The Implementation of Divergent Teaching Style in 2013 Curriculum Context (An Action Research in Sport Education Class in Cimahi High School 4)

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Abstract. This research aims to evaluate the process of Sport and Health Education teaching and mainly to develop creative thinking through divergent teaching style. This research used action research method and conducted in 2 cycles and 4 actions. The phase of this research covers: planning, implementing, observation, and reflection. The data is collected through observation, interview, evaluation sheets, field record, and observer record. The data analysis technique used is mean value. The recapitulation of the improvement of study result that has successfully achieved generally cover: in cognitive aspect (regarding creative thinking in responding or answering) the mean score in the first cycle is 78, and in second cycle is 82. In psychomotor aspect (regarding variation of movement), the mean score in the first cycle is 73 and in the second cycle is 82.

1. Introduction

In 2013, Government has modified the implementation of education through the completion of 2006 Curriculum (school-based curriculum) to be 2013 Curriculum. To achieve the dynamic education goal, in accordance with philosophical view and changes happened in the society, the completion of curriculum periodically is a must [1].

The expected graduate profile in 2013 Curriculum, based on the education level, has been formulated in the Kompetensi Inti (KI) that has to be achieved in all lessons. KI is an ability level that has to be acquire by students in every level and in every lessons [2].

In order to acquire those competence, the approach of teaching that is emphasized to be implemented in 2013 Curriculum in every lesson is the scientific approach [3]. Scientific approach is an approach of learning that used a scientific method to build a scientific knowledge. Scientific approach aims to lead the students to reveal the facts and the values by themselves and to develop the creativity in thinking.

From the other source, regarding to this, Muska Moston has stated that the defining characteristic of the divergent discovery style is to discover divergent (multiple) responses to a single question/situation within a specific cognitive operation [4]. The role of the learner is to discover multiple designs/solutions/responses to a specific question. It means that the main characteristic of the divergent
discovery is to find out the different (multiple) respond for one question/situation, in a specific cognitive operation. The role of student is to reveal various design/solution/response from one stimulus. Therefore, the divergent teaching style is one of teaching style that centered to the students [5].

Based on the result of the early three times observation of Sport Education class in Cimahi High School 4, it is found that the researcher discover some problems including learning document and learning implementation. Regarding to document, teachers did not have any curriculum, semester program, or annual program [6]. During the implementation, although the lesson plan has been structurally written by scientific approach, the implementation of teaching is not scientific but technical approach so that the students are not creative in learning.

Creative thinking is very important to the students. With creative thinking, students are able to create something new to cope with their problems. Creative thinking can be developed through open skill learning activity like basketball games, volleyball games, or football games. Creative thinking is necessary to develop in all subjects including sport subject, inherently or coherently [7].

Inherently, creative thinking can be developed based on the space and effort concept. In sport skill for instance, about space concept in basketball learning, all students will throw the ball to the hoop and it enables student to take different position and distance. With position changing, it enable students to think creatively. In effort concept for instance, when the students pass the ball to their teammate, the movement in each passing is different. When the distance of teammates is far, the effort to take must be greater. And every time the students passing, the way of passing is different [8].

Coherently, creative thinking can be developed by teacher intervention. Teacher intervention can be done through the implementation of teaching style, approach, or methods of learning that enable student to think creatively. One of the proper method to develop students’ creative thinking is by divergent teaching style [9]. Therefore, the researcher is keen to learn and research regarding the implementation of divergent teaching style in 2013 curriculum context by open game learning activity. The aim of this research it to evaluate the learning process of Sport Education subject especially to solve the problem regarding students’ creative thinking [10].

2. Methods
The method used in this research is classroom action research. According to Hendrieana, et all, (2014, p. 31) classroom action research is a kind of a reflective research by doing particular action so it can evaluate/improve the learning practice in the class more professionally.

2.1. Subject
The subject of this research is students of class XI from science and math class in Cimahi High School 4 that included 36 students, it consisted of 15 male and 24 female students.

2.2. Procedures
The procedures of this research are:

2.2.1 The initial observation. The activity conducted in the initial observation is to observe the learning process and analyze the problems that related to the research focus. The problems observed includes: document (syllabus) that included semester program, annual program, and sport subject’s lesson plan, the learning activity conducted by teacher that included teaching style/method used by the teacher, school environment, students’ responses towards school activity, infrastructure that included basketball, football, volleyball, net, hockey stick, bet, etc. (complete).

The data that related to the research focus was recorded in the field record and arranged to the lesson plan. The result of the observation that includes problems identified was further arranged to be the guidance of evaluation planning of learning in the next phase. In this research, one of the planning made by the researcher is basketball lesson plan. In accordance with the scope of the problem, this lesson plan is oriented to the implementation of divergent teaching style.
2.2.2 Planning. In planning every actions and cycles, the steps of learning implementation were made. The researcher in the phase were keen to observe basketball activity which included:

Creating the lesson plan layout of basketball activity with divergent teaching style. In creating lesson plan, the researcher should learn some points as follows:

The Ministry of Education Law No.69 2013 related to 2013 curriculum,
Learning syllabus in the school,
Kompetensi Inti and Kompetensi Dasar,
Discussing the lesson plan with the supervisor,
Creating a cooperation and agreement with observer. Regarding this, researcher worked with Luhur Dewantoro, S.Pd who acted as an observer who is also a teacher of sport subject in the school. Researcher gave some assignments that related to the implementation of divergent teaching style to the observer that included:

Reading material related to the nature divergent teaching style,
Reading material related to the nature of creative thinking,
Discussion task of implementation of divergent teaching style,
Discussion task of the relations of creative thinking and divergent teaching style,
Recording activity that happened when the learning process,
Preparing the tools and equipment’s that will be used in learning process,
Acting and observing.

