According with opinion researcher, application SCS based curriculum can't realization without availability price/value conversion model that founded from research stages, because distribution volume time of subject and learning load in the each semester can't manifested in the SCS based curriculum structure.

Curriculum and type curriculum

Meaning of Curriculum

Curriculum according with Act National Education System number 20/2003 explained as sets planning and arrangement about with goal, content and courses instructional and system that using as guidance establishment instructional activities for reach specific goal. While according with point out Herbert m. Klibard (2002: 22) was described that curriculum also can mean as sum of range time of instructional implementation. Definition from this Herbart emphasis on SCS that part of curriculum structure so this mean/definition will used in the research because it focus has structuring of curriculum in the range of distribution time learning that for allocation for all subjects that obtained in the madrasah aliyah.

Type of curriculum

According with Permendikbud number 158/2014, in the madrasah aliyah can applied type pocket

curriculum/regular curriculum that has been using, but also can obtain SCS based curriculum. In the circular letter from BNSP was explained that purposing SCS based curriculum in the school required package curriculum/regular curriculum as basic/foundation for proposing it so it student and to develop of intelligence creative productive.

Semester Credit System

Semester Credit System accord with Permendikbud number 158/2014 article 1 give definition as form of conducting education who has students can for self choice load sum and subjects that will followed each semester in the education institution appropriate with talent, interest and abilities or pace him. This definition must be regular curriculum during must modified structure distribution of load learning and subject in the unit of time semester. Conversation distribution load learning in the SCS curriculum require guidance that flexible so very students madrasah aliyah has been opportunities equal and learning agree with them pace. Menu curriculum must giving equality at least in the three aspects: equal opportunity, equal treatment and equal outcome (Fesnema. 1995: 189). SCS for the gifted students in the madrasah aliyah not allow to narrow indeed ignore opportunity learning because must follow regular curriculum.

Demand to modifying appropriate with gifted students pace as same as direct article 2 must fulfill equal principle that is require SCS make the gifted students procuring opportunities instructional service appropriate with especially learning mine and achievement that his reach individually. Fulfillment the equal principle require a structure SCS curriculum that serve menu distribution load instructional that can reduction time learning and expanding time learning parallel with character of students.

need method for make to conversion from package curriculum toward SCS curriculum if will apply SCS curriculum.

Here demand to calculate price conversion for SCS of madrasah aliyah school so the school has ability to gives service of instructional for gifted

Requirement preparation SCS curriculum must become part of from enabling madrasah institutionally and planning that supporting for student in maximal opportunity for reach performance in academic (Sally Anne Pitt. 2014: 27).

Preparing SCS curriculum for gifted students need reference regular curriculum which is non SCS (curriculum 2006 or curriculum 2013) as basic for it proposing. The SCS required mechanism for modification that link with SCS price toward package of curriculum. Therefor can't avoid it present of conversion model SCS curriculum in this regulation. With other word, proposing SCS curriculum impossible organized without serve by package conversion model into SCS curriculum. Because mechanism proposing SCS curriculum start from regular curriculum there is madrasah curriculum that conversion. Here is increase different between SCS curriculum school with SCS curriculum in the high education that obtained because SCS curriculum in the high education can proposed without conversion process.

Requiring conversion model SCS more become necessary and very important discovery while madrasah has expectation it present structure of curriculum that used for service student that need want learn through fast path there is duration 3 years become duration learn 2 years as that in order at article 10 Permendikbud 158/2014. In the article 10 was described that every students madrasah aliyah can (optional) mastery

their study during 2 years. In the ordering require why can increase fast curriculum all at once guaranty fulfill quality it output (Robert J. Marzano. 2011:22). This effort very important to do because during the school only give 51 % from it instructional for execution internal problem of madrasah (Tonie Stolberg. 2011).

In the point out Jenifer that for to result quality of graduate agree with competence and development gifted potential, needed curriculum different so load learning menu in the curriculum appropriate with face, excellence and student ability. This point out more strengthened by Wendy Concklin (2007: 36) and Emma Smith (2005: 145) that curriculum preparing that appropriate with character of gifted student can function to avoid it occur is underachievement. There for to avoid presence malpractice especially underachievement required situation curriculum preparing that differentiating that adjustment with variation an excellence of students. Curriculum different that mandated by this Permendikbud number 158/2014 used by Madrasah aliyah for empowering it capacity in order that able serve instructional for student that while marginalized.

