



The Roles of Co-Curricular in Promoting Students Human Capital Development

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ABSTRACT

Co-curricular is a group activity which is the activities that extension plan of the process of teaching and learning in classrooms that provide an opportunity to add, consolidate and practice the knowledge, skills and values learned in the classroom (Fadzil & Ahmad, 2010). It is a platform to develop physical, emotional, spiritual and intellectual in line with the goals of the National Education Philosophy. Co-curricular plays an important role in education like fertilize of personality and unity. Participation of students as young people and folk in the country in co-curricular activities can cultivate goodwill, unity, national integration and inculcating good values indirectly and directly participating in such activities. This is in line with the second core in the Education Development Master Plan (PIPP) that is Developing Human Capital. Quality human capital is the main asset of the State to determine the future of the country and nation. It is also important in the formation of the concept of "One Malaysia" for unity among Malaysians of all races.

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1. Introduction

The education system is implemented in a country is a place to educate children succeed in life and get to know the culture and the environment as well as to deliver a national ideology to society through the implementation of the understanding and positive values for unity among the younger generation will come . In order to produce a balanced and perfect education system, the emphasis on curriculum should be emphasized (Fadzil & Ahmad, 2010).

Co-curricular programs are complementary to the needs and interests' .Co-curricular activities provide many opportunities for students to add measure and practice the skills, knowledge and values that learned in class. Co-curricular and curriculum are two components that have a very close relationship and as complementary to each other in the educational system (Muanam, 2007). Co-curricular is not just filling purely private interest but the real brilliance and would give a significant contribution in the development of society balanced and prosperous nation if mobilized wisely.

Co-curricular activities are very important in education process and student learning because it can balance and integrate the student's formation of the physical, emotional, spiritual and intellectual Mohamad & Esa, 2014). This is in line with the National Education Philosophy (FPK), which includes the overall goal of education in Malaysia. This philosophy states that education is a continuous effort.

"To produce Malaysian citizens who are knowledgeable and competent, virtuous, responsible, and capable of achieving well-being and contribute to the spiritual and prosperity of families, communities and countries."

Source: Education Act (1996)

This indicates that the vital goal in the Malaysian education is the development of human capital in providing a skilled workforce to meet the challenges of the future. It has also been said that the purpose of education is to form the

personality development and ability of their students holistically through learning specific skills, the ability to realize the intellectual, physical and spiritual and produce excellent human capital (Higher Education Action Plan, 2007-2010).

2. The Importance of Co-Curricular In Education

Co-curricular activities involve a variety of planned activities from teaching and learning outside the classroom that gives students the opportunity to add, consolidate and practice the knowledge, skills and values that already learned in the classroom (BSSK, 2009). Diversity association established should be based on the subjects taught in school, hobby and leisure, sports and games, uniformed bodies and any other associations approved by the registrar as well as the diversity of activities that benefit the students in improving discipline and unity, build knowledge , interests and talents, build character, strengthen religious person and so on.

Refer to the Co-curricular Management Handbook for Secondary Schools (2009), the main goal is the implementation of extra-curricular activities for the realization of the National Education Philosophy. This philosophy is a guide for all educational activities that reveal clearly the objectives, goals, principles and core values that form the basis for the Malaysian education system. It emphasizes human philosophy based on belief in God and religion to develop all aspects of human beings in a balanced and harmonious integration of the nature human cared. Knowledgeable and educated should show good morals to be a fundamental characteristic of a member of the family, society and good citizens and educated. The main goals of co-curricular consist the objectives as following:

- i. Cultivating awareness of students of religion and belief in God;
- ii. Striking a balance between mental and spiritual development, physical and emotional development of

students;

- iii. Strengthen communication and interaction among students;
- iv. Build and improve the interests and talents of students in their respective fields;
- v. Build and improve discipline;
- vi. Creating a healthy school culture;
- vii. Build and enhance bilateral cooperation between the school and the community;
- viii. Creating a character school.

The stated objectives are in line with the Ministry of Education policy that would create a generation equally intellectually, emotionally, spiritually and physically. The co-curricular should be emphasized in school by his interest in education.

