



## Co-curricular importance in Secondary School

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### ABSTRACT

Co-curricular is a group activity where the planned activities more advanced than teaching and learning in the classroom that provide the opportunity to add, strengthen and practice the knowledge, skills and values learned in the classroom. It is a physical, emotional and spiritual construction platform in line with the aims of the National Education Philosophy aimed at forming a balanced generation. Hence, referring to the Letter of Professional Circular No. 1/1985 dated 2 January 1985, each student either government or non-government school is required to take at least one activity of the Uniform Body Team, an association or club activity and a sports or game activity. The main goal of co-curriculum's implementation in education is to achieving the National Education Philosophy in distributing awareness of religion and belief in god. Balancing spiritual, physical, intellectual and emotional development and also strengthening relationships and interactions among students; Build and increase interest and talent; Building and improving discipline; Creating a healthy school culture; Building and improving cooperation and create a school of character. The curriculum plays an important role in education. Among them is the importance of cultivating the character and the unity of creation. This is in line with the second core of the Education Development Master Plan (PIPP), namely Developing Human Capital. Participation in co-curricular activities can also increase the level of student's discipline. Based on some studies, it found that the co-curricular activity was able to reduce the disciplinary problem to a minimum level. However, in this effort, teachers, parents and communities need to work together and strengthen relationships with one another. Negative perceptions of co-curricular implementation in schools should eradicated. Schools and parents need to be more open-minded.

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### Introduction

The education system implemented in a country is an ampoule to educate children into successful humanities and to recognize the culture as well the environment as well as to convey national ideology to society through the application of understanding and positive values for racial unity among the next generation of young people. To produce a balanced and perfect education system, emphasis on both aspects of the curriculum and co-curricular needs emphasized. Co-curricular is essential for realizing

the concept of knowledge, experience and skills across the curriculum in which it encompasses physical, artistic and recreational education activities, science and technology activities and group and social activities. In line with the National Education Philosophy, this field is able to provide students with the opportunity to develop physical strength strengthen mental ability, assist in subsequent emotional stability to spiritual stability in applying values of purity based on religious beliefs. Ahmad Esa & Mohd Zaid Mustaffa (2010) stated the existence of continuous quality of education and training skills is to ensure that national human capital relevant to the needs of the industry and marketplace and able to cope with the growing international competition and challenges. This individual construction process needs to be continuous and comprehensive without any separation between curriculum and co-curricular (Ab.Alim, 2004; Tam Yeow Kwai, 2010).

The importance of co-curricular in education emphasized since a long time ago by scholars. In the Renaissance, Vittoria da Feltre (1378-1446), a great teacher and renowned humanitarian from Italy has voiced that education will not be complete if practical activities such as sports and games are not included in the school curriculum. The view is agreed upon and applied in education year after year, but the extent to which it is implemented seriously in schools. In the region, the first scouting school in the school established in Singapore in 1909. At that time, the co-curricular regarded as an outdoor activity. Through the School Course of Studies 1956 amendment enacted in the Education Act 1961, the Ministry of Education has outlined the Co-curricular implementation in schools where the activity named as a group activity (Ab.Alim, 2004). Now, Co-curricular has become a priority in education. A study by Holland found that engagement in co-curricular promotes the overall development of individual students. It also facilitates the achievement of academic and non-academic goals. Co-curricular is capable of producing positive effects such as forming self-control ability, high educational aspirations and reducing drop-out problems. The participation of students in any co-curriculum activity gives students the opportunity to develop their talents and interests beyond the formal classroom environment. Various sources and examples have been presented to prove that the importance of co-curriculum is the most appropriate and realistic tool for developing a

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holistic student and thinking outside the box of thought (Ahmad Esa, Mohd Khir Mohd Nor, Nawawi Jusoh, Norashidah Abd Rahman, & Zalinah Salehon, 2015). In this regard, the Ministry of Education is seriously working on the co-curricular implementation in schools to produce generations of Malaysians whom knowledgeable, possessing superior souls and personalities, eager to be goodwill and able to face collective and integrated challenges.

#### **Implementation of Co-curricular in Secondary Schools**

At the beginning of co-curricular implementation in education of Malaysia, it is known as extra curriculum or outsource, as it appears in the Rules of School Studies courses, the Education Act 1956 in which the co-curricular is considered as a program located outside the educational curriculum. In the 1960s, co-curricular activities regarded as separate, additional and less important activities in the development and teaching process as well as the learning of pupils at school (Ab.Alim, 2004). However, the awareness of the co-curricular importance has gradually changed in the course in current education and given priority in every educational plan.

