

## Conference Paper

# The Factors That Influencing Curriculum Implementation in Sport Class of Public Senior High School I of Sewon, Bantul

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**Abstract**

Education is process that aims to produce competent graduates. A learning plan which is famous as curriculum is needed to produce competent graduates. Curriculum described as all materials and all experiences that provided to students during doing education process in school. The process to serve all the materials and also experiences to the students called curriculum implementation. The better quality of curriculum implementation, the better quality of school graduates. Therefore, the factors that influence curriculum implementation need to identified. For getting data about the factors that influence curriculum implementation, the author was conducted a qualitative study at sport class in The Public Senior High School I of Sewon, Bantul. This paper present the result of the study that the inhibiting factors of curriculum implementation include: the low of teacher commitment and the uniqueness of sport class student's characteristics. Meanwhile, the supporting factors of curriculum implementation includes: the teacher's competence, the teacher's commitment, the courage of sport class students, and the collaboration between teacher and students.

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## 1. Introduction

Every school in the world have a responsibility to produce the qualified graduates. This responsibility is not only directed to the students in particular, but also to the community in general. Producing qualified graduates also embodies the school contribution to the nation in doing development. The Public Senior High School I of Sewon, Bantul is the one of senior high school in The Special Region of Yogyakarta, Indonesia who wants to contribute to the nation through the sport class program.

The Sport Class is a special programs which held by The Public Senior High School I of Sewon, Bantul. The sport class aims to produce professional athletes with the excellent academic competencies that are reflected in knowledge, attitudes, and skills. Therefore, the students of the sport class program are given the set of experiences in the form of knowledges, attitudes, and skills that called curriculum. In other words, the

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student's curriculum is total experiences in school [1]; [2]. To achieve the goal, curriculum needs to be implemented.

The curriculum implementation should represent the interaction between teachers and students during doing the learning process. It will encourage the quality of learning. Furthermore, the interactive learning also indicates the student's openness. The student's openness may prevent misunderstanding, miscommunication, and misperception. As a result, student's openness enables the students to understand all difficult materials.

The curriculum implementation in sports class becomes interesting since the students required to become the professional athletes with achievement in local, national, and international level. In addition, the sport class students are required to have the excellent academic performance which can be proven through their knowledges, attitudes, and also skills. These requirements, the uniqueness of sport class student's characteristics, and also curriculum implementation may influence the learning quality. Moreover, it is very possible that there will be a gap between the intended and the implemented and attained curriculum [3]. As a conclusion, the factors that influence the curriculum implementation needs to be studied.

## 2. Material & Methodology

To identify all the factors (inhibiting and supporting) that influence the curriculum implementation in sport class, the authors was conducted qualitative research in Public Senior High School I of Sewon, Bantul. The data in this study were collected by doing observation and interview to the key informan who consisted of the teacher who teach in sport class and also the sport class students. Further, the data in this study were analyzed by using Miles & Huberman model which sequentially described as follows: data reduction, data display, and conclusion and verification [4].

## 3. Results and Discussion

The factors that influence the curriculum implementation in sport class of Public Senior High School I of Sewon can be divided into inhibiting factors and supporting factors. The inhibiting factor is the factor that prevents the curriculum implementation toward to the goal achievement as expected. Otherwise, supporting factor is something encourage that drive the curriculum implementation toward to the goal achievement

### 3.1. The inhibiting factors

#### 3.1.1. The lack of teacher commitment to the school vision

The teacher's commitment to the school vision is very important for the school. As a result, the teacher's commitment need to be raised and to be maintained. In this case, the school vision becomes the basis for the teacher in carrying out the activities or work. Guiding the activities, teacher may not carry out the work regardless of the school's vision. The better commitment of sport class teacher, the faster organizational spirit taking the school toward to the it goals. Therefore, all obstacles that arise will not be something meaningful which can affect teacher performance. Based on the results of the study, information was obtained that a small proportion of teachers showed less commitment. This was marked by the teacher's spontaneous reaction when the sport class students expressed their uniqueness. There are even teachers who label KKO students with naughty and unruly students. The teacher's response in dealing with the behavior of students in the class certainly contradicts the principles of education that prohibit teachers from labeling students. Besides this can hurt students' self-esteem, whether they realize it or not, labeling also indirectly shapes student identity. Therefore, labeling should not be done by the teacher. Besides that, labeling can also lead to the emergence of negative stigma towards students with special sports classes in which the stigma can affect the student's mental damage. Unfortunately, the lack of commitment does not only stop labeling, where teachers who like to labeling often complain when teaching students in special sports classes. This complaint seems to be expressed through the attitude of the teacher who seems half-hearted when teaching.

