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The Important of Curriculum in Education at Secondary School

Johar, S.H, Suhadi, N. and Idris, M.S.

Faculty of Technical and Vocational Education Universiti Tun Hussien Onn Malaysia Batu Pahat, Johor.

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ABSTRACT

Co-curriculum is the activity where the activities are designed outside from the classroom that gives opportunities for students to increase their strengthens of knowledge, skills and value that their learned in the classroom. Each student either from a government school or non-government is required to take at least one uniform activity, an association or club activity and a sports or game activity. The main goal of co-curriculum implementation in education is to build physical, intellectual and emotional, strengthening relationships and interactions among students, increase interest and talent of the students, build awareness on religion, balancing spiritual, improving discipline, creating a healthy school culture, and enhance cooperation among the student in their groups.

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Introduction

Co-curriculum is a group activity where the activities are designed further than the teaching and learning process in the classroom that gives opportunities to increase, strengthen and practice knowledge, skills and value that their learned in the classroom. It is a bodybuilding, emotional and spiritually in line with the aims of the National Philosophy of Education for forming a balanced generation. Hence, refer to the Letter of Professional Circular No. 1/1985 dated 2 January 1985, each student either from a government school or non-government is required to take at least one uniform activity, an association or club activity and a sports or game activity.

The main goal of co-curriculum implementation in education is to help to realize the National Education Philosophy in instilling awareness on religion, balancing spiritual, physical, intellectual and emotional, strengthening relationships and interactions among students, build and increase interest and talent, build and improving discipline, creating a healthy school culture, build and enhance cooperation and creating a school of character.

Co-curriculum plays an important role in education. One them is importance in the cultivation of student's character and the formation of unity among them. Student participation as the young generation and people in the country in the co-curriculum can sow solidarity, national integration and inculcation of noble values in indirect and direct participation in the activities. This is in line with the second core of the Education Development Master Plan (PIPP) namely Developing Human Capital. Quality human capital is a major asset of the country to determine the future of nation and nation. It is also important in the formation the concept of "One Malaysia" which prioritizes unity among Malaysians Multiracial.

Participation in co-curricular activities can also increase the level of discipline Students. Based on several studies, it was found that the co-curricular activity was able to Reducing disciplinary problems to a minimum level.

However, in this effort, Teachers, parents and the community should work together and strengthen relationships to each other. Negative perceptions of co-curriculum implementation in schools also need to be scrapped. Schools and parents need to be more open-minded to co-curriculum implementation in education without just prioritizing Academic only. Co-curriculum is a channel that promotes development Talent, creativity, talent and potential of the pupil to a maximum level.

There are various advantages and disadvantages of the implementation of internal co-curriculum Education. Therefore, the implementation must be carefully planned and implemented more seriously by all parties. All constraints in the implementation are the same In terms of teacher training, equipment; infrastructure, support, finance and Etc. need to be addressed immediately. This is important for co-curriculum implementation In education can achieve its objectives and succeed in producing a generation Educated and noble virtuous.

Co-Curriculum in Education System

The education system implemented in a country to educate children into successful humanities and to recognize the culture as well the environment and to convey national ideology to the community through the application of understanding and positive values for racial unity among the next generation of youth. To produce an education system balanced and perfect, then emphasis on both aspects of the curriculum and co-curriculum needs to be emphasized. Co-curriculum is important to realize the concept of knowledge, experience and skills across the curriculum in which it is including physical education, art and recreation activities, science and technology activities as well as group and social activities. In a line with the National Education Philosophy, this field is able to provide students with the opportunity to develop physical strength, strengthens mental ability, and helps in the next emotional stability to spiritual stability in applying pure values based on religion their followed.

Tele:

E-mail address: hajarayu54@gmail.com

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This individual construction process needs to be continuous and comprehensive without any separation between curriculum and co-curriculum (Abd. Rahim, 2004).

The importance of co-curriculum in education has been emphasized since long ago time by scholars that education will not be complete if practical activities such as sports and games are not loaded into the school curriculum. The view was agreed and applied in education year by year, only the extent to which it is implemented seriously in schools. The Ministry of Education has Outlines the co-curriculum implementation in the school where this activity is named As a group activity (Abd. Rahim, 2004). Now, co-curriculum has become a priority in education. It also facilitates achievement of academic and non-academic goals. Ministry of Education Malaysia is so serious in co-curriculum implementation in schools to produce a generation of knowledgeable Malaysians, possessing superior soul and personality, eager to be goodwill and able to cope with collective and integrated challenges.

Implementation of Co-curriculum in Education at Secondary Education

Schools at the beginning of co-curriculum implementation in education in Malaysia, it is known as the extra curriculum or classroom activities, as it appears in Rules of School Studies Courses, Education Act 1956 in which the co-curriculum is considered a program that is located outside of the education curriculum actually. In the 1960s, co-curricular activities were considered as something separate, additional activities and less important in development and processes teaching and learning of pupils at school (Abd. Rahim, 2004). However, consciousness on the importance of co-curriculum has gradually changed in development current education and is given priority in every educational plan.