The concept of co-curricular implementation at the current school level based on the recommendations of the Cabinet Report 1979, National Education Philosophy 1988 and Education Regulations 1998. According to the Cabinet Report in 1979, co-curricular activity is essential for all students at every school level. So all students are required to participate in the co-curricular because their activities are able to inculcate, nurture and instill feelings of belonging in a multi-racial society in addition to being able to apply pure values. Co-curricular also emphasized in the 1988 National Education Philosophy, which formerly known as the National Education Philosophy. The goal of the National Education Philosophy is to develop a comprehensive and integrated individual potential to produce a balanced, harmonious, responsible, competent and versatile person based on God's trust and obedience. Hence, in order to create an integrated education, co-curricular needs emphasized as a channel for achieving the educational goals. To ensure co-curricular implementation in uniform and uniform schools, various rules and guidelines outlined in the Education Regulations (School Association) 1998.

Implementation of co-curricular in school based on the act and regulations enforced as well as professional circulars circulated from time to time. Now, co-curricular is part of the national curriculum. Curriculum nationality defined as an education program comprising of curriculum and co-curricular that includes all knowledge, skills, norms, values, cultural elements and beliefs to aid development a student very physically, spiritually, mentally and emotionally as well as instilling and enhancing the desired moral values as well as for communicating knowledge (BSSK, 2009). Hence, the implementation and participation of pupils in co-curricular in school is compulsory whether for government or non-government schools. Referring to the Letter of Professional Circular Number 1/1985 dated 2 January 1985, every student whether from a government or non-government school is required to take at least one activity of the Uniform Body Team, an association or club activity and a sports or game activity. Failure or refusal to implement Co-curricular in school is a penalty that can be fine.

Based on the Education Regulations (School Association) 1998, stated the school may establish an activity based on the subjects taught at the school as specified in the

Education (National Curriculum) Rules 1997. Activities may also be establish from the category of hobbies and recreation, sports and games, uniformed bodies or any other approved activities by the registrar. The diversity in the establishment of this activity aimed at giving students the opportunity to participate in their favorite co-curricular activities. Co-curricular activities can be conduct in or out of the classroom, as appropriate for an activity. Under the Co-curricular plan, focus is on activities involving community service, recreation and enrichment where formal curricula and practical experience are strengthened and expanded.

The co-curricular activities carried out should be any planned activities further than the teaching and learning process in the classroom which gives students the opportunity to add, strengthen and practice the knowledge, skills and values learned in the classroom. Referring to the Co-curricular Management Handbook (2009) there are 45 types of associations and clubs, 43 sport and games types and 19 types of uniformed body teams that run in secondary schools of Malaysia. According to Baharom Mohamad, Ahmad Esa, Husin Junoh (2008), in Felder Silvermann's learning style, four types of learning styles are classically active or reflective, visual or verbal, flat or global and sensing or intuitive. Among them are the Islamic Religious Association, the Association of Culture, the Geographical Society, the Welfare Club, the Dance Club, the Nature Lovers Club, the Bike Club, the Judo Club, the Police Cadet Team, the Islamic Princess Association, and Schools Bands Association and so on. In this regard, schools need to set up various uniformed teams, associations, clubs, sports or games to ensure that students have the opportunity to develop their talents and potential in co-curricular internationally.

Participation in co-curricular activities in the school environment starts from elementary to middle level 6. Pupils are encourage to actively participating in co-curricular activities for their benefit. Hence, KPM takes steps to set minimum time of student engagement in the activity. Referring to Professional Laws No.2 / 2007, for 3rd and 4th year students, they need to engage in co-curricular activities at school for at least 60 minutes a week while pupil year 5 and 6 must be involved for 120 minutes a week. For the secondary school level, their allocation time is longer than 120 minutes to 180 minutes a week. The time allocation encompasses the involvement of students in the activities of associations, clubs, games, sports and uniformed body teams. The concept of implementation based on the principles of mass participation without discrimination or compulsion element but focusing on the enhancement of unity and integration among students.