#### 3.1.2. The sport class student's unique characteristics

The sport class students have the unique characteristics that is more active and expressive compared to regular class students. For some teachers, this characteristic considered as a weakness, but for others this characteristic is a strength. As weakness, the uniqueness of sport class student's characteristic requires different treatment from the teacher. For some teachers, it is quite troublesome, spends a lot of energy and demand teachers to play higher art teaching. It is also not easy, especially if the teacher lacks a commitment in carrying out his duties.

The different character which followed by teacher's behaviors are not to be compared with students in regular class. But, the right treatment is the right of every student, who rights on the treatment accordance with the student's character or needs. Each teacher

should realize that each student carries their own characteristics. Each teacher must also be aware that the background of each student is different one each other. As a result, the student's characteristics are different one each other.

The different character should be embedded in the mind of every teacher as a potency that can be developed. After observing some sport classes for several times, the author find that the sport class student's characteristics are very prominent, which can be seen from the student's activeness, student's courage. Moreover, they sometimes seem so dynamic, move from one place to another during the learning process. Even, some of them seem enjoying of bullying friends.

## **3.2. The supporting factors**

### **3.2.1. The teacher's competence**

The Teacher's competence is the teacher's ability in the form of knowledges, skills, and also attitudes which is transferred by the teacher during implementing the curriculum so that the objectives of the curriculum implementation can be achieved. As mentioned before, the aim of curriculum implementation in sport class is to produce the professional athletes who have excellent academic achievement that are manifested in knowledge, attitudes, and skills.

Teacher's competence plays a very important role in the implementation of the curriculum in sport class. Teachers regarded as the competent professionals as long they mastering their disciplines, their pedagogical science, and involve creativity, innovation, and technology in learning so the learning process will be something fun for the students.

To ensure the continuity of the use of technology in learning, the principal needs to appointed a technology coordinator, who acts as a curriculum manager, guide the process of school technology implementation, and support the school team in the concrete realization of technology integration. They can advance curricular and professional development activities, as well as they are scaffold teacher learning and implementation [5]. In addition, to advance the use of technology in learning activities, one of them can be done through shared vision and technology integration plans [6]. In other words, the existence of a technology coordinator will help teachers improve their competencies. Teacher's competent will push the creation of a conducive atmosphere that can encourage the achievement of the objectives of the curriculum.

Teacher's competent can be seen through conducive learning activities, where sport class students undergo learning activities with pleasure and enthusiasm. For instance, the learning atmosphere in sports classes are very interactive where communication between teachers and students running very well interwoven, so the students never feel reluctant when they need to ask and give the answer to the teacher's questions. Further, the conducive atmosphere can be seen from several variation teaching styles such as; brain storming, games, quiz, telling inspirational stories, playing the video/movies, even sometimes teachers starting jokes so that the classroom atmosphere becomes more alive.

Teacher's competence does not exist without doing any efforts. However, the teacher seen as competent professionals if the teacher felt responsible for it [7]. The teacher stated that all sport class teachers have the qualification according to the standards. In fact, some of them already have their master degrees, and one teacher still fight to complete his master studies. Besides continuing the studies, also stated that the self-development system at Public Senior High School I of Sewon, Bantul had been running systemically, where the principal as the school leader opened opportunities to every teacher for taking the development program. Therefore, the self-development is not always done because of the principal's orders, but also can be done because of the teacher's initiative. Teacher development should be enforced by professional standards [8].

### **3.2.2. The teacher's commitment**

Teacher's commitment has an important role in achieving school vision. Teachers who maintain commitment will think that the curriculum implementation is not just fulfilling the task as a teacher, but rather achieving the vision of the school. Although previously stated that there were a small number of teachers in the sports class that had not shown commitment so that this became a limiting factor, most of sport class teachers had tried to realize commitment as teachers who were assigned to teach in sports class. The effort to maintain this commitment is a supporting factor that also influences the implementation of the curriculum.

