



Perception of Students in Co-curricular Involvement in Developing Soft Skills

Noorrul Ain Ahmad Jamaludin

Universiti Tun Hussien Onn, 86400 Batu Pahat, Johor.

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ABSTRACT

The balance of physical, emotional, spiritual and intellectual student can be generated from both the academic and non-academic education. Student involvement in co-curricular activities can help to shape the soft skills of the students as the supply of self-promotion in the workplace. Student involvement, directly or indirectly can improve their soft skills, especially problem-solving skills that have a low percentage of the graduates in the country. The researchers wanted to investigate the students' perceptions of involvement in co-curricular activities to enhance the development of soft skills.

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Introduction

The process of globalization has brought significant changes in all aspects of life including higher education (Findlay & Tierney, 2010). Malaysia is a country that is emerging on par with other developing countries in terms of economy, infrastructure and education. In line with this era of globalization, Malaysia is working towards fostering 'First Class Mentality' among the people in line with the national agenda in the 9th Malaysia Plan (RMK 9, 2006). During the show's intensified efforts to develop human capital through education channels to produce individuals who are able to continue development on this day.

The success of academic character, must be in line to form a competent student. In addition, soft skills (KI) were implemented in co-curricular involvement helps students to promote themselves in the working world (Puteh, S. 2014). It also can help students to become more confident in the working world.

In Malaysia and the global education system, curriculum is complementary to the curriculum. Curriculum and curriculum are two systems that generate human resources in balance of physical, emotional, spiritual and intellectual (Esa, Md. Yunus & Kaprawi 2004). Co-curricular activities are educational activities and also is part of the learning experience. This activity can be carried out inside and outside the classroom, such as the movement of uniformed units, associations, clubs, sports and games (Tahir, & Othman, 2007).

Literature Review

According to the One (2014), co-curricular become the main agent in the application of this KI. Extra-curricular activities in IPT also complement the education cycle that involves cognitive, affective and psychomotor (Ash, 2007). This is because the curriculum is a field in which the students present themselves in addition to talent that lies within each of the lever from the university level.

Curriculum is a worthwhile activity that brings many benefits to the students. Extracurricular activities include activities that involve sports activities, association or club that gives the approach to the subject and culture, and uniformed

bodies. Sports activities tend to be like football, rugby, swimming, volleyball, archery, tenpin bowling, golf, etc. (Bahari, 2007). JikaMelibatkan in the curriculum can help students to excel in academics as well as to improve the soft skills of students in a person apart from increasing the student '(Wardatul Aisha Musa, Noraini Othman, 2014). According to Abdullah Sani Yahaya (2005), co-curricular activities are all extracurricular activities conducted outside the classroom and outside of formal education. Co-curricular activities is also considered as an activity or program-focused support non-academic activities. Furthermore, it has helped in shaping the personality of a student such as respect for others, teamwork, and communication skills. But it is also the movement of educational work and a learning experience. This is because the academic skills alone is not a guarantee for graduates to gain employment as a result of fierce competition in the job market today (Azyani & Esa, 2012). 'Soft skills' is very important to enable students compete to put themselves in the working world.

Curriculum also help in terms of leadership. The study by Lussier & Chua (2007) and Wictor & Andersson (2012) states that a country was seen as successful, viable and respected leader who is due to have strong leadership skills. According to Robinson (2009), a good leader can affect the team to participate in the activities undertaken and being able to interact with both the members of his team to create a feeling of respect, understanding and cooperation among members. Therefore, leadership development at the university level is important in producing graduates who are competent and have the added value of identity as meet the challenges of the future (Ali, yourA.I, 2014).

Based on the report of the Tenth Malaysia Plan (10MP) in Hamid, RA (2012), the Ministry of Education said in 2009 there were as many as 27 percent of the graduates of local universities unemployed after six months menamatkan study and by 33 percent for successful employment earned less than RM1, 500 a month. According to a report issued by Malaysia Today (2005), entitled "Malaysia Has 60,000 Graduates Unemployed" government to conduct a study and from the study found that the main cause of 60,000 Malaysian

graduates were still unemployed is due to the lack of some skills such as communication, weak in use English and inexperience bekerja. Kenyataan of Nordin and Mohd. Tahir (2004) have stated that the lack of skills such as positive work ethics, communication skills, teamwork and leadership are seen as a benchmark for Malaysian graduates.

According to Suhara Nor Fadzil Ahmad N.S and J (2010) The main goal of the curriculum in education is to help realize the National Education Philosophy in instilling awareness of religion and belief in God; balance the spiritual, physical, intellectual and emotional; strengthen communication and interaction among students; build and enhance the interests and talents; build and improve discipline; creating a healthy school culture; build and enhance cooperation; and creating the character of the school.

Accordingly, the ability of graduates to meet the needs of the work depends on many factors. Commanders, Ismail & PRINCIPALS (2008) states, among which the most important is the education and training received from institutions of higher learning (IPT). If education received balanced and commensurate with the demands of work, usually not much of a problem will arise. According to him, the achievements in the academic field alone can not guarantee that a student obtained a job. Many of the priorities of the employers that need attention. These aspects include the attitude towards work and the future outlook on life, mastery of basic skills, including the latest skills, the ability to think creatively and critically, self-discipline, general knowledge, exposure to training and career guidance.

In the pursuit of education, curriculum plays an important role in all teaching and learning activities. According to the National Education Philosophy (FPK), which requires that a person can take advantage of knowledge towards excellence and are able to contribute to society and the state, the charging information is not focused solely on the curriculum (Idris Haron & 2010). According to Tahir Othman (2010) states curriculum is a group activity, active participation can help students improve social skills (soft skills) them. With good social skills, the level of interaction and integration among students can be further improved. Through participation in uniformed units, it can enhance teamwork, mental and physical endurance, patriotism, discipline in addition to skills in students.

Conclusion

Have academic skills alone are no guarantee that a graduate gets a job as a result of fierce competition in the job market today. Most employers not only makes academic achievement as the main selection criteria, but also put a mastery of soft skills (soft skills) among graduates as prospective employee selection criteria (Abu, Kamsah & Razzaly 2008). According to Mohammad (2010), the bosses are not only hiring dodgy and only have excellent academic qualifications but able to think critically and have the leadership characteristics. This can be demonstrated through an interview process. The interviewer will not ask questions related to studies, but will open up a broader idea of the extent to which the candidate's ability to think critically. This suggests that soft skills have a similar interest with academic excellence.

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