Critic toward one curriculum for all student that obtained was long ago delivered because this template can become of cause increase frustration and false a part of students in the class because the gifted student can't equal in their learning and special learning opportunities (Carrol An Tomlinson, 2000: 20). The gifted students with high potential will become bore on learning with low material weight under their capacities. Other phenomenon will increase lazy mentality among them.

When was agreed of credit standard that converted in the price sum

minute in the class or in the assignment that must done by the gifted student and teachers in external class, then designer curriculum must articulated sum hours that must take by student for mastery of subject. Link with articulation sum of this hours, E. Theodossin (1996:13) divide between sum hour that must do by teacher as tutor contact and sum hours that do by student in the learning activities form that then call with student committed time or learning time. In this connect with Theodossin assert, this research only using articulation sum hours that only doing by student in the learning form. With this base so agreement for example subject of mathematic attain allocation 5 hours, so this mean that student mathematic must learn mathematic five time sum conversion price/value toward package curriculum.

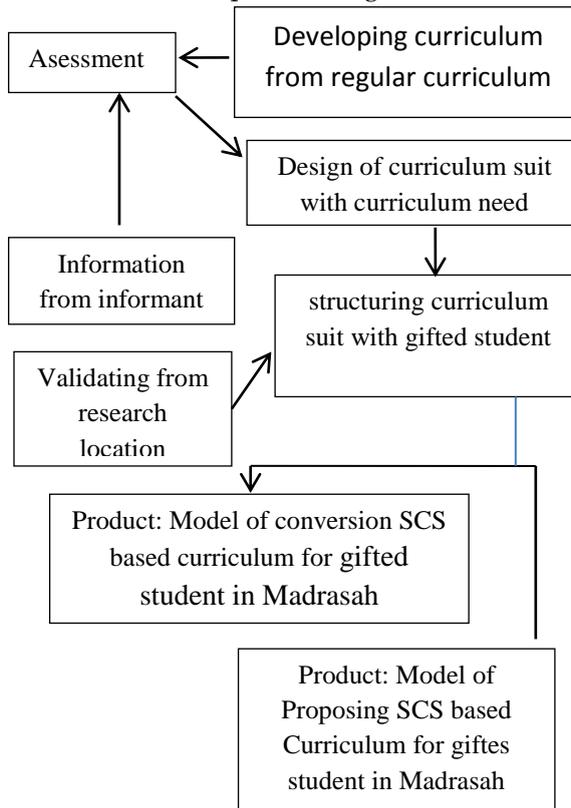
Definition of articulation SCS in the student committed time perspective according with opinion from Mick Betts and Robin Smith (2008:35) show that activities must be did by students in the learn of subject always more their time comprised with activities face to face with their teacher in the class so mean 5 SCS for student have meaning that the student should be do 5 hours face to face in the class plus 5 hours structure activities and 5 hours independent activities. By this base necessary present agreement of institution many conversion of duration time in the unit minute for pricing every 1 SCS. This calculation very influent while Madrasah choice how many days in week must learn (5 days in one week or 6 days in one week).

In the insist from Mick Bets, that as standard to determine how many sum conversion of time which is needed to finish material of curriculum that can used as guidance for example: what learning time adequate to resulting outcome highly. The guidance of determine this

sum minute, in the unit of SCS be very urgent because when the student present in the class that indeed must limited. Primary consideration for determine price of SCS for instance delivery subject system, fast learning and content of subject an mastery competence target. With using Mick Betts theory, this research will becoming reference for arrange conversion guidance SCS or design curriculum model SCS special for student gifted in madrasah.

