



The Significance of Co-Curricular Education in School

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ARTICLE INFO

Article history:

Received: 10 June 2017;

Received in revised form:

10 July 2017;

Accepted: 20 July 2017;

Keywords

Curriculum activities,

Positive values,

Advantages.

ABSTRACT

Co-curriculum plays an important role in education. Among them is the importance of cultivating the personality and the formation of unity. Participation of students as young people and people in the country in co-curricular activities can cultivate positive values such as goodwill, unity, national integration and inculcating the values of the indirect and direct when participating in these activities. This is in line with the second core in the Education Development Master Plan (Pelan Induk Pembangunan Pendidikan), namely Developing Human Capital. Quality human capital is the nation's primary asset to determine the future of nation. It is also important in building the concept of "One Malaysia" which prioritizes unity among the multiracial Malaysians. There are various advantages and disadvantages of co-curriculum implementation in education. Therefore, the implementation should be carefully planned and implemented more seriously by all parties. Any constraints in implementation whether in terms of teacher training, equipment, infrastructure, support, finance, etc. are urgently needed. It is important that the co-curriculum implementation in education can achieve its objectives and succeed in producing a highly educated generation of noble and virtuous.

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Introduction

Education system implemented in a country is purposed for educating children to become successful and know the culture and the world surrounding and to relay national ideology to society through application on comprehension and positive values for racial unity among future young generation. To produce a balance and perfect education system, we need to emphasis both aspects namely curriculum and co-curriculum. Co-curriculum programs exercises are one of the correct stage for enhancing bland abilities, for example, group aptitudes, relational abilities, critical thinking abilities and others aptitudes in education (Ahmad Esa et al., 2015). Co-curriculum also are important to the knowledge concept, experience and skill across curriculum where it encompasses physical education activity, art and recreation, science and technology activity and group activity and social. In accordance with National Education Philosophy, this field able to give opportunity for student to build physical strength, assist in further emotional stability to steadiness in applying spiritual values based on beliefs religion. This individual development process need continuous and comprehensive without separation between curriculum and co-curriculum (Rahim, 2004; Tam Yeow Kwai, 2010). Therefore, the advantages of co-curriculum in education cannot be denied.

Co-curriculum is essential to realizing curriculum's knowledge, experience and skills that include physical education, arts and recreation, activity science and technology as well as group and social activities. Co-curriculum focuses its learning outcomes on psychomotor and affective components in addition to cognitive (Badusah et al., 2009). In line with *Falsafah Pendidikan Kebangsaan* (FPK), the field of co-curriculum 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.

According to Kuh et al. (2006), the school should give due emphasis to co-curricular activities for the overall development of students. Some nations have realized the significance of co-curricular activities. Therefore, they have made the reconsideration of their education system to ensure the initial introduction of the talent of students in the country.

Co-curriculum able to yield positive results like the ability to control student's life on their own, the high educational aspirations and reduce dropout problem (Tahira, Hassana, & Othmana, 2013). In accordance with that, Malaysian Ministry of Education is very serious to strive in co-curriculum implementation in schools to producing Malaysian Generation that knowledgeable, enrich personal, passionate goodwill and able to face the challenges collectively and integrated. According to Rusmin (2007), the government's step is to promote the implementation and involvement of students in co-curriculum is a positive step as the present-day youth need to have a parallel in academic and co-curriculum as well as character skills

Co-curriculum activity involve various activities planned from teaching process and learning in classroom (BSSK 2009) which gives opportunity for student to increase, consolidate and practise knowledge, skill and value learned in classroom. Association diversity established should be based on subject taught in school, hobby and recreation, sports and game, uniformed body and any other association approved by registrar with diversity of activity that able to giving benefit to student in improving discipline and unity, develop knowledge, interest and talent, form character, strengthening religious hold and so on.

Co-curriculum interest in education has been acknowledged (Yusnizam, 2008; Rahim, 2004). Thus, co-curriculum implementation need to be implemented planned

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and systematic with cooperation that is solid. Referring to *Buku Panduan Pengurusan Kokurikulum Sekolah Menengah* in year 2009, co-curriculum activity implementation main objective is to achieve National Educational Philosophy (Mohamed, 2016). This philosophy is to guide all educational activity that express a clearly purpose, objective, principle and base value that becoming policy in forming Malaysian education system. It stresses to philosophy about people that based on theistic and religion to develop all human self-aspect equally and harmonious so that it will protect the human nature integration. Knowledgeable and educated should produce a character with high morals to become fundamental feature for a family member, society and citizen that are good and educated. Therefore, according to Ahmad Esa & Mohd Zaid (2010), human capital development is from education that exposes students to industrial needs. Human capital is as an asset to be injected from the point of spiritual values, intellectuals and enriching the cultural capital of each individual. Morals are from the soul and born through deeds (Awang & Teh, 2009). Noble acts will be accompanied by behaviour based on noble values practiced by individuals. Therefore, human capital development is needed to enhance morals and shape person attitude. Co-curriculum main objective include objectives as follows.

- i. instilling student's awareness towards religion and theistic;
- ii. reconciling between mental development with spiritual development, physical and student emotion;
- iii. strengthening relationship and social intercourse among student;
- iv. build and increase interest and talent of students in activity that involved;
- v. build and improve student discipline;
- vi. creating school culture that is healthy.
- vii. build and enhance bilateral cooperation inter-school and society;
- viii. creating school character.

Objective stated is fit with Malaysian Ministry of Education Policy that wish to produce generation that is balanced in terms of intellect, emotion, spiritual and physical. Due to this, co-curriculum need to be emphasized in school for the student interest in education.

Conclusion

There is various significance of co-curriculum implementation in education. Therefore, the implementation should be carefully planned and implemented more seriously by all parties.

Any constraints in implementation whether in terms of teacher training, equipment, infrastructure, support, finance, etc. are urgently needed. It is important that the co-curriculum implementation in education can achieve its objectives and succeed in producing a highly educated generation of noble and virtuous.

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