#### **Importance of Co-curricular in Education**

Co-curricular activities involve various planned activities of the process teaching and learning in the classroom that gives students the opportunity to increase, strengthen and practice knowledge, skills and values learned in the classroom (BSSK, 2009). Diversity of associations established shall be based on subjects taught in schools, hobbies and recreation, sports and games, uniformed bodies and any other approved association by the registrar as well as the diversity of activities capable of benefitting the students in enhancing discipline and unity, building knowledge, interests and talent, forming the personality, strengthening religious holdings and so forth.

The importance of co-curricular in education has recognized (Ab.Alim, 2004).

Thus, co-curricular implementation must be implemented with a systematic collaboration and earnestly. Refer to School Co-curricular Management Handbook (2009), the main goal of co-curricular activities is to achieve the National Education philosophy. This philosophy is a guidance to all activities education that clearly expresses goals, principles and values which is the basis of shaping Malaysia's education system. He emphasized to the philosophy of man based on belief in God and religion to develop all aspects of human self in a balanced and harmonious manner the integrity of human rights is preserved. Knowledgeable and educated generations should be generated virtue and noble character to be a hallmark of the expert family, community and citizen who are good and educated. The main goal of co-curricular includes the following objectives.

1. To inculcate students' awareness of religion and belief in God;
2. Balancing mental development with spiritual development, physical and emotional pupils;
3. Strengthen relationships and interactions among students;
4. Build and enhance the interests and talents of pupils in the activities involved;
5. Build and improve student discipline;
6. Create healthy school culture.
7. Build and enhance bilateral cooperation between schools and communities;
8. Creating a colorful school.

The stated objectives are in accordance with the Malaysia's Ministry of education that wants to produce a balanced intellectual generation, emotionally, spiritually and physically. Therefore, co-curricular needs to be emphasized in school for its importance in education.

#### **Awareness to Religious and Faith in God**

Awareness to religion and belief in God emphasized in National Education Philosophy and Rukun Negara is one of the co-curricular goals in education that can be instilled through co-curricular activities in schools. Believing and obeying God is a claim to every human being, in which the adherents will be educated in order to be virtuous and stay away from doing negative actions. Morals are from the soul and born through deeds (Hamedah Wok Awang & Normah Teh, 2009). Noble acts will be accompanied by the behavior that based on the noble values of the individual practiced. Therefore, awareness of religion and belief in God will induce individuals to noble character. Co-curricular activities play a role in the development of social values that are valuable in each student participating in the chosen activity.

Every activity has its own contribution to the formation of character and identity. According to Ab.Alim (2004), noble values need to be nurtured through the education process to create strong, moral, and capable human beings with the challenges and ability to resolve conflicts and the crisis. This noble value is the foundation for building a prosperous individual and society free from social illness and the ever-worsening moral crisis. The deterioration of pure values leads to moral and moral collapse in society. With a firm hold on pure values, students are expected to be able to stay away from negative elements and social phenomena. Applying pure values emphasized not only through co-curricular activities, but also in subject curriculum. At school, the application of pure values integrated with speech, exemplary, contextual, behavioral, signaling, interpretation and understanding. The National Education Philosophy has outlined 16 pure values that need to be absorbed in the pupils' personality to create a

harmonious citizen that is rational, freedom, high pride, simplicity, cleanliness, fairness, courage, mutual assistance, gratefulness, honesty, kindness, cooperation, Love, respect and diligence. Hence, the involvement of students in co-curricular needs enhanced in order to instill pure values through the awareness of religion and belief in God.

The involvement of students in co-curricular activities is especially useful for the development of personality, filling in free time with beneficial knowledge, acquiring experience and avoiding getting caught up in social problems such as loitering, drug abuse and gangsters (Omarin Ashaari, 1996). The findings further strengthened by longitudinal studies conducted by Mahoney, R.W; Larson, R.W., Eccles, J.S. & Lord, H (2005). He has conducted a study of 695 students to see the relationship between student involvement and co-curricular activities in social schooling. His research found that active involvement of students in some co-curricular activities for a long time was able to reduce student involvement in criminal problems and drop-out problems. The findings are also supported by several studies which found that the active involvement of pupils in co-curricular was able to reduce the problem of misconduct among students such as smoking, drinking alcohol, smoking drugs and hanging out.

