

Basic Framework and Curriculum Structure in Senior High School Sport Talent

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Abstract

The purpose of this study were (1) to find out the truth about the basic framework curriculum giftedness High School Sports (2) To find out the truth about the High School curriculum structure of giftedness Sports. Location of research in Senior High School Muhammadiyah 1 Klaten, Senior High School 1 Wonogiri, Senior High School 1 Slogohimo. The type of research used is qualitative research. Data collection techniques using data collection techniques are conducted in triangulation, data analysis is inductive, and qualitative research results emphasize the meaning of general.

The results of the study are (1) the basic framework of the Sporting High School curriculum, referring to the Curriculum 2013 both philosophically and theoretically. (2) the structure of gifted school curriculum consists of core competencies, Subjects, Learning Expenses and Evaluation of Learning.

The conclusion that High school Sport talent is one of alternative medium education channel that is expected to provide opportunities and opportunities for learners to develop their academic potential and sports talent maximally. Sports High School as one of the efforts undertaken by the Government with the support of Local Government, as well as academics and practitioners will be successful, if all circles can work together positively support the policy and implementation of the High School Curriculum of Sport.

Keywords : Framework for the Curriculum, Curriculum Structure, School of giftedness

I. INTRODUCTION

The presence of the School of Giftedness, is a very important momentum for the development of education in Indonesia. This type of school is expected to accommodate children with special talents, especially sports, so that the prominent talent can be developed optimally which in turn can benefit the lives of the child in question.

Special education for children with special talents is basically a mandate of Law no. 20 year 2003 article 32 verse 1 which mentions special education is education for learners who have the potential of intelligence and special talent.

In more detail, in accordance with PP. 17 of 2010 as amended in Government Regulation no. 66

Year 2010 article 135, it is mentioned that special education for students who have the potential of intelligence and / or special talents can be held in the formal education unit Kindergarten, Primary School, Junior High School, Senior High School, Vocational High School, or form Others who are equal. So it is very possible to build high school for those who have special talents. In this case, High school giftedness, more likely to form a high school plus, a high school Sports Gift or High School Arts Arts.

Given the year 2013 which coincides with the implementation of Curriculum 2013, then the curriculum applied in High School Giftedness refers to the Curriculum 2013.

The Legal Basis of the Basic Framework and Structure of the Senior High School Curriculum is as follows:

1. 1945 Constitution of the State of the Republic of Indonesia;
2. Law Number 20 Year 2003 regarding National Education System;
3. Law Number 17 Year 2005 on the National Long Term Development Plan, together with all the provisions set forth in the National Medium Term Development Plan;
4. Government Regulation Number 19 Year 2005 regarding National Education Standards as amended by Government Regulation Number 32 Year 2013 on Amendment to Government Regulation Number 19 Year 2005 regarding National Education Standards.
5. Government Regulation Number 66 of 2010 concerning Amendment to PP. 17 Year 2010 on the Management and Implementation of Education;
6. Regulation of the Minister of Education and Culture No. 1 of 2012 on the Organization and Working Procedures of the Ministry of National Education;
7. Regulation of the Minister of Education and Culture No. 54 of 2013 on Graduate Competency Standards;
8. Regulation of the Minister of Education and Culture No. 65 of 2013 on Process;
9. Regulation of the Minister of Education and Culture No. 69 of 2013 on Basic Competency and Structure of Curriculum Senior High School;
Supplement: 3. Act No. 3 of 2005 on National Sport System

II. METHOD

The type of research used in this study is descriptive qualitative. Qualitative method is a research procedure that produces descriptive data in the form of words written or spoken from the people and observed behavior. The research method that will be used is qualitative research method. Qualitative research method is a research method based on postpositivism philosophy, used to examine the condition of natural objects, (as opposed to experiments) where researchers are as a key instrument, data collection techniques are done in triangulation, data analysis is inductive, and The results of qualitative research more emphasize the meaning of the general (Sugiyono, 2010)

The location of the research was in 3 high school Special Classes of Special Talent of Sport in Surakarta year 2016/2017 in Senior High School 1 Wonogiri, Senior High School 1 Slogohimo and Senior High School Muhammadiyah 1 Klaten. The study was conducted for five months, from permission to reporting, beginning in November 2016 to April 2017. Data collection techniques through observation, interviews, documentation, questionnaires and triangulation (combined).

Data analysis technique is done by data obtained from the research is analyzed by reducing data that only presents the important findings, then arranging the data presentation in the form of a logical systematic story. By the time the data collection was over, the researcher began to make an effort to draw conclusions and verification based on all the things contained in the reduction and the presentation of the data.

