



## Skills Framework for Initial Co-curricular Teacher Preparation Programmes

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### ABSTRACT

Rapid developments in Co-curricular education in Malaysia have raised questions about Co-curricular teacher education. Many institution has been developed many of Co-curricular organization for students to increase the achievement of skills in Co-curricular. However, the understanding role of a Co-curricular teacher is not balanced towards the achievement of students in Co-curricular. The achievement of Co-curricular was not totally performed very good due to the preparing Co-curricular teacher was not being more effective. Education and the challenges of preparing quality Co-curricular teachers are important priorities in many developing and developed countries. This is because to achieve in Co-curricular education depends on the quality of its teachers. Therefore, a framework of skills need to be built to achieve the target of participating involved in Co-curricular programs. The success of Co-curricular depends on the quality of its teachers. Effective Co-curricular teachers help to build a strong system of Co-curricular education. The desired attributes of a beginning Co-curricular teacher were articulated and a skills framework was developed.

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### Introduction

Rapid developments in Co-curricular education in Malaysia have raised questions about Co-curricular teacher education. Many institution has been developed many of Co-curricular organization for students to increase the achievement of skills in Co-curricular. However, the understanding role of a Co-curricular teacher is not balanced towards the achievement of students in Co-curricular. The achievement of Co-curricular was not totally performed very good due to the preparing Co-curricular teacher was not being more effective. Education and the challenges of preparing quality Co-curricular teachers are important priorities in many developing and developed countries. This is because to achieve in Co-curricular education depends on the quality of its teachers. Therefore, a framework of skills need to be built to achieve the target of participating involved in Co-curricular programs. The success of Co-curricular depends on the quality of its teachers. Effective Co-curricular teachers help to build a strong system of Co-curricular education. The desired attributes of a beginning Co-curricular teacher were articulated and a skills framework was developed.

### Discussion

#### Skills

In the Co-curricular educational context, “skills” are referred to as achievements or behaviours to be acquired through practice or training to facilitate the student learning and classroom management (Esa, 2008). Effective Co-curricular teacher education requires teachers to integrate multiple kinds of knowledge and skills as they are used in practice to combined connections between theory and practice.

#### Pedagogical Skills

Pedagogical skills are the technique to understanding the subject as well as its central organising concepts (Ahmad & Jailani, 2005). Curricular teachers should be able to develop and choose tasks that are developmentally appropriate and intellectually meaningful to ensure that all students can understand. Basically, Co-curricular teacher need to be

provide appropriate scaffolding to continually make learning interesting (Idris, Ariffin, & Ishak, 2009). Pedagogical skills also involved the chosen of tools to support learning of such understandings include the creation and selection of teaching methods, presentation skills and use of technologies, learning activities, student groupings, classroom management, evaluation, and instruction materials.

#### Administrative and Management Skills

Second skills is on management skills, curricular teachers should have a complex and demanding task and teachers are often expected to handle multiple roles both in the classroom and outside classroom learning process. They must develop analytical skills that allow them to make sound decisions, investigate problems and understand students’ needs (Sulaiman, 2012). Additionally, teachers also need to possess administrative and management skills in carrying out their roles outside the classroom, such as in facilitating team work between colleagues, collaborating with the wider learning community and in planning and managing co-Co-curricular activities.

#### Interpersonal Skills

Co-curricular teachers are members of learning communities. The Co-curricular teachers need to collaborate with parents, colleagues and others in the community in planning the instructional programme of the school and work together in planning and decision-making within teams, departments or other educational units to assure continuity of learning experiences for students. The students need to be exposed with the proficient interpersonal skills to engage in meaningful communication and participate in collaborative efforts within the school as well as wider communities of learning for achievement improvements in Co-curricular programs. In managing the classrooms, Co-curricular teachers need to adopt a process of developing and maintaining conducive learning environments for effective learning to take place (Osman K, 2007).

### Personal Skills

Co-curricular teachers need to explore and adapt more skills such as time management, goal setting, planning to make sure learning process for student should be well-functioning in the classroom (Yusri, Rahimi, & Shah, 2010). In Co-curricular, the proficient teachers is very important because the students always make the teachers as a role model. Therefore, the personal skills is very important to make sure all the students can follow the time management, goal setting and done the planning on time during conduct Co-curricular activities.

### Leadership Skills

Leadership is making things happen that on their own would not happen. Co-curricular teacher should teach the student to respect and want to follow a leader. The leadership skills must seek all the time to make sure that the organizations are in time for the future by ensuring that the institution has strategy perspective, awareness, equipment, technology to make sure the students should be sustainable successful moving into the future (Harun H., 2006). Behavioral scientists consider attitudes to have three component such as cognitive (thoughts), affect (feelings) and behavior. The cognitive component includes idea of Co-curricular teacher about student's abilities. The affective component concerns how the students feels about the subject. The behavioral component is to take action in a certain task. For example, Co-curricular teacher try to teach how to play football (Polat, 2009).

### Conclusion

The study reported here has moved from a process of identifying the attributes required to carry out the roles of a beginning Co-curricular teacher. The skills framework not only constructs the parameters of teachers' working knowledge and skills, it also outlines the challenge of developing a set of values in the student teachers in acquiring their proficiency and competence in teaching of Co-curricular subject. But the reality of Co-curricular teaching can be very different. The journey that each beginning teacher takes, though with familiar signposts because it is constructed differently for specific teaching situation. Therefore, it is important that beginning Co-curricular teachers are willing to learn from their experiences in changing circumstances.

A contextual link must be established between the specificity of the beginning teacher's context and the generality of the structured skills and knowledge as defined in the skills framework or any other attributes framework. Beginning Co-curricular teachers should see their initial

teacher education as the start part of a continuum of professional learning. They have to develop a problem-solving attitude and the skills necessary to learn from experience through reflection. A challenge for teacher education then becomes one of acknowledging the totality of experience and of valuing the knowledges of contextualized experiences as a supplement to the theory of the framework to inform the practice of teaching and learning.

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