#### **Balance the Spiritual, Physical, Intellectual and Emotional Development**

Co-curricular is the most effective pitcher for achieving the Philosophy National Education is primarily in the context of producing balanced students in terms of physical, emotional, spiritual, intellectual and social that will produce high-skilled human resources in Malaysia (Ahmad Esa, 2005; Saifullizam Puteh, 2004). Process of learning and teaching in co-curricular activities emphasize more hidden aspects such as values, talents, roles, leadership and social. Students will be exposed to a practical approach that enables them to gain knowledge, experience and skills directly. If the spiritual, emotional and physical aspects of the pupils fail to be well-formed, then the diversity of problems such as non-trustee workers, corrupt engineers, and the formation of unhealthy communities.

The process of continuing and continuous human capital formation in forming a balanced and intellectually integrated intellectual, spiritual, emotional and physical. In intellect, the pupil is required to have the power of thought creative, innovative, logical and analytical in order to have the power to compete and change over time. Co-curricular activities contribute to the success of students in school. Activities have a positive impact on students with disabilities and are at risk of dropping out. This statement is supported by Black, S (2002). High intellectual capacity is still inadequate. The science we have and competent ability should be supported by a strong spiritual and emotional order to work with calm and sensible. Spiritual and emotional elements include awareness of religion and belief in God. The stability of the soul is manifested through the appreciation of noble values, character and action.

According to Steve Duncan (1996), involvement in co-curricular activities at school is important in shaping the habits of adolescents in which they keep adolescents from bad behavior. In assisting intellectual and spiritual development as well as emotionally, physically healthy and fit should take precedence. Cochlear curriculum promotes physical fitness to have good health and to be self-reliant.

The number of programs or activities conducted in schools have relationships that are significant with unhealthy social symptoms. Hence, diversification in the implementation of co-curricular activities is important to provide greater opportunities for engagement amongst students and consequently benefiting.

#### **Unity and Collaboration**

In a Malaysian society of various races, races, religions and culture, close unity is important in ensuring the welfare of society in pursuit of the progress of individuals, families and nations. The Implementation Committee reviewing the 1979 Education Policy, explains that co-curricular activities can promote team spirit, cooperate and respect the rules. This is support by Wee Eng Hoe (1996), which states that the participation of pupils in uniformed forces, associations and sports can instill a sense of goodwill, national unity and integration. Co-curricular is a complement to holistic education not only in terms of social improvement and development but also to affective and psychomotor skills only to reinforce interaction, tolerance and inter-racial integration.

Co-curricular function in developing social skills and argue that co-curricular activities can strengthen the interaction between students and foster inter-ethnic integration in the plural society in our country. Good interaction and integration will create a solid unity and cooperation. Interactions and interactions are common with co-curricular activities. Because of these schools need to diversify the activities that are geared towards instilling the nature desired. Through sports and games, there is a formation of team or team building that fosters the spirit of contributing collectively or group. Activities of associations and clubs as well as uniformed body forces emphasizing community interaction and service. Social interactions that occur during the co-curricular activities can instill pure values as well as nurture and instill feelings of belonging among different students who have different backgrounds and ways of life. Through co-curricular activities, pupils can interact with each other more realistically without choosing grades, race or religion.

The value of integration and tolerance is important in the life of the community to ensure understanding, respect for the rights and freedoms of people in a country. The value of tolerance refers to the individual's readiness to compromise while undergoing different racial processes and tolerance, patience and self-control to avoid conflicts and disagreements for the sake of well-being. Whereas integration values refers to a socio-psychological situation in which the multiracial, religious and territorial people live peacefully as a united nation by giving full commitment to the constitution and Rukun Negara. Co-curricular activities in schools need to fulfill their function as an activity that serves community development. The spirit of working together and mutually helping each other needs to form a harmonious society. Co-curricular activities can provide early training in terms of leadership, personality and community among students (Ahmad Esa, Siti Salwa Abd Mutallib, & Nor Nadhia Nor Azman, 2015).

#### **Building and Enhancing Discipline, Interest and Talent**

Co-curricular includes some important aspects that allow students to train themselves for health, discipline and motivation. This activity gives students an experience and fosters the spirit that is a positive factor in the formation of discipline. Hasan, M. F., Kadir, S. A, & Soib, A. (2013) study has shown that co-curricular activities have reduced the

discipline to a minimum. The students more disciplined when they actively involve themselves with the activities. Co-curricular activity gives students the opportunity to understand the concept of training in a particular field by using that knowledge in a more meaningful and realistic context. It also provides an experience that may not be available in the classroom. So co-curricular activities need to be plan in advance so that they complement and complement each other in what taught in the classroom to improve their performance in the lesson (Abdullah Sani Yahya, 2005).