III. RESULTS AND DISCUSSION

A. Basic Framework

The Basic Framework of High School Curriculum of Sports Gifts, referring to the Curriculum of 2013 both philosophically and theoretically. In more detail the basic framework of the Sports High School Curriculum is as follows:

1) *Philosophical Ground*

The philosophical foundation in curriculum development determines the quality of learners that the curriculum will achieve, the source and content of the curriculum, the learning process, the learner's position, the assessment of learning outcomes, the learner's relationships with the community and the surrounding natural environment.

The 2013 curriculum is developed with a philosophical foundation that provides the basis for the development of all potential learners into qualified Indonesian human beings listed in national education objectives.

There is basically no educational philosophy that can be used specifically for the development of a

curriculum that can produce qualified human beings. Based on that, the Curriculum 2013 (High School of Sports Delight) was developed using the following philosophy:

1. Education is rooted in the nation's culture to build the life of today's nation and the future. This view makes the Curriculum 2013 (High School On Giftedness Sport) dikembang right by the diverse culture of Indonesia, is directed to wake mem contemporary life, and to build a foundation for a better life of the nation in the future. Prepare learners for the future life has always been a concern (nation and State) curriculum; it implies that the education curriculum is designed to prepare the lives of the nation's youth. Thus, the task of preparing the nation's youth becomes the main task of a curriculum. To prepare for the wildlife to the present and future learners, curriculum 2013 (Secondary Schools On Giftedness Sport) build its bang right learning experience that provides an opportunity for learners to master the competencies necessary for life in the present and the future, and at the same time continue to develop their skills se like the heir to the culture of the nation and the people who care about the problems of society and the nation present time.
2. Learners are the nation's creative cultural heritage. According to this philosophical view, the achievement of the nation in various areas of life in the past is something that should be contained in the contents of the curriculum for students to learn. The process of education is a process that allows learners to develop their potentials into rational thinking and academic excellence by giving meaning to what is seen, heard, read, learned from cultural heritage based on the meanings determined by its cultural lens and according to the level of maturity Psychological and physical maturity of learners. In addition to developing rational and bright thinking skills in academics, the 2013 Curriculum (High School Sport Talent) positions the cultural excellence to be studied to create pride, application and manifestation in private life, in social interactions in the surrounding community, and in today's nation life.
3. Education is aimed at developing intellectual intelligence and academic excellence, through disciplinary education. This philosophy determines that the content of the curriculum is the discipline and learning is learning disciplines (*essentialism*). This philosophy requires that the curriculum has the same subject name as the discipline name, always aiming to develop intellectual ability and academic brilliance.
4. Education is also intended to develop the potential of non-academic learners, through training

education that is patterned and programmed to produce achievements according to the talents of the learners. This philosophy dictates that the content of the curriculum is a series of training program activities. This philosophy requires the curriculum to have a training program according to the talent that leads to the achievement of achievement.

5. Education to build the life of the present and the future better than the past with different intellectual abilities, communication skills, social attitudes, awareness, and participate in community life and build a better nation (*experimentalism and social reconstructivism*). With this philosophy, the 2013 curriculum (High School of Sports Delight) aims to develop the potential of learners into the ability to think reflectively for the solving of social problems in society, and to build a better democratic society.

Thus, the 2013 Curriculum (Sports High School of Sport) uses the above-mentioned philosophy of developing the lives of individual learners in the religious, art, creativity, communicating, values and dimensions of intelligence that correspond to a learner and the community, nation and mankind.

2) *Theoretical Basis*

Curriculum 2013 (High School Sports giftedness) developed the theory of "education based on the standard" (standard-based education), and the theory of competency-based curricula (competency-based curriculum).

Education by standards establishes national standards as a minimum quality of citizens broken down into standard contents, process standards, graduate competency standards, educator standards and education personnel, equipment and infrastructure standards, management standards, financing standards and education assessment standards.

Competency-based curriculum is designed to provide the widest learning experience for learners in the ability to be attitude, knowledgeable, skillful, and actionable.

Curriculum 2013 (High School Sports giftedness) adheres to: (1) learning the teachers (taught curriculum) in the form of a process developed in the form of learning activities in schools, classrooms, and communities; and (2) direct learning experience of learners (learned-curriculum) in accordance with the background, characteristics, and the ability of early learners. Individual direct learning experience of learners to be a learning outcome for him, while the learning outcome of all learners to be the result of the curriculum.

B. *Curriculum Structure*

With the enactment of Curriculum 2013, the Curriculum Structure of School of Giftedness can adopt High School Curriculum Structure in accordance with Regulation of education minister. 69 Year 2013 or Curriculum Structure of Vocational High School in accordance with Regulation of education minister 70 of 2013 with some adjustments according to the uniqueness and special services for gifted children in sports. Ideally, the Musical School Curriculum Structure consists of core competencies, subjects, and learning expenses. The details are as follows:

1) *Core Competencies*

The core competencies are designed based on the competency stages of learners' talents. Through core competencies, it is expected that vertical integration of various competencies in learners can be implemented in everyday life.