3. The Concept of Human Capital

Capital is often interpreted as a bunch of money, assets and property that can harness into a variety of activities to produce profitable. This concept is understood by reference to physical capital. But what about the human capital? Human capital is defined as the characteristics of the workers that make them more productive. This capital cannot be transferred from one person to another but one has to invest to get it. It is established or nurtured through investments in education, training before work, job training, health, migration and the search for information that can improve the quality of life. The present value of such investments may determine the level of human capital that exists in individual (Ismail, 1996).

There are five aspects that characterize human capital, namely (Ahmad, 2006):

- i. Human capital cannot be traded. It is the form of knowledge and skills that will be owned by individuals obtained in the above capacity.
- ii. Each individual does not have the same way in the development of human capital. There are individuals who seek to have their young age and ability but there are also individuals who are building capacity in the elderly.
- iii. Human capital can be seen in terms of quality and quantity. An individual of the same university may have a different quality and quantity based on the ability itself.
- iv. Human capital can be specific or general, which applies specifically to an individual alone or can be used together.
- v. Human capital is affected by the external aspects of the environment and social cohesion. It plays an important role in determining the level of human capital that is owned by an individual.

4. The Roles of Co-Curricular as Cultivate Human Capital Development

Education that thrives is an important factor in achieving Vision 2020. Education field will to be a focal point further in efforts to develop human capital and drive towards developed countries through the 11th Malaysia Plan (Mansor, 2015). Human capital development is a decider for improving competitiveness and productivity. Human capital that will generate needs to be able to think critically and creatively, problem solving skills, ability to create new opportunities, have resilience and ability to cope with the global world which is often variable (Ministry of Education, 2006). Quality human capital is the most critical element in achieving the National Mission. Human capital trained, educated, and developed in the organization for the purpose of improving organizational productivity through the expertise of the workforce (Zidan, 2001). Besides Becker

(1994), shows that the best education is a contributing factor to the difference in income between people in certain situations.

Thus, co-curricular activities are considered to be very effective to foster a balance mental and spiritual development, physical and social students. Co-curricular activities provide the ways and guidelines to students to get involved in useful activities. Co-curricular activities are also an education that is not taught in the classroom and spiritual education, leadership, teamwork, self-confidence will be given to students through co-curricular activities. Participation in these activities is expected can foster a healthy lifestyle with the skills learned through these activities.

Co-curricular activities can also strengthen the interaction between the students and at the same time fostering racial integration in addition to instil decency, independent, craft work, discipline and obedience to the law which can form students to become useful citizens (Wee, 1994). Based on the observations, the co-curricular activities seek to build communication skills among students that will help them in their future career path. Beside, these activities can allow the students to prepare themselves for the demands in the fields of economy, politics, the workplace and the complex labor market situation through the activities experience gained. This is one of the good training and exposure to the world of work.

According Rusmin (2007), the government's move to promote the implementation and student participation in co-curricular activities is a positive step because the younger generation should have a consistency in academic, co-curricular and personality skills. Most employers now prefer workers who have the ability to interact, competent, prudent steeper and can work in groups. Thus, pupils in school and students in higher institutions should develop communication skills through a co-curricular to assist in the development of individual potential. Furthermore, participation in this activity seeks to increase the level of self-reliance and self-confidence while reducing negative feelings such as depression, and anxiety disorders (Mahoney et al., 2005).

Co-curricular is a channel that encourages the development of talent and creativity of the nature of the students (Kamis, 1988). Student participation in co-curricular activities give students the opportunity to develop their talents and interests outside the formal classroom environment. A variety of sources and examples have been presented to prove that the interests of co-curricular activities as the most appropriate and realistic platform for students to develop a holistic and think outside the box (Esa et al., 2015). It also can nourish the potential of individuals in a particular field to meet the National Education Philosophy which requires that talent and potential of students is enhanced to the maximum level. The experience gained through co-curricular activities is a world of school with useful lives of the people when they grow up. Student involvement in co-curricular activities is also an exercise in preparation for the world of work. Therefore, participation in activities affecting the income that received by the employee.

5. Conclusion

There are advantages of implementation co-curricular in education. Therefore, its implementation must be carefully planned and carried out more seriously by all parties.

All the constraints in its implementation both in terms of teacher training, facilities, equipment, infrastructure,

support, finance and so on should be solved immediately. It is important that the implementation of co-curricular in education can achieve its objectives as well as successfully produce quality human capital, not only on the intellectual aspects but also in terms of personality.

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