In implementation and observation phase, the researcher and observer conducted basketball by implementing divergent teaching style that has been written in lesson plan.

Researcher recorded problems arise during the implementation in the field record (attached)
Observer, in this research, is a sport subject teacher in the school. Observer was in charge to observe the learning process, record the research activity, and fulfill the observation sheet.

2.2.3 Reflection. Reflection is the phase that conducted after implementation phase. In this phase, the researcher reviewed, observe, and evaluate the results of the responses from the action that has been recorded in the field record. The reflection phase is the important part in classroom action research. Reflection emphasized is the evaluation of the research as the teacher that cover the change as a result of the action. The process of reflection was also consulted with the supervisor. If the result of reflection has showed the expected result, including the relevance of the aim of the research, it can be concluded that this classroom action research is adequate.

2.3. Types and Instrument to Collect the Data
Types of data collected in this research included both qualitative and quantitative as follows. Qualitative data consists of Lesson plan, Field record, Observer record, and Documentation. Quantitative data consists of Students observation and evaluation sheets.

2.4. Data Analysis Technique
The data analysis is inductive based on the facts found in the field and then constructed to be the theory. The data used is participative observation, deep interview, and documentation to have similar data simultaneously.

3. Result and Discussion
The recapitulation of development of students’ creative thinking skills that has been achieved from the implementation of divergent teaching style can be seen as follows: from affective aspect, the mean score from the first treatment is 76, second treatment is 84, and third treatment is 83, and fourth treatment is 95; from the cognitive aspect, the mean score from the first treatment is 75, second treatment is 81, third treatment is 77, and fourth treatment is 87; from psychomotor aspect, the mean score from the first treatment is 66, second treatment is 79, third treatment is 79 and fourth treatment is 86. To make it clear, below is the chart reflecting the affective, cognitive, and psychomotor aspect from the first until fourth treatment (See Fig. 1).

At every treatment and cycle, researcher always gave students the stimulus so that they provide various responses. This is in accordance with Gestalt theory that one stimulus may cause various responses (Nasution, 1982, p. 49). Through divergent teaching style, it is expected that sport subject lesson in the school can be evaluated. However, the divergent teaching style is not the only recommendation in teaching. It depends on the goal of learning that is expected to be achieved.
Based on the analysis in the field when implementing the divergent teaching style in sport subject in Cimahi High School 4, it shows that there are some changing of behavior, understanding, and the students’ skill become better than the previous. It is proven by the development of students’ creative thinking skill.

The improvement of affective aspects of the students can be seen from their attitude changing which reflected in coordination among students when the learning process. At the first treatment, students had not cooperated with their team. In every beginning of learning, researcher should give them the stimulus to students to make them encouraged to work with the others. At the second treatment until fourth treatment, the improvements and coordination kept continuing among students during the learning session. The affective aspects however did not become the main focus of the research, the affective aspect is just the complement of the score in 2013 curriculum.

The improvements of cognitive aspect in first treatment reflected that most of students did not provide responses/answers towards the questions delivered by researcher. By keep giving them questions about learning topic and appreciation from the researcher, students were getting eager and improved by showing various responses.

From psychomotor aspect, the students are given freedom to show various creative movements as long as in accordance with the set regulation. The improvements of this aspect happened after the researcher gave them the feedback, appreciation, and practice task to the students when the learning process. Therefore, in every treatment conducted by researcher, the students indicate the improvements when showing their creative movements.

4. Conclusion
Researcher will provide some conclusions based on the findings during the research. Generally researcher concluded that the implementation of divergent teaching style influence towards students’ creative thinking skill. Specifically, researcher can draw the conclusion as follows:

4.1. The implementation of divergent teaching style in learning sport subject
Firstly, researcher struggled to know what divergent teaching style is and what its characteristic is. Second, researcher made the lesson plan that was evaluated constantly. At the initial implementation in making the plan, there are some obstacles that needed to be evaluated such as the characteristic of teaching style and students were not creative yet during the learning process.

To solve that problem, researcher did some learning reflection and seek the solution by consulting with the supervisor. The supervision happened by recording the implementation simultaneously. After four supervisions, researcher were ready to implement divergent teaching style appropriate with the theory explained in chapter II.

4.2. Development of creative thinking (learning result)
As refer to the nature of divergent teaching style which emphasize on students creative thinking skill in every aspect whether it is cognitive, psychomotor, or affective, this method shown that students’ responses were positively changing in every treatment. Firstly, for the cognitive aspect, at the first until fourth treatment, students consistency in creativity develop positively; this is regarding how students responded or answered with various responses when the problems are offered to them. The answers and responses are in accordance with the indicators.

Second, for psychomotor aspect from treatment 1 until IV, students were developing and consistent in showing creative movements such as passing the ball, controlling the ball, fake movement, shooting, supporting the ball dribbler, and attacking to the net and it is appropriate with the indicators.

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