The concept of co-curriculum implementation at the current school level is based on the recommendation of the Cabinet Report 1979, National Education Philosophy 1988 And Education Regulations (School Association) 1998. According to the Report the 1979 Cabinet, co-curriculum activity is essential for all students in each school level. So all students are required to participate in co-curriculum because His activities are trying to sow, nurture and instil inner feelings of inner feelings Multi-racial society besides trying to apply pure values. Co-curriculum also emphasized in the 1988 National Education Philosophy, which was once known as the National Education Philosophy.

The goal of the National Education Philosophy is to broaden the potential of individuals in a comprehensive and integrated manner to produce a balanced, harmonious, responsible, skilled person and versatile based on trust and obedience to God. Therefore, to create an integrated education, co-curriculum needs to be emphasized as a channel to achieve the educational goals. To ensure co-curriculum implementation in uniformed and uniform schools, various rules and regulations guidance is outlined in the Education Regulations (School Association) 1998. Implementation of co-curriculum in school should be based on the deeds and regulations Enforced as well as professional circulars circulated from time to time. Human capital development is from education that exposes students to industrial needs (Ahmad *et al.*, 2015).

Now, co-curriculum is part of the national curriculum. Curriculum Nationality is defined as an education program consisting of curriculum and co-

curriculum that includes all knowledge, skills, norms, values, cultural elements and beliefs to aid development a student totally physically, spiritually, mentally and emotionally as well as instilling and enhancing the desired moral values as well as for communicating knowledge (BSSK, 2009). Hence, the implementation and participation of students In co-curriculum in school is compulsory whether for government schools or non-government (Cabinet Report 1979; Education Act 1996). Refer a letter Professional Circular Number 1/1985 dated 2 January 1985, each student either from government or non-government schools is required to take at least one a uniform activity, an association or club activity and one sports activities or games. Failure or refusal to implement co-curriculum at school is a fine that can be fined.

Co-curriculum activities can be conducted in or out of the classroom, According to the suitability of an activity. Under the co-curriculum design, focus is given to activities involving community service, recreation and enrichment Formal curriculum and practical experience are strengthened and expanded. Co-curriculum activities carried out shall be any activity which is planned further than the teaching and learning process in the room that gives students the opportunity to practice knowledge, skills and values learned in the classroom. Referring to Books Co-curriculum Management Guide (2009) there are 45 types of associations and clubs, 43 sports and games types and 19 types of uniformed body teams run in secondary schools in Malaysia. Among them is the Religious Society Islam, Cultural Association, Judo Club, Police Cadet Team, Association Princess of Islam, School Band Society and so forth. Accordingly, the school it is necessary to set up various uniformed bodies, associations, clubs, sports or games to ensure students have the opportunity to develop talent and the potential of each in co-curriculum up to the international level.

Importance of Co-curriculum in Education

Co-curriculum activities involve various planned activities of the process teaching and learning in the classroom that gives students opportunities to increase strengthen and practice knowledge, skills and values which is learned in the classroom (BSSK 2009). Diversity of established associations shall be based on the subjects taught in schools, hobbies and recreation, sports and games, uniformed bodies and any other approved association by the registrar as well as the diversity of activities capable of benefitting students in enhancing discipline and unity, building knowledge, interests and talents, forming the personality, strengthening religious holdings and so forth. The importance of co-curriculum in education has been recognized (Abd. Rahim, 2004). Thus, co-curriculum implementation it must be implemented systematically and systematically with solid collaboration and earnestly.

Refer to the School Co-curriculum Management Handbook (2009), the main goal of co-curricular activities is to realize National Education philosophy. This philosophy is a guide to all educational activities that clearly expresses goals, principles and values which form the basis for shaping Malaysia's education system. He emphasized to the philosophy of man based on belief in God and religion to develop all aspects of human self in a balanced and harmonious manner Human nature's integrity is preserved. Knowledgeable and educated should be generates virtue and noble character to be a hallmark of the expert family, community and citizen good and educated.

Therefore, the co-curriculum needs to be addressed at school for its importance in education. Based on the study of Ahmad Esa (2004), it is found that the activities co-curriculum is able to build communication skills among students will help them in the career world.

Summary

There are various advantages and good performance in the educational curriculum. Therefore, its implementation must be carefully planned and carried out by more seriously by all parties. All the constraints in its implementation either in terms of teacher training, facilities, equipment, infrastructure, support, finance and so should be overcome soon. It is important that the implementation of curriculum in education to achieve its objectives and has produced generations well-educated and well balanced. If training has understood the concept of skills and already know the place and time to apply then it is not impossible in the future they also know to apply soft skills which is now a very important skill in line with the development and progress of the country (Ahmad Esa and Mohd Zaid, 2010). Thus a study entitled "Evaluation Implementation of Curriculum Schools "will be conducted to assess the extent of curriculum implementation processes successfully implemented.

Will use Using CIPP Evaluation Model by Stufflebeam (2002), the evaluation studies to be carried out include three of the four components CIPP model of input and process and product. It is hoped that the study will contribute to information retrieval process of continuous improvement that will be proposed and made from time to time.

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