

Self-Awareness of Co-Curricular Activities and Its Effectiveness in Developing the Personality of Teenagers

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Abstract

This article discusses the self-awareness of Co-curricular activities and effectiveness in developing the personality of teenagers. In addition, this article points out on Malaysia's education system is an effort to produce knowledgeable, responsible, competent and capable Malaysian of achieving well-being and contribute to the prosperity of the family, society and the nation. This article also discusses the effectiveness of the Co-curricular to teenagers in developing the individual excellence including previous research related to Co-curricular activities.

Field of Study:

Co-curricular, self-awareness, education system in Malaysia, effectiveness of the Co-curricular.

1. Introduction

When teenagers need to pick what activities that peak their interest during school, activities outside the classroom is one of a favourite activity. Co-curricular activities are one of the branches of the curriculum in providing the knowledge, personal formation and specific skills to teenagers. The purpose of Co-curricular activities is to provide experience especially to teens and help them in achieving a dreamlike life that they desire.

In addition, the development of human capital have perfect account in terms of physical, emotional, spiritual and intellectual has revealed teen engagement in Co-curricular activities. This is because human capital development will form the perfect personality among teenagers. Curriculum is also complementary to the needs and requirements of the curriculum where it provides a wealth of opportunity for teens to add, measure and practicing the skills, knowledge and values that have been learned during the learning in the classroom.

However, there are recent issues of morality and personality among teenagers become important issues and gets responses from all levels of society. According to Abbas (2007) observation to the future become increasingly critical and if the society keep their eyes off as well as become ignorance, most likely the current generation will be face with culture shocks that led to an impact on the personal, psychological and sociological.

Final point, our education system changed according to the needs of the country at this present. In same line with the philosophy of national education, curriculum activities capable of produce a society that is well-balanced in terms of physical, emotional, spiritual and intellectual.

2. Co – curricular and Self-Awareness

Co-curricular activities are activities that conducted outside the classroom. It is a continuation of the process of teaching and learning in the classroom that gives students the opportunity to add, consolidate and practice the knowledge, skills and values learned in the classroom. Co-curricular is a platform for physical education, emotional and spiritual by offering a wide range of knowledge, experience, skills and training based on the concept of education and human development that contains elements of intellectual self-discipline, leadership, creativity and innovation, loyalty to the nation and will help determine the direction of future life (Musa, 2014).

Co-curricular activities have great importance that carried out in school. This is because with going through these activities, teenagers can socialise with friends, build personal character, adding confidence in doing a thing and learn on their feet. According to Mok (2009) co-curricular educational activity is planned and implemented

after the formal lesson and outside the classroom based and advanced education sessions.

According to the fourth edition of Kamus Dewan, Co-curricular is part of the basic curriculum involving the activity or activities (Kamus Dewan, 2005). There are many activities that involve Co-curricular including community service projects, associations and clubs, sport or competition. Here, based on the definition of specified conclude Co-curricular is carried out outside the classroom with supervision of the supervisor, teacher or coach. Co-curricular is an open and free to anyone who would like to get involved with an activity undertaken. Co-Curricular is also an anchor to the knowledge and skills that have been taught in the classroom. Now, the co-curricular has become a priority in education.

According to Lawrence (2003) self-consciousness or self-awareness is the existence of the self and the categories themselves. Negative self-awareness can prevent adolescents to achieve its goals. Meanwhile, the image will positively affect mood, behaviour and thinking teenager and eventually will make them more confident in acting and responsible.

Self-awareness is the ability to identify, understand, recognize emotions and the ability to control his feelings for an understanding of the psychology of the self (Ghani, 2007). Without self-awareness, the individual is not able to build the meaning of the action and the reaction to the environment.

In line with the National Education Philosophy, holistic development in adolescents is claimed to produce students are balanced physically, mentally, emotionally and spiritually. Higher Education Department has identified a course Co-curricular is one tool that is able to develop soft skills in addition to the Co-curricular.

This initiative is important to teens so that national goals to produce efficient and balanced teens will succeed. To form a good personality of teenagers, awareness of the ability of the activity should be explored and improved from time to time.

The Ministry of Higher Education has identified eight core Co-curricular courses which are core sports, cultural core, the core community service, the core of volunteerism, the core initiative and innovation, the core of the leadership, public speaking and core of entrepreneurship. The implementation of these courses will be credited as a compulsory course taken by all students to enable them to graduate.

3. Education System In Malaysia

Among students in Malaysia, when speaking in relation to the elements of mind, psychomotor, spiritually and emotionally trying developed; these elements are already covered by the National Education Philosophy (FPK). FPK has been mentioned that,

"Education in Malaysia is an ongoing effort towards further developing the potential of individuals in a holistic and integrated to create a balanced and harmonious intellectually, spiritually, emotionally and physically based on trust and obedience to God. This effort is to produce Malaysian citizens who are knowledgeable, responsible and capable of achieving well-being and contribute to the betterment of society and the state."