Stated by several teachers, teaching in sports class is a challenge. Therefore, commitment considered as the one of the strengths to undergo the challenge. Teacher's commitment in the sports class in general described as a responsibility that is demonstrated through discipline, patience, tenacity, sincerity, motivation, and concern for sport class students, both within and beyond the learning activities. In learning activities, the

teacher's commitment may build teacher's confidence, especially for facing sport class students whose characteristics are different compared to regular class students. By this confidence, the teacher may overcome "uncomfortable" feelings such as emotions, anger, or depression that may arise due to the unique characteristics of the sport class students.

For instance, teacher's commitment may help overcoming the problems that may arise during learning activities. By this commitment, the teacher realizes that every problem caused by sport class students is the part of risk that might arise in the learning process. In this case, the teacher should become solutive to overcome every problem, becomes participative to involve the students in the problem solving process, and becomes professional in every problem solving process.

Beyond the learning activities, the teacher's commitment demonstrated by instilling the values, becomes responsive, and having the willingness to work together with sport class students and introduce them to the success culture.

### **3.2.3. The courage of sport class student**

It is undeniable that sport class students are considered having unique characteristics as illustrated in inhibiting factors. Moreover, it is also recognized by some sport class teachers. However, these views triggered the emergence of negative stigma in schools which considered that the majority of sport class students are very irregular.

This negative stigma was apparently unable to relieve the sport class student's mentally. In various schools, some students become inferior when they are labeled with negative stigma. Even, many of them require the psychologists for solving their mental problem. It indicates that the sport class students have the courage and the good mentality in doing the learning process. Recognized by sport class students that they are slightly more active compared to regular class students. Their activeness is often expressed through shouting, speaking louder, even bullying friends. For sport class students, what they have done is reasonable because they used to undergo training activities in open fields. And uniquely, they never bully their friends seriously. Furthermore, sport class students acknowledged that the expressions they used to show in class did not affect their concentration and focus on learning activities. They also added, that they gained their courage from their sport teacher who taught them about the courage and the sportivity.

### 3.2.4. The collaboration between teacher and students

The collaboration between teachers and students may support the curriculum implementation in sport class. This strong collaboration indicated by tolerance, mutual understanding and respect, and good communication between teachers and students. The collaboration between teachers and students also demonstrated through interactive learning where students in learning activities are not only passive objects, but actively involved in reviving the learning atmosphere. This conditions make it possible: explicitly involve the questions and concerns of the people who actually carry out the unit, and the broader concerns that are clear and compelling, engage in a wide range of knowledge, skills, and resources, pose opportunities for in -dept and extended work, present possibilities for wide, present possibilities for personal and social action, both in school and outside school [9].

In addition, this good collaboration was also caused by the commitment of sport class students to the agreements made by students and teachers, especially the agreement on learning contracts. Stated by sport class students, the student's commitment had been built because of the teacher who always considers and respects to the sport class students. The students realized that the goodness should be responded by showing good attitude, that can be done by showing the commitment.

## 4. Conclusion

Research on the factors that influence the implementation of the curriculum in the sport class of Public Senior High School I of Sewon, Bantul includes inhibiting factors and supporting factors. The inhibiting factor is a confounding factor that hinders the implementation of the curriculum. The inhibiting factors for implementing the curriculum at the sport class of Public senior high school I of Sewon Bantul include: the unique character of KKO students and the lack of commitment of the teacher. Meanwhile, supporting factors are things that encourage the implementation of the curriculum. The supporting factors consist of: the teacher competence, the teacher commitment, the courage of sport class students, and the good collaboration between the teachers and the students. The results of this study are contextual so that they cannot be applied in every school except schools that have the same characteristics as the school in this study. The supporting factors and inhibiting factors that had found in this research can be used as the consideration for the school to make these supporting factors as reinforcement so that the supporting factors need to be encouraged to appear.

Conversely, the inhibiting factors can be used as a reminder for schools to always avoid and inhibit the emergence of these factors.

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