Method of Study

This research is research and development with using ISO/IEC IR 19796-1: 2005 approach that link with development product on learning system, include in it ware learning guidance as well as guidance design curriculum model. The implementation of research conducted with follow of procedure that illustrated with steps following:



In this stage modeling process of conversion SCS that resulted by this research, according to Jon, M. Pawlowski

(2007:9) required presence need analysis there is need analysis SCS curriculum of Madrasah for gifted students. Need analysis conducted for purpose to avoid inappropriate between product and outcome expectation from madrasah (Kefalas, r. 2003: 63). With basic on the research outcome so in this stage of methodology only until the fourth stage there is resulting of product tangible conversion guidance SCS and guidance of designing curriculum SCS for gifted students madrasah.

Activities research in the third stage there is designing and build first design, researcher appropriate with this stage was conducting adaptation need for structuring need of curriculum SCS that will for designed for madrasah special for gifted students. Activities in this third stage is mapping conduct for search need or structuring curriculum of gifted to determine the student what they must take on learning 4 semester or take on learning six semesters and how many price per unit minute face to face in class. In this case, research was conducted in Madrasah of Pacet Mojokerto East java had choice price of conversion for proposing curriculum structuring SCS with four semesters through time duration per semester as long as four mounts. After this mapping stage continuous with designing supplement of the curriculum that conducted. Mapping of need as third stage was broad consequence increase conversion SCS model for structuring SCS curriculum for four semesters and six semesters that will established.

the fourth stage that constitute last stage from activities this research there is form of activity to product SCS conversation for madrasah curriculum for gifted student. Possibility curriculum structuring for gifted students can a format as structure of curriculum with 4 semesters by 4 months so them have

opportunity to mastery content all curriculum only 16 months.

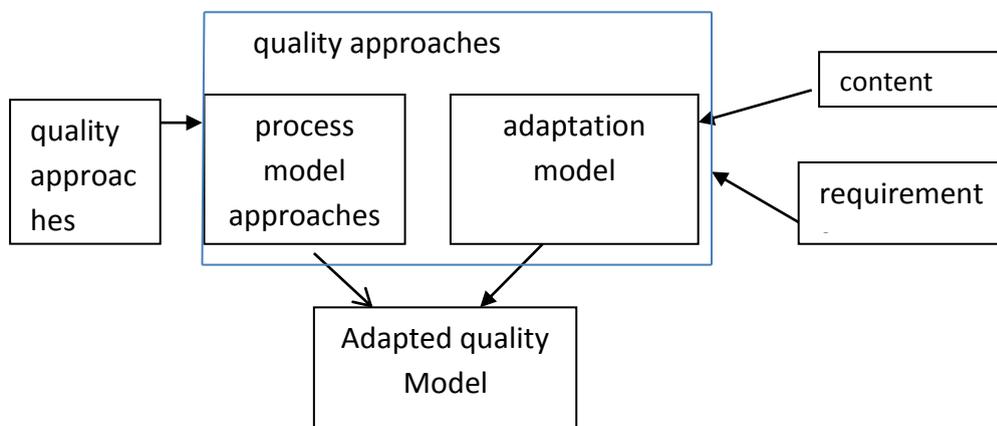
Location of the research on the madrasah aliyah Amanatul Ummah Pacet Mojokerto regency East Java during 4 months. The choice this location in the boarding school for conducting research because this boarding have dynamic and high innovation that needed for accommodation the students that identified as gifted students. Likewise because this boarding has autonomy to determine option how many years own gifted student to complete their study.

Procedure that development in this research method was used ISO model special for resulted product that controlled through quality mechanism so that the product secure it quality. Using on special model this ISO very important because quality has multi construct (Ehlers, U.D. 2005). There for using of standard ISO/IEC 19796-1 use as control of quality product procedure. Core goal use this standard is researcher want presenting

quality model adaptation (QMA) as instrument for discovery guidance SCS conversion that quality controlled. Where is analysis use with interactive analysis from Huberman (1992: 18) so that deficiency of data can fulfill because possible to take data conducting any time.

