



Self Awareness Curriculum Activities and Effectiveness to Youth

Mohd Noor, M.H., Suhadi, N. and Tee, T.K.

Faculty of Technical and Vocational Education, University Tun Hussein Onn Malaysia, 86400 Parit Raja, Batu Pahat, Johor.

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ABSTRACT

This article discusses the self-consciousness of youth in co-curricular activities forming their personality. In addition, this article also discussed the core curriculum which has been outlined by the Ministry of Education (MOE) to adolescents who are still studying in higher education institutions as well as the effectiveness of the curriculum in shaping the personality of adolescents including studies that have been done in connection with extra-curricular activities. This article also touched on the education system nowadays.

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Introduction

Activities outside the classroom is an activity that has been faced by teenagers since the beginning of natural school again. Co-curricular activities is a part of the curriculum that has been outlined by the Ministry of Education in providing the knowledge, personal development and skills to adolescents. Youth involvement in extra-curricular activities can also expose them to human capital development covering a broad range of physical, emotional, spiritual and intellectual (Esa et al., 2013). Human capital development which will form a perfect personality high in among adolescents according to (Ismail, 2013).

However, this cutting-edge issues related to adolescent moral and character be among the issues important and get a response from all walks of life. Observation time before becoming increasingly critical, because if not conscious and did not prepare, large generation will now be faced with future shocks that lead to impact the personal, psychological and sociological (Kamil et al., 2009)

The education system has also changed according to the needs of the country at present. Involvement teen in extra-curricular activities promoted by the Ministry of Education line with the educational philosophy of the state to create a society that is balanced between physical, emotional, spiritual and intellectual (Esa et al., 2012).

Curriculum and Self-Awareness

Co-curricular activities are conducted outside the classroom. Co-curriculum activities This is very important because the school is run in co-curricular activities of the youth can socializing with friends, build character, self-confidence can add in and learn to do things independently. According to (Hasan et al., 2013), the curriculum is educational activities designed and has been implement after hours of formal education in and outside the classroom, unfounded and advanced education sessions.

National curriculum regulations under the Government Gazette, the Education Act 1995, dated 31.12.1997 explaining curricular activities designed it is an extension of

teaching and learning in the classroom to provide students to add, strengthen and practice the knowledge, skills and values learned in the classroom (Jamil et al., 2009).

According to the (Stevenson et al., 2016), co-curricular activities are part of the basic curriculum involve activities or events. There are many extra-curricular activities that involve them is a community service project, internship, participation in associations, the establishment of the organization, involved with the sport and attend a program or game.

According to (Ngee et al., 2015) the definition given, the authors can conclude that the curriculum is every activities conducted outside the classroom under the supervision of supervisors or otherwise. Curriculum also is open and free to anyone who wants to get involved with an activity. In addition, the curriculum also is an anchor to the knowledge and skills who has taught in the classroom (Ngee et al., 2015).

Self awareness or self-consciousness is self-existence and self category (Stevenson et al., 2016). Negative self-consciousness that would prevent adolescents to achieve its objectives and behave with negative behavior. A positive image will also affect feelings, behavior, and thinking teenager who ultimately will make them have confidence in acting in a positive and responsible (Stevenson et al., 2016).

According to (Stevenson et al., 2016) self-awareness is the ability to identify, understand, recognizing emotions and the ability to control feelings of understanding of psychology in yourself. Without self-consciousness, the individual is not able to establish the meaning of the action and his reaction to the environment. Adolescent self-consciousness of the subject matter allows them to react with the adolescent self-consciousness of the curriculum will enable them to react the curriculum and enable them to get the reaction of the self-concept (Stevenson et al., 2016).

Holistic development in adolescents is required along with the Philosophy of Education National students who want to be generated is balanced physically, mentally, emotionally and spiritually.

Higher Education Department has identified a course curriculum is a proven tool that is able to soft skills in addition to knowledge gained in the classroom (Salim et al. 2011).

This initiative should be welcomed by young people to the goals of the State to create an efficient teen and balanced successful. Teen Awareness of ability in doing activities holistic development in adolescents is required along with the Philosophy of Education National students who want to be generated is balanced physically, mentally, emotionally and spiritually. Higher Education Department has identified a course curriculum is a proven tool that is able to soft skills in addition to knowledge-knowledge gained in the classroom (Selamat et al., 2011). This initiative should be welcomed by young people to the goals of the State to create an efficient teen and balanced successful. Teen awareness of ability in doing activities to develop their personal need to be explored and corrected from time to time (Effendi et al., 2010).

