

Co-Curriculum Management Practiced By Principle in Secondary Level

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ABSTRACT

Co-curriculum is an important learning component in order to help develop a pupil in full in terms of physical, spiritual, mental, emotional and enhancing values. This study aims to discuss the process element management curriculum of planning, organizing, directing and controlling by co-curriculum's management team in school of the components human, physical and financial. This study focus on principals role which have to apply the elements of planning, organizing, directing and control in the manage school curriculum. Best practices of principals include planning, organizing, directing and controlling the extra-curricular activities at school. In conclusion, the best practice principals play a role very important in order to produce excellent students as envisaged in Philosophy National Education.

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Introduction

Activities in school education is divided into two main sections of the curriculum and co-curriculum (Razak Report, 1956). In this regulation, co-curricular and sports programs are referred to as group activities include activities such as clubs or a combination of subjects, literary activities, sports and games. So, training, sports and co-curricular programs are complementary curriculum and co-curriculum and aims to expand the level cognitive, affective and psychomotor education students to achieve planned and perfect (School Division, Ministry of Education (MOE), 1991).

Co-curricular activities are an outdoor activities or the work that provides educational learning experience for students. Co-curricular activities are an extension of the process of teaching and learning in the classroom. Co-curricular activities and an educational experience implemented outside or in the classroom (Husain, A.B.M., 2007). Co-curricular activities are important in helping to equip and strengthen the learning process in the classroom, as well as to show changes in behavior and personality traits influence students. Co-curricular activities are clearly could add important experience and skills to students (Reaves et al., 2010). Through co-curricular activities, soft skills can be developed. The existence of continuous quality education and training skills is to ensure that national human capital remains relevant to the current industry and market needs (Ahmad Esa and Mohd Zaid., 2010)

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 (Ahmad et al., 2015). In high school, students must participate in three types of extra-curricular clubs and societies, sports and games, and uniformed units. This was stated in a letter Professional Circular No. 1/1985 dated January 2, 1985, every pupil from the school whether governmental or non-governmental

organizations are required to take at least one activity uniformed bodies, the activities of the association or club and sports activities or games.

Analysis of co-curricular marks ten percent (10%) form five Selangor in year 2010 amounted to 67,283 people, showed that students get marks 4 marks 5 and followed a whole. Of the total number of students, only 44,867 students (66.68%) who scored 5 and under. The remaining 22 416 students (33.32%) who received a score of 6 or higher (Co-Curriculum Unit Selangor Education Department, 2011). This analysis can be seen in Table 1. Student involvement in extra-curricular activities are important to ensure the purpose of co-curricular activities and goals can be achieved. However, the data marks curricular ten percent (10%) of Selangor in 2010 as a whole showed the involvement of students is simple.

Table 1. Analysis of 10% marks form five 2010 state Selangor.

Mark (10%)	No. of students	Percentage (%)
0	620	0.92
1	2920	4.34
2	6902	10.26
3	8706	12.94
4	12791	19.01
5	12928	19.21
6	12592	18.71
7	7324	10.89
8	2407	3.58
9	92	0.14
10	1	0.00
Total	67283	100.00

Source: Co-Curriculum Unit Selangor Education Department (2011).

Involvement of students in learning physical activity is still at low levels. This statement is corroborated by a study done Youth Development Research Institute Malaysia

(IPBPM) found that youth in this country are not active in leisure activities which they did not participate in any activity or association activity or clubs, lack of exercise and lack of exercise, and many activities loungers (Black, S., 2001).

Management of Cocurriculum

There are several studies and reports indicate that implementation of the curriculum in schools is still faced with many problems and constraints (Kamsi, M.A., 2014). Among the problems that arise in the management of the curriculum at the school is planning. Planning is important in managing the curriculum in schools. If the manager is unable to exercise the role of co-curricular activities are properly will cause some problems to those who carry out extra-curricular activities in school (Annamalai, M., 2012). For example, the design of the allotted time was not enough to limit student participation in extra-curricular activities related to community service, leadership and camping (Malaysian Education Ministry, 2010).

In a study conducted by Fadzil, N.S. (2010), found that the ability to plan and organize activities and planning abilities provision of short-term or long-term co-curricular activities are at a moderate level in school and need the utmost concentration. In addition, a comparison was made for the two categories of structured extracurricular activities (supervised by an adult) and unstructured (not supervised by an adult) expressed by Hock, E.K. (2003), reported a positive relationship between investment in structured activities with grade school, while the inclusion of unstructured activity is negatively related to student grades in school. This shows that the activities are supervised more favorable impact on the performance of students in school activities that are not supervised.