To fulfill quality of conversion guidance that resulted, application standard ISO/IEC 19796 consist three aspect there are a description for quality approach , a process model as reference classification and reference criteria for evaluation using. Three aspects sequentially will implemented in this research for resulting SCS guidance conversion that appropriate with need of madrasah (ISO/IEC. 2005). For developing guidance conversion of SCS to proposing SCS curriculum madrasah attain with the stages following:

Scheme 2: Path of control quality model



This research as the first research that prior not yet present because regulation that link with SCS curriculum not yet application and will applied 2015 specially SCS for Madrasah school. There for this research only begin with regulation from Minister Education about SCS as guidance. During indeed was increase the research

that has few link with SCS such as curriculum for gifted or developing courses for gifted student but that direct link with SCS until now not ready. So this research as fundamental research.

This study seek for two implementation complement tangible booth guidance of conversion and

guidance for proposing SCS curriculum in Madrasah school that as one of method from many methods that very needed for implementation SCS regulation that mandated.

For resulting SCS conversion model and proposing curriculum of SCS model for madrasah school so informant option that choice for population of school and religious office province east java. Need assessment conducted for to determine type of curriculum conversion that will be preparing both there are regular type and fast type.

First Study

Study first which was begun by researcher with previously with reading many books link with SCS or curriculum. In this study of literature was did by researcher, also researcher recently has been become as lecturing development curriculum subject and curriculum studies or curriculum researcher in post graduate at Universitas Muhammadiyah Surakarta. Researcher was more become expert to developing for curriculum and SCS. There are preface (first) studies through book among other:

1. Tim Kovacs. 2004. *Strength or Accuracy: Credit Assignment in Learning Classifier Systems*. London: Springer
2. Robyn R. Jackson. 2011. *How to Support Struggling Students*. Alexandria: ASCD.
3. Robyn R. Jackson. 2011. *How to Plan Rigorous Instruction*. Alexandria: ASCD
4. OECD. 2011. *Quality Time for Students Learning in and out School*. OECD Publishing
5. A. Wade Boykin. 2011. *Creating The Opportunity to Learn*. Alexandria: ASCD
6. Kementerian Pendidikan dan kebudayaan. 2013. *Permendikbud nomor 81 A / 2014 tentang pelaksanaan Kurikulum*. Jakarta.

7. Kementerian Pendidikan dan Kebudayaan. 2014. *Permendikbud nomor 158/2014 tentang Sistem Kredit Semester*. Jakarta

8. Kementerian Pendidikan dan Kebudayaan. 2014. *Permendikbud nomor 59/2014 Kurikulum SMA/Madrasah Aliyah*. Jakarta

9. Mick Betts and Robin Smith. 2008. *Developing the Credit based Modula Curriculum in Higher Education*. Philadelphia: Falmer Press

Result and Discussion

Base of article 12 Permendikbud 158/2014 for Madrasah aliyah that have character of many more subject in all curriculum compared with curriculum of regular school, then very possible accord modification so that gifted student go home not very early evening. There are two methods to conducting conversion that is through modification SCS price that it before during allocation face to face in class 135 minutes became only 90 minutes for every 1 SCS price. The second method that is special for madrasah that has boarding class, so instructional process conducted by two shifts that is regular teaching with curriculum regular by schedule regular period (morning - afternoon) and at night after night pray with special curriculum/enrichment curriculum. In the case of location research (madrasah) show that part of SCS curriculum that type of task structured conducting at night time until the regular teaching full conducting on afternoon time without use learning time excessively in the afternoon time.

Model of curriculum proposing based SCS start with calculate accumulation hours for all subjects from regular curriculum for curriculum 2006 nor for curriculum 2013 (option which choice), after sum all hours of subjects as so as implemented conversion price

package of subject's hour toward SCS. If price of package of subject's hour be aware, for example in madrasah curriculum was discovered 2 hours so as so as add hours every hours of subject during six semesters then divide two. For example for religious subject that amount of hours during six semesters is 12 hours, then it conversion is 6 hours, so on for all the subjects.

After be aware amount hours it conversion all subjects during time learning 3 years, so as so as adding hours every semester for 3 year time of learning. With aware sum of hours SCS every semester then determine how many day time learning of week, what time day is five days or six day time learning. With choice which option how many days that used time learning each week for example 6 days so sum SCS each semesters divide six days will discovered how many SCS load that must mastery for each days. For example if we want our student must solve 8 SCS so as so as look for what any subject that must to teach that day. 8 SCS can fill with for example 2 SCS subject of Bahasa Indonesia, 2 SCS for Mathematic or 2 for biology and 2 SCS for Moral of Pancasila subject. So on fill SCS for other day until complete 1 week.