The core competency formula uses the following notation:

1. Core Competence - 1 (KI-1) for the core competencies of spiritual attitudes;
2. Core Competence - 2 (KI-2) for the core competencies of social attitudes;
3. Core Competence - 3 (KI-3) for core knowledge competencies; and
4. Core Competence - 4 (KI-4) for core competence skills.

As a comparison material, the following Description of Core Competence for level of High School of Giftedness, can be seen in the following table.

Table 1: Core Competencies of High Schools of Giftedness

CLASS X	CLASS XI	CLASS XII
1. To live and practice the religious teachings that he embraces	1. Living and practicing the religious teachings that he embraces	1. Living and practicing the religious teachings that he embraces
2. Living and practicing honest, disciplined, responsible, caring (polite, cooperative, tolerant, peaceful) behavior, courteous, responsive and proactive and showing attitude as part of the solution to problems in interacting effectively with the social and natural	2. Living and practicing honest, disciplined, responsible, caring (polite, cooperative, tolerant, peaceful) behavior, courteous, responsive and proactive and showing attitude as part of the solution to problems in interacting effectively with the social and natural environment And in placing	2. Living and practicing honest, disciplined, responsible, caring (polite, cooperative, tolerant, peaceful) behavior, courteous, responsive and proactive and showing attitude as part of the solution to problems in interacting effectively with the social and natural

environment And in placing ourselves as a reflection of the nation in the association of the world.	ourselves as a reflection of the nation in the association of the world	environment And in placing ourselves as a reflection of the nation in the association of the world
3. Understand, apply, and analyze factual, conceptual, procedural knowledge based on his curiosity about science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization on the causes of phenomena and events, in the field of his talents –To solve the problem	3.Understand, apply, and analyze factual, conceptual, procedural, and metacognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization on the causes of phenomena and events, in Field according to his talent To solve the problem.	3. Understand, apply, analyze and evaluate factual, conceptual, procedural, and metacognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization on the causes of phenomena and events, , In the appropriate field of his talent to solve the problem.
4. Processing, reasoning and serving, in the realm of concrete and abstract realm, related to the development of the self-study in the school independently and able to develop achievements according to his talents	4.Processing, reasoning and serving, in the realm of concrete and abstract realm, related to the development of the learning in the school independently acting effectively and creatively and able to develop achievements according to his talent	4. Cultivate, reason, present, and create in the realm of concrete and abstract realms, related to the development of the self-study in the school independently, and act effectively and creatively and able to develop achievements according to his talents

2) Structure of Curriculum and Subjects

The Concept of School Guidance Curriculum Structure refers to the concept of equal load between High School / Madrasah Aliyah and Vocational High School / Madrasah Aliyah Kejuruan. School Curriculum Structure giftedness, consisting of group **Compulsory lesson and lesson options**.

The curriculum structure of the School of Giftedness like other secondary education is organized into three groups namely Basic Basis of Giftedness (C1), Basic of Gifted Specificity Program (C2), and Achievement Package (C3). In detail can be seen in Table 2:

Table 2: School Lessons of Giftedness

SUBJECTS		TIME ALLOCATION PER WEEK		
		X	XI	XII
Group A (Required)				
1	Religion and manner education	3	3	3
2	Pancasila and civic education	2	2	2
3	Indonesian	4	4	4
4	Mathematics	4	4	4
5	Indonesian History	2	2	2
6	English	2	2	2
Group B (Required)				
1	Art and culture	2	2	2
2	Sports physical Education and health	3	3	3
3	Entrepreneurship	2	2	2
Number of Group A and B Clock Hours per week		24	24	24
Group C (Option)				
C1	Basic Field of giftedness	6	4	-
C2	Basic Specialization Program of Giftedness	10	8	6
C3	Achievement Package	8	14	18
Total Hours Of Lessons Should Be Chosed Week		48	48	48

Choice lessons have distinctive characteristics that give a feature to the educational unit function, in which there is a choice according to the interests of learners. This structure applies the principle that learners are subjects in learning who have the right to choose Subjects according to their interests.

Currency School Curriculum is designed with the view that School of Giftedness is basically secondary education, the dissection from high school and vocational school only on accommodation is based on the special talents of learners. Therefore, the common structure of School of Giftedness is similar to the general structure of Senior High School / Vocational High School, ie there are three groups Subjects: Groups A, B, and C.