The Principal's Role

Very important roles in the process of planning, organizing, directing and controlling the extra-curricular activities because it involves a component of human, physical and financial backbone of success in the school curriculum. The findings showed that principals have the best practices that have helped their success in the process of curriculum in schools.



Figure 1.1. Best practices of principals in innovation management co-curriculum.

Malaysian Education Ministry (2010), which examines the implementation of extra-curricular activities in school extra-curricular activities found that a lack of support from students. Among the factors that have been identified are the principal weaknesses in the management of human resources in schools, teachers and students. This finding was supported by the results of the survey conducted by the Division of Curriculum and Arts, Ministry of Education (2011), which

reflects that these activities are not properly implemented by the principal so that the students are not interested in joining akriviti conducted. Principals also less emphasis on the importance of teachers have skills in any extra-curricular activities entrusted to them. Studies conducted by Husain, A.B.M. (2007), found that the appointment of teacher advisors who do not have the skills, experience and knowledge in guided activities will cause them to feel burdened.

This will be the cause of them find excuses to avoid and not participate in any activities organized by the school. School administrators also failed to give recognition and appreciation to teachers who actively control the curriculum than teachers who are involved in the curriculum.

School Environment

The studies that have been done in Malaysia proves that the school environment is a significant involvement of students in extra-curricular activities. The study by Jaafar, M.N. (2013), found that structural factors such as the lack of facilities, equipment, time, money and information, are the main factors that hinder student participation in extra-curricular sports activities. His study also found no significant differences between the structure factors, interpersonal and intrapersonal gender. While there are significant differences between interpersonal and intrapersonal barrier for the people. Review by Fadzil, N.S. (2010) to identify the relationship between the factors of school with student involvement in extra-curricular activities of the school size, the existing facilities, the number of teachers, and school administrators have found that the size of the school is really contribute to student engagement, The size of the school as the number of students and number of classes greatly influence student involvement in extra-curricular activities. Other factors only as a factor of support for student involvement.

Management Models

Management Model is used as a guide in this study is the Management Process Model Stoner, Freeman and Gulick (1995). Stoner (1989) summed up the five aspects of the management by Fayol and management functions by Gulick seven to four key management processes, namely:

- a) Plan
- b) Manage
- c) Lead
- d) Control

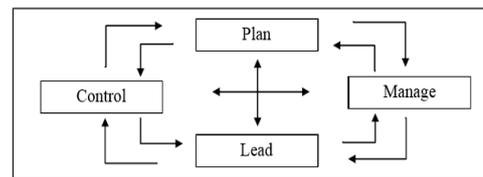


Figure 1.2. Management Model.

Source: Stoner, J.A., Freeman, R.E., & Gilbert, D.R. (1995). *Management* (6th ed.). Englewood Cliffs, New Jersey: Prentice Hall, Inc.

According to Stoner, Freeman, Gilbert (1995), the management process is a systematic way to handle events. Management stated as a process because it involves a mutual respect so as to achieve the desired (Figure 1.2). Management is defined by Stoner, Freeman and Gilbert as the process of planning, organizing, directing and controlling the work of members of the organization and the use of existing organizational resources to achieve the goals set. In practice, the process does not occur in isolation or having a loose but interconnected.

The arrows in the figure show the effect on the two directions in which the process of planning, organizing, directing and controlling are interconnected and occur simultaneously.

Distribution of Tasks According To the Skills and Expertise of Teachers

The distribution of tasks in accordance with the expertise of teachers is very important because, according to Kamsi, M.A. (2014), teachers should be skilled to handle extra-curricular activities entrusted to him so that they are able to play a more effective role in producing excellent students. He found the appointment of teacher advisors who do not have the skills, experience and knowledge in guided activities will cause them to feel burdened. This will be the cause of them find excuses to avoid and not participate in any activities organized by the school.

According to (Husain, A.B.M., 2007), division of tasks teachers are taking on the skills and expertise they have. If teachers have the skills in the uniformed units, they will be assigned duties related to his expertise. According to him, teachers were given the opportunity to choose which of their extra-curricular interest after discussion with principals.

This fact is recognized by Annamalai, M. (2012), who stressed that teachers should be skilled controlling activities. According to him, if the teacher does not have the skills and knowledge, difficult to manage because he did not know in detail limitations and how to perform each activity. In addition, if teachers are not skilled in the curriculum, they will fail to become a consultant to the best students. This situation will lead to further increase the number of students bored their absence in the meetings held.

Conclusion

The study could look at the curriculum management processes and management to explain the phenomenon as a whole.

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