Implementation SCS based curriculum for madrasah aliyah in east Java using package conversion toward SCS as many as 2 hours so package half price SCS. Because subject in madrasah school very more compared with subject's regular class so conducted modification time duration learning that before 45 minutes each face to face in class time become 35 minutes with aim so gifted students go home not until night.

For application SCS based curriculum in the madrasah aliyah at Pacet Mojokerto has identify still acceleration class then the class doesn't go through time of learning until 3 years but using time learning two

years. With this base package conversion toward SCS it duration changed more fast that is 10 minute more few from regular learning time.

In madrasah context that using SCS at Pacet Mojokerto, conducted conversion with adaptation and it time duration more fast both in the semesters nor in the learning time that must take. The argumentation that used for compress in duration learning time nor in the semesters that is Donald Bligh's theory. Donald Bligh assert that for gifted students outside Europe nor USA available opportunities for learning more fast because here has two cause that are supporting calories limited for promote learning for long time nor ability endurance for concentration. Defending for standard of concentration in the class during along 45 minute for students without supporting with high calorie very difficult while to fulfill standard of calorie amount 4000 calories very difficult by Madrasah students. On the basis of this standard then reduce time earning demand was conducted for Madrasah school from 45 minute during this become 25 minute very proper.

Using the SCS for curriculum 2013 (current curriculum Indonesia) for gifted students demand to fulfill two aspects that are demand to conduct design of time so with course package that it volume unchanged why the gifted student can mastery with fast time. At the other side that must be to think that is why to can fulfill need gifted students available mastery time learning more fast and can got essential courses without accord replication courses and repeating of courses that previously mastered before instruction. This is call prior knowledge. In this context, implementation SCS based curriculum that for gifted students that intended for gifted students that take on compacting learning. The Teacher should

be mastery of skill that link with curriculum compacting process. At the school that ever tried to conduct implementation SCS based curriculum found weak that is labeling SCS but in the curriculum still using package curriculum.

Conclusion

Proposing curriculum model for Madrasah aliyah conducted by converting package price toward SCS with conversion every 1 SCS as much as 2 hours. Meaning of SCS in the madrasah context that is gifted student can self for choice them learning load appropriate with their ability. For madrasah aliyah Pacet have a lot of subjects after conducted conversion of package into SCS then forwarded with time reduction toward SCS that before 135 minute for three activities component SCS compact into 25 minute so price of each 1 hour SCS have a lot 75 minute. This method very merit for avoid student go home more evening time.

Proposing SCS base curriculum model that applied in Madrasah that for intend for gifted students that have learning style accelerated so needed add again as activities courses compacting for found essential material. There for using proposing SCS based curriculum in gifted class here add demanding for curriculum compact. Model for SCS based curriculum through five stages there is calculate sum

of subject' hours all of subject as long as year during in Madrasah aliyah then divide two (value of conversion for package toward SCS). So continuous with the distribution result of conversion hours of SCS to entire semesters. After each the semester conducting totality it a lot SCS that will application from first semester until last semester. If was find, then sum a lot SCS every semester divide sum learning day every weeks (5 or 6 days per week). If was find so build schedule appropriate with price SCS demand that will set out for every subject.

With it discovered proposing curriculum model and SCS curriculum conversion then madrasah school institutionally can self of empowering especially for competent to giving services for gifted students that while not receive service equally. Madrasah school also competent for conducted innovation and aligning with demand of learning service that developed in the overseas and becoming madrasah ready to gives contribution for increase the creative and productive graduate because successful create for education that focus at developing intelligence of creative productive as currently developed by USA. Following example curriculum structure based SCS for gifted students madrasah

CURRICULUM STURCTURE OF MADRASAH ALIYAH IN 4 SEMESTERS AND MATHEMATIC INTEREST AND NATURAL SCIENCE FOR GIFTED STUDENT

NO	CODE	SUBJECT	SEMES TER			
			1	2	3	4
GROUP A (WAJIB)						
1	MWA01	Al Qur'an Hadits 1	2			
2	MWA02	Al Qur'an Hadits 2		1		
3	MWA03	Al Qur'an Hadits 3			1	