Group A and C lessons are groups of subjects whose substance is developed by the center. Group B course is a group of subjects whose substance is developed by the center and can be supplemented with local content developed by the local government.

a) Mandatory Subject Group

The Mandatory Study Group is a part of general education that is education for all citizens aimed at providing knowledge of the nation, the attitude of the nation, and the essential ability to develop the personal lives of learners, society and nation.

The composition of the compulsory mathematics groups in the High School curriculum is Study group A and B as in Table 2.

Detailed descriptions of the Compulsory Subject are as follows:

- a. One hour of face-to-face lessons 45 minutes per week and mapel with 2 lesson hours / week time allocation means having a face-to-face learning load of 2 X 45 minutes per week; Study that has a learning time of 3 lesson hours / week means having a face-to-face learning burden of 3 X 45 minutes per week; etc
- b. Educational units can add hours of lessons per week than those specified in the above structure
- c. Extra-curricular activities consist of Scouts (compulsory), UKS, PMR, and others according to the needs of learners in each unit.
- d. The amount of time allocated for each class is the minimum amount that can be added according to the needs of the learners.

b) Group of Gifted Matter

The gifted learning group is organized in accordance with the high school curriculum for compulsory subjects A and B and groups of gifted subjects. This difference is related to the naming of schools of high schools of giftedness (Sports) that is equal to Senior High School. For that we need a legal umbrella in the form of a separate Regulation of national education minister.

c) Choice of Gifted Groups

The subjects of gifted groups developed at the High School of Giftedness, determined by considering Talent Development determined by the Director General of Secondary Education Ministry of Education and Culture.

The selection of sports gifted learners is made through the process of giftedness assessment by experts and or considering the special achievements it has shown. Specialized talent development groups are grouped into three groups.

- A. Basic Subject Group of Gifted Area (C1);
- B. Basic Subject Group of Specialization Programs of Gifted (C2);
- C. Subject Group Achievement Package (C3).

The lessons and the KDs in the C2 and C3 groups are determined by the Directorate General of Secondary Education of the Ministry of Education and Culture to adapt the developed Talent.

Mathematics lessons, is a sport activity with 50 theory composition and 50% practice.

d) Extracurricular (Self-Development)

Extracurricular activities refer to the Extracurricular Program Guidelines developed in schools, outside the extracurricular giftedness (Scouts, KIR, PASKIBRA, UKS, PMR, etc.). Must be followed by learners maximum 1 activity

3) Burden Study

The learning load is the whole activity that the learner should follow in one week, one semester, and one year of learning.

1. The burden of learning in the School of Giftedness is expressed in hours of study per week.
 - A. The one-week study load Class X is 48 hours of learning.
 - B. The one-week study load of Class XI and XII is 48 learning hours.The duration of each learning hour is 45 minutes.
2. Study load in Class X, XI, and XII in a semester of at least 18 weeks and at most 20 weeks.
3. Loads of study in class XII in odd semester for at least 18 weeks and at most 20 weeks.
4. The study load in class XII in the even semester is at least 14 weeks and at most 16 weeks.
5. Loads of study in one lesson year of at least 36 weeks and at most 40 weeks.

Each educational unit may add hours of study per week based on consideration of learners' learning needs and / or other academic, social, cultural, and other important needs.

4) Evaluation of Learning

Assessment of learning outcomes by educational units carried out to assess the achievement of competence of learners in compulsory subjects and options. The assessment includes the following activities:

1. Holding a school exam, and the National Examination determine graduation Participants Educate from exam schools and National Exam in accordance with POS.
2. Conducting School Exams Sport and Sports Exercise National Exam Sports Gift (including Theory and Practice Parent Sport).

C. Conclude

High School Giftedness Sports is one of the alternative medium education path that is expected to provide opportunities and opportunities for learners to develop the potential of academic and sports talent maximally. Sports High School as one of the efforts undertaken by the Government with the support of Local Government, as well as academics and practitioners will be successful, if all circles can work together positively support the policy and implementation of the High School Curriculum of Sport. To realize the implementation of high school curriculum Giftedness Sports, it is necessary follow-up as follows:

1. Arrange draft Design Permendikbud about Impelementation Giftedness high school curriculum Sports and The guidelines will Used for support implementation Curriculum Giftedness Sports.

2. Formulating General Guidelines School Gifts Sports as reference Operational for Senior High School giftedness Sports
3. Arrange Competence Basic for field eye lesson Sports are becoming selection corresponding talent. Competence Basic thisIs derivative from Core Competencies that have been Poured in Structure Curriculum
4. Arrange Syllabus and teaching materials field eye lesson Sports are becoming selection corresponding talent.
5. Do coordination technical with Directorate of Primary Education in pattern Recruitment Participants learners,
6. Do synchronization and coordination with Directorate General of Higher Education and, Ministry feast. KONI, etc.

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