Ministry of Higher Education has identified eight core curriculum courses the sports, culture, enterprise and innovation, public speaking, patio volunteerism, community service, and entrepreneurial leadership. Thus, starting from September 2008, the Department of Higher Education has targeted the implementation co-credited courses at all institutions of higher learning (IPT) as early session 2010/2011 (Musa, 2014). The credited courses are compulsory courses taken by every student to enable them to graduate.

Eight core curriculum that have been set as follows:

1. Sports

Core sports are extra-curricular activities involving sport and physical movements such as badminton, football, table tennis, volleyball, netball and so on. Activity This sport can be judged from the college level to the international level (Musa, 2014).

2. Culture

The core culture is the core culture melibatk activities are activities that can provide opportunities for youth to master the professional skills arts and cultural development which will generate identity and character (Musa, 2014). Teens will also gain a better understanding of society and culture so that respect nature respect for each other can in fertilizer and strengthened in them.

3. Enterprise and Innovation

Creativity and innovation are still not socialize. Hence, this effort must be nurtured and sown among the youth culture of creativity and innovation that can be refreshed. the nature of the just received is not relevant in the present and should strive to create-ideas. The new and innovative ideas anchored in adolescents (Musa, 2014).

4. Public Speaking

Public speaking is a concern humanities and the arts of persuasion Translated in the form of effective and engaging communications (Selamat et al., 2011). Effective communication important in every organization so that delivery can be delivered with the appropriate information.

5. Volunteerism

Educating teenagers do any work on a voluntary basis is not easy. However, if exercised regularly then make something work without asked will be easier (Selamat et al., 2011). Volunteerism will make teenagers more courageous when dealing with people because life without expecting reward volunteerism has blended in them.

6. Community Service

Essential community services developed in the teens. Teens who used to do the work community will make them more responsible for themselves and society around (Selamat et al., 2011). This group will also be more confident in themselves but no matter where they are (Musa, 2014).

7. Entrepreneurship

Entrepreneurial activity among teenagers is less effective. Hence, the ministry has take steps to foster trade among adolescents at high school (Jani et al., 2009). The change entrepreneurial learning module is to attract students to to grow an entrepreneurial mindset among young people because some teenagers have a keen interest in business but do not know how to spread it. Hence, with the core of entrepreneurship in universities enables them using existing talent to develop the skills in this business (Hasan, 2013).

8. Leadership

Leadership must exist within every individual. However, this ability can still be the seedlings, built and strengthened with the courses and activities that involve these aspects in IPT. According to the (Malim, 2012), there are four main modules of leadership of the SRC Leadership or the Student Representative Council, faculty leadership, the leadership of the residential colleges and leadership union teens who have high self-consciousness is able to deal with instability. Emotional stress stemming from the positive (Lutfi et al., 2016). desire to to be perfect in all aspects arise when a person has self-awareness to achieve what is desired and more forward (Yahaya et al., 2011). It also influence with aspects of the curriculum. High self-awareness that allows adolescents to evaluate effectiveness gathered their involvement in extra-curricular activities (Yahaya et al., 2011).

The education system in Malaysia

National Education Philosophy for Malaysia was enacted in 1988 and revised in 1996, embodied in the vision of the Ministry and the Government which intends to produce holistic generation intellectually, spiritually, emotionally and physically (Chua, 2009). This is to produce Malaysian citizens who are knowledgeable, virtuous, responsible, competent and capable of achieving well-being and contribute to the betterment of the family, society and the state (Chua, 2009)

Holistic development requires a balancing between the academic and personal development. Ministry of Education (MOE) has introduced school-based assessment in line with the National Education Assessment System (Aziz, 2009). School based assessment is a system that assess students in terms of the overall development of students include physical aspects, Emotional, spiritual and intellectual. This system emphasizes the evaluation of the academic and cocurriculum. Thus, one of the components in the system are the guest school base assesment based Assessment of Physical Activity, Sport and Curriculum (Aziz, 2009).

The ministry also set each student participate in at least 1 sport, 1 club, and 1 uniformed bodies to build and nurture talent, in addition to develop leadership skills. Available data suggests that the participation rate in extra-curricular activities is high (Hasmori et al., 2011).

At the level of higher education, or the subject of General Studies has been obliged to all private institutions and universities. The purpose of this General Studies is to provide control and broadening the application of soft skills and soft skills to adolescents (Alhabshi et al., 2001).