4	MWA04	Al Qur'an Hadits 4			2
1	MWA05	Akidah Akhlak 1	2		
2	MWA06	Akidah Akhlak 2		2	
3	MWA07	Akidah Akhlak 3		1	
4	MWA08	Akidah Akhlak 4			1
1	MWA09	Fikih 1	2		
2	MWA10	Fikih 2		2	
3	MWA11	Fikih 3		1	
4	MWA12	Fikih 4			1
1	MWA13	SKI 1	2		
2	MWA14	SKI 2		2	
3	MWA15	SKI 3		1	
4	MWA16	SKI 4			1
1	MWA17	Civic Education 1	2		
2	MWA18	Civic Education 2		1	
3	MWA19	Civic Education 3		1	
4	MWA20	Civic Education 4			2
1	MWA21	Indonesia Language 1	2		
2	MWA22	Indonesia Language 2		4	
3	MWA23	Indonesia Language 3		4	
4	MWA24	Indonesia Language 4			2
1	MWA25	Arab Language 1	2		
2	MWA26	Arab Language 2		2	
3	MWA27	Arab Language 3		2	
4	MWA28	Arab Language 4			2
1	MWA30	Mathematic 1	2		
2	MWA31	Mathematic 2		4	
3	MWA32	Mathematic 3		4	
4	MWA33	Mathematic 4			2
1	MWA34	Indonesia History 1	1		
2	MWA35	Indonesia history 2		1	
3	MWA36	Indonesia History 3		2	
4	MWA37	Indonesia History 4			2
1	MWA38	English Language 1	1		
2	MWA39	English Language 2		2	
3	MWA40	English Language 3		1	
4	MWA41	English Language 4			2

Group B (WAJIB)						
1	MWB01	Culture Art 1	1			
2	MWB02	Culture Art 2		2		
3	MWB03	Culture Art 3			1	
4	MWB04	Culture Art 4				2
1	MWB05	Sport and Health 1	3			
2	MWB06	Sport and Health 2		2		
3	MWB07	Sport and Health 3			2	
4	MWB08	Sport and Health 4				2
1	MWB09	Vocational and Entrepreneurship 1	1			
2	MWB10	Vocational and Entrepreneurship 2		2		
3	MWB11	Vocational and Entrepreneurship 3			1	
4	MWB12	Vocational and Entrepreneurship 4				2
1	MWB13	Local Language 1	1			
2	MWB14	Local Language 2		2		
3	MWB15	Local Language 3			2	
4	MWB16	Local Language 4				1
Concentration for Mathematic and Natural Science						
1	MPA01	Mathematic 1	3			
2	MPA02	Mathematic 2		2		
3	MPA03	Mathematic 3			3	
4	MPA04	Mathematic 4				3
1	MPA05	Biology 1	3			
2	MPA06	Biology 2		2		
3	MPA07	Biology 3			3	
4	MPA08	Biology 4				3
1	MPA09	Physic 1	3			
2	MPA10	Physic 2		2		
3	MPA11	Physic 3			3	
4	MPA12	Physic 4				3
1	MPA13	Chemistry 1	3			
2	MPA14	Chemistry 2		2		
3	MPA15	Chemistry 3			3	
4	MPA16	Chemistry 4				3
Cross Concentration and/or Concentration depth			4	3	4	3
Total SKS			40	40	40	39

Structure of curriculum in this description this is SCS based curriculum with range of learning period during 4 semesters that include sum 159 SCS as required in the madrasah regular curriculum. Modification was conducted for designing learning time become two years (four semesters with each semester six months) nor can applied for duration four semester with four months. Through this design Madrasah can gives service learning for gifted students because suit with characteristic gifted students. For complete establishing services for gifted student must completed with curriculum escalation and set of choice essential courses. Thus if three require fulfill that are structure modification curriculum, escalation and using essential courses so madrasah was accord empowering institutionally then eligible to service for student that categorized with gifted students as applied at Connecticut University of America.

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