In analogy, stick to the FPK, educators need to make sure that students faced either in the process of learning and teaching in or outside the class is students who can think well, has a body that is healthy, emotionally stable and have a spiritual feeling Holy (Esa, Nor, Jusoh, Rahman & Salehon, 2015). The vision of the Ministry and the Government intends to produce the next generation of holistic in terms of intellectual, spiritual, emotional and physical. According to the Ministry of Education Malaysia (2010), these efforts is to produce Malaysians knowledgeable, moral, responsible, competent and capable of achieving well-being and contribute to the harmony and prosperity of the family, society and the nation.

Holistic development requires a balance in terms of academic and student (Musa, 2014). The Ministry of Education (MOE) has introduced school-based assessment. The system emphasizes the assessment of academic and co-curricular. To build talent, nurture and develop leadership skills, the Ministry has determined that every student participate at least one sport, one club, and one uniformed bodies in schools.

At the level of Higher Education, General Education subjects (MPU) has been compulsory in all higher education institutions of public and private institutions. The purpose of the MPU is to make adjustments introduced a compulsory subject common to the subjects of study in higher education institutions, nation-building, governance and broadening skills, strengthening and expansion of knowledge in Malaysia and application of soft skills (Ministry of Higher Education, 2013).

Based on the national education system many changes have happened to make co-curricular activities is a matter which must be taken seriously by every teenager (Moses, 2014). Therefore, every teen should have awareness of changes in our education system and should be emphasized in their learning schedule

4. Effectiveness of Co-curricular for Teenagers

The effectiveness of co-curricular is an important aspect in developing the personality of every teenager. Therefore, based on the studies that have been conducted curricular effectiveness can be achieved through:

- a. The talented and skilled human.

According to the fourth edition of Kamus Dewan, talented is a natural ability that exists on each individual (Kamus Dewan, 2005). While according to Schuilz (2008) soft skills refers to the cluster of personality, social skills, language, personal habits, friendliness and confidence that marked the people of varying degrees. Both these elements can form the youth, develop talent and provides a lot of benefits and interest to the student. Based on studies that have been done by Ariffin, Meerah, Othman & Zin (2004) found correlation between domain-domain shows visual intelligence-interpersonal and linguistic strongest talent in language and presentation of ideas capable of rational thought, look into them and analyse yourself.

b. High confident

The integration of knowledge among students with a learning environment gives exposure and more confidence in terms of cognitive, affective and psychomotor student when dealing with people or problems that arise. This is because, every co-curricular activity that are carried out require specific skills in making these activities run smoothly (Moses, 2014). According to a study conducted by Esa and Jamaludin (2009) the final year students of the 1st half of 2008/2009 Faculty of Technical Education, UTHM, a total of 107 students found that the level of skills of students after attending co-curricular subjects is high. The study involves four aspects, namely skills, communication skills, leadership, teamwork and a neat appearance. It can be concluded that the co-curricular activities involving the students can improve their skills in order to equip themselves with various skills before taking the job more challenging. The survey covers all aspects from the point of thinking, emotional and physical fitness to produce a teenager of a mind.

c. Excellent learning

An aspect of curriculum or learning outside the classroom is important to build self-development in a holistic manner (Moses, 2014). Coinciding with the recommendations set out by Ariffin (2004) the findings of this study support previous studies that an individual has multiple intelligences. Intelligence elements must be applied in a variety of teaching and learning in schools and in institutions of higher learning, then formulate an intelligence assessment that not only assesses overall IQ that encompasses all human potential, as it is now. In this study, the researchers emphasize the cognitive, affective and psychomotor adolescents involved with co-curricular activities for adolescents who have expressed a high character.

d. Competitive

Teenagers need to master the various skills so that they become teenagers who are competitive and can adapt under any circumstances and stress. Teenagers who have good skills, able to adapt in any way and in any condition. The field of teaching also requires teachers who have souls and keenly competent in all aspects of (Musa, 2014). Nowadays, the challenges in educating and teaching are pretty high with the claim that was provided by the management and parents. Greenway Marais (2011), when entering the profession of teaching profession teachers must be actively involved in co-curricular activities. In addition, this study showed that co-curricular activities can help students to build confidence and establish a teenager so does not despair.

5. Conclusion

This co-curricular is the continuity and consolidation of the programme or learning activities in the classroom or curriculum. Ministry of Education focuses on co-curricular activities to make this co-curricular activity in line with the needs of education today. This is due to the involvement of teenagers in co-curricular activities is able to give a positive impact to the formation of the personality of teenagers.

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