Curriculum is among one of the subjects in the MPU and is under the group to people management skills that are practical (Hasmori et al., 2011).

According to the country's education system has made significant changes to extra-curricular activities makes curriculum is one thing that is required to take weight by every teenager (Stevenson et al., 2016). The level of awareness of teenagers to changes in the education system should scrutiny and emphasized in the education programs (Aziz, 2009).

The effectiveness of the curriculum for youth

The effectiveness of the curriculum that can be achieved by teenagers based on studies have been carried out include:

1. Belief high

The integration of knowledge between the students and the learning environment over the confidence of the cognitive, affective and psychomotor to students in order to adapt when dealing with people and when faced with any problems that arise (Salim et al., 2011). This because, every extra-curricular activities are ongoing need specific skills in making such activities run smoothly. According to a study conducted by (Esa et al., 2015) to over 107 students in Faculty of Technical Education, UTHM found that the level of skills of students after follow curriculum subjects is high. The level of skills were skills communication skills, skills, leadership skills, work skills the skill set and neat appearance. All of these skills are important to be ruled by teenagers as a bonus to themselves when in the working environment (Esa et al., 2009). In addition, the skills must also help them to be excellent teen while on their respective campuses. Each skill has been studied also in line with The study is being conducted by researchers in this study, which covers all aspects of the thoughts, emotions and physical fitness for generating a teenager who is superior (Esa et al., 2015).

2. Competitive

Youth involvement in co-curricular activities will also make teens master various teenagers skills so that they become more competitive and able to adapt under any circumstances and the pressure exerted. Teens who have good skills can adapt to any environment under any circumstances whatsoever. Teaching also requires teachers to have a strong soul and skilled in all aspects. The challenge is to educate and teach high as with demands given by the management and the parents. Because of that, The study was conducted by (Stevenson et al., 2016) confirmed that the students or teenagers who aspire to be a teacher as a career in the future should actively involved with extra-curricular activities. This study was conducted on 51 students in four in teaching at UNISA, Republic of South Africa. Among the findings of this study again is, extra-curricular activities can contribute to the formation of the students holistically, activities can stimulate sensory curriculum students follow up with them, extra-curricular activities can increase self-confidence and self-confidence and feel they are worth (Ngee et al., 2015). In addition, the findings also indicate extra-curricular activities can help students to build skills and be able to give a positive energy, forming youth to do not give up easily and can prevent students from falling into disrepair moral (Selamat et al., 2011).

3. Talented and skilled human

Curriculum is a platform that can shape a teenager, developing talent and their soft skills. This statement is supported (Effendi, 2010) who said curriculum can provide many benefits and interest to students. (Dali et al., 2015)

states that there is a strong correlation between the verbal-linguistic and intrapersonal show individual talents in language proficiency

presentation of ideas capable of thinking rationally, look inside yourself and analyze yourself own. These findings demonstrate, individuals on the soft skills will enable they control themselves from doing things that are not beneficial to themselves like a naughty student as stated by (Yahaya et al., 2011)

4. Excellent in learning

Aspects of curriculum or learning outside the classroom is important to build self-development holistically. Some researchers have found that there is a positive correlation between activities curriculum with teaching excellence (Musa, 2014). This is consistent with the recommendations that have been expressed by (Selamat et al., 2011) which suggests so that various intelligence elements should be incorporated in teaching and learning in schools and in institutions of higher learning went on to formulate an intelligence assessment that not only assess Intellegent Quotation only. In addition, (Jaafar et al., 2010) also suggested that the existence of a study comprehensive and in-depth intelligence to enable marginalized over the years in assessment system was developed in order to produce the human potential for comprehensive in accordance with the National Education Philosophy. In this study, the researchers emphasize cognitive, affective and psychomotor adolescents involved with extra-curricular activities for produce teenagers who have high character. (Saadan et al., 2011) in her study to identify the types and dimensions of emotional intelligence of students relation to the attainment delinquency and behavior of students found there a significant relationship between emotional intelligence and academic achievement of students in 0163 and the significant level of 0.002. Analysis also showed that there was no relationship significant between emotional intelligence and behavior of student misbehavior

Conclusion

The emphasis given by the Ministry of education to co-curricular activities makes these extra-curricular activities in line with the needs of education today. Involvement teen in extra-curricular activities could have a positive impact on personal development they have been demonstrated clearly by studies that have been carried out. Thus, a high self-awareness to be able to change the perception of extra-curricular activities teens the extra-curricular activities in helping shape their personality (Musa, 2014).

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