The involvement of students in various co-curricular activities can fostered as a way to inculcate positive educational value into students such as courteous, disciplined, responsible, honest, helpful, open-minded, ambitious and independent. Co-curricular also aimed at producing people who can utilize knowledge towards self-excellence and contribute to society and the nation. Based on the study of Ahmad Esa (2005), it is found that the co - curriculum activities is able to build communication skills among students and will help them in getting their career. Through experience gained through activities, students are able to prepare themselves for the demands of economic, political, workplace and labor market situations. According to Ruhaiza Rusmin, (2007), government measures encourage implementation and the involvement of students in Co-curricular is a positive step because the present generation of young people need to have parallelism in academic and Co-curricular as well as the personality traits. Most employers are now more interested in employees with the ability to interact, be skilled, prudent and able to work in groups. Hence, pupils at schools and students at the Institute of Higher Learning need to develop communication skills through Co-curricular to assist in the development of individual self-potential. Additionally, involvement in this activity is capable of increasing self-reliance and self-confidence as well as reducing negative feelings such as feelings of stress, delirium and abuse (Mahoney, R.W; Larson, R.W., Eccles, J.S. & Lord, H., 2005).

Cochlear curriculum is a channel that promotes the development of talent and student creativity (Adnan Kamis, 1988). The planned co-curricular activities will be sparking student interest in subjects. It can also be nourished the potential of individuals in a particular field to fulfill the aspiration of the National Education Philosophy that aims to increase the talent and potential of a pupil to a maximum level. Hamedah Wok Awang & Normah Teh's study (1999) confirms that the three components of the co-curricular (sports and games, clubs and associations and the Uniform Body) have links to curriculum subjects. Among the importance of co-curricular activity to pupils is to help them to have a sense of acceptance and success of acceptance and success, bridging relationships between students and schools, helping in the classroom degree, encourage leadership, provide students with a job environment, serve others and improve student morale. Through the involvement in uniformed forces, students trained to contribute to the community. Experiences gained through co-curricular activities are the mediation of schooling with the livelihoods of the community that are beneficial when they become adults.

#### **Creating a Healthy and Low School Culture**

School culture has an important role in changing schools. According to Reid and Holly (1987) in Sharifah Md Nor (2000), school culture is the result of individuals in

interacting schools, how they behave with each other and their expectations of living harmoniously with one another. School culture has a strong influence on the lives of its citizens in terms of academic, social and personal progress achieved by individuals at school. The cultures in schools carried out through formal curriculum and informal curriculum; co-curriculum. In this regard, a healthy school culture will create a socialize culture where pupils exposed to the norms, values, symbols and languages that will shape their future. A well culture can create a school identity or image. A school culture known as *Sekolah Berwatak*. *Sekolah Berwatak* is an image of the schools developed by the community of a school. The image of the school as a whole of subjective views on the quality of learning and the social environment, the collective feeling built by society as result of the observation and experience of the school.

Among the examples of charismatic schools such as SM Engineering, Teluk Intan highlighted the School Enterprise Program and SMK Sultan Abdullah Chenderong Balai highlighted the Agricultural Science Laboratory project. The formation of the characteristic school is one of the co-curricular implementation goals in schools. The ideal school is an excellent school that does not depend on the students whom score in the academic field but also in terms of student personality and discipline development, encompassing abilities in various disciplines such as sports activities, uniformed teams and other talents. Through co-curriculum, it is hope the school will create a good image and be proud of being an example to others and this image will be sustain by its citizens.

#### Conclusion

There are several of advantages and disadvantages of co-curricular implementation in education. Therefore, the implementation should be carefully design and implemented more seriously by all parties. Any constraints in implementation whether in terms of teacher training, equipment facilities, infrastructure, support, finance, etc. are urgently need. It is important that the co-curricular implementation in education can achieve its objectives and successfully produce a generation of highly educated and virtuous. Hence, a study entitled Evaluation of Co-curricular Implementation in Secondary Schools will be conduct to assess the extent to which the Co-curricular implementation processes have been successfully implement. The CIPP Assessment Model by Karatas Hakana, Fer Sevalb., Stuf fl ebeam (2002), study to implemented covers three of the four components of the CIPP model i.e. inputs, processes and products. It is hope that the study may contribute to the finding of information so that the continuous improvement process can be proposed and completed from time to time.

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