

Inculcation of values in co-curricular activities from virtues module

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Abstract: The main objectives of this study are: firstly, to find the ability to understand the value of virtues amongst school students, secondly, to seek the level of understanding amongst students in practicing the value of virtues using the Virtues Module in co-curricular activities. Another objective is to compare the different ability to understand the value of virtues between male and female respondents. 67 respondents are involved in this study including students in Form one, two and four of the MARA Junior Science College Pasir Salak, Malaysia. The respondents are chosen through the cluster technique, where respondents are all members of the school Police Cadet Unit. A questionnaire is used as the instrument in this study. The questionnaire has two sections where Section A is on students' demographic background while Section B is on whether the values are being applied in actual situations. The methodology adopted for this study is quantitative methodology with quasi-experiment and descriptive study to identify the effectiveness of the Virtues Module through pre and post-test. The questionnaire is analysed using the SPSS software to calculate the mean and standard deviation. To see the different ability and to understand the value of virtues, independent samples t-test was used. The value of reliability was $r=0.874$. The findings showed post-test mean value of the Virtues Module is higher than pre-test mean value and the boys' mean scores are higher than the girls' mean scores in the extracurricular activities. However, this study does not show any difference in mean scores between the boys and girls. The implication at this study is that the Virtues Module is able to inculcate values in students' lives.

Key words: Value of virtues; Virtues module; Curricular activities

1. Introduction

1.1. Values in the education system

Values can be defined as good behaviors, culture and ethics of the individuals in relation to other human beings, nature and God. According to Wan Mohd Zahid (1988), moral values are assumptions about things people wished for and at the same time, they are also criteria or measures. Values of a society are usually based on religions. It is the aim of all religions, to form life followers to be good and honorable. Values are always positive in nature and can be accepted by the community including students.

In the Malaysian education system, educational values were officially first emphasized through the Cabinet Report 1989 (Mahathir Report, 1979), which at that time Datuk Seri Anwar Ibrahim held the reins of the Ministry of Education where he made a statement on the Philosophy of Education (FPN) and SSIC, which incorporated the issues of values to be applied to students and teachers in creating a stable and harmonious individuals, not only in terms of intellectual, but also emotional, spiritual and physical.

The essence of the National Education Policy (FPN) in its written form in 1987 stated that "Education in Malaysia is an ongoing effort towards the development of the potential of individuals in a holistic and integrated way in order to create a balanced and harmonious individuals; where they are intellectually, spiritually, physically and emotionally balanced and have strong belief and obedience to God". Efforts are made to produce Malaysian citizens who are knowledgeable, competent, responsible and capable of achieving well-being and contributing to the harmony and prosperity of society and nation. Teachers are not only teaching what is contained in the syllabus or the values contained in each subject. There are times where extended values are found specifically in a subject but these values are not formally applied even through co-curricular activities or in communication between teachers and students that will affect the development of the students' lives.

In Malaysia, at the moment, the issue of how to apply these values is becoming more obvious and intriguing. The Ministry of Education has adopted a strategy where the application of values is done comprehensively. Values will be infused in all subjects through formal and informal teachings, and will be further strengthened through co-curricular activities. Outside of the classroom, values will be

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introduced in an integrated manner to ensure the adoption of the values is successful and effective.

Co-curricular activities are part of the school curriculum and every student should participate in the activities. The activities can be carried out in the classroom or outside the classroom, depending on the types of activities planned and implemented. With the assumption that the students do not get knowledge or values in the classroom, then the extra-curricular activities can provide a wealth of knowledge and experience for mental development, talents, physical, spiritual and aesthetic and positive social values formation in the students.

Co-curricular activities work as a catalyst for unity and they complement the process of teaching and learning in the classroom. According to the Education Development Master Plan 2006-2010, in the development of human capital, the policies for the implementation of programmes in the school curriculum begin by drafting the school education regulation (1956). In this regulation, the co-curricular activities are referred to activities such as clubs, literary activities, sports and games and youth trainings.

Co-curricular activities serve as a platform that aims to balance between academic achievement and development of generic skills in students in schools. Co-curricular activities are the embodiment of knowledge characteristics and values contained in the curriculum. What is nurtured in the co-curricular activities does not only emphasize balanced knowledge featured with spiritual and human values, but also the balance between the formal characteristics of academic curriculum with informal characteristics of co-curricular activities. Teaching and learning guided by the curriculum is implemented either through sports and games, clubs and societies, uniformed bodies, or participation in activities outside of the school.

School students have the opportunity to participate in extra-curricular activities. This is where leadership is nurtured but needs more orderly construction. Co-curricular activities are part of the National Curriculum, where the National Curriculum is seen as the framework for the country's educational programme that includes curriculum and co-curricular activities. The curriculum takes into account the important elements which include knowledge, skills norms, values, cultural elements and beliefs; to help develop a student in full; in terms of physical, spiritual, mental and emotional as well as to inculcate and develop desirable moral values and to transmit knowledge.

Greater importance should be placed on the review of the coach education programmer to ensure the effectiveness of the programmer in producing competent coaches and quality players in future (Kassim, 2008). In addition, Kassim (2008) stated that training are elements of the coaching process and become important indicators for the hard work undertaken by the athletes to enhance performance.

1.2. Importance of the problem

A five minute message in the Virtues Module was designed and developed specifically to guide and expose students to practice the values that should be applied to them. This module provides guidance to teachers towards the cultivation of moral values in a distinctive way. It helps to develop attitudes and characteristics of a healthy lifestyle, competent and assertive to face challenges and change in a turbulent environment. This module also helps and guides students to be more focused and dynamic.

This module focuses on nurturing the practice of educational values that students need to have strong awareness on. This module is executed within only 5 minutes at the beginning and at the end of a meeting or meetings, when co-curricular units conduct their unit activities in school. This module focuses on the delivery of a five minute message, through a technique unique and attractive to the students. What is given in the module can be used in many different genres to attract students to go through the module. Students are guided on the significant values in their lives.

The objective of this study is to examine aspects of moral values through students' participation in co-curricular activities at an institution which is the Mara Junior Science College (MRSJ). The study investigates how the application of the module contributed to the inculcation of values through co-curricular activities such as sports and games, uniformed bodies and associations and clubs. It also looks at how students appreciate the values that are promoted or enhanced by their school.

1.3. Relevant scholarship

Teh Siew Hui (2007) has conducted a research on the importance of moral values amongst male students of Sekolah Menengah Kebangsaan Methodist Sentul Kuala Lumpur, based on the level of understanding, appreciation and experiences on values of students. He used a total of 235 subjects where the samples are from Form 1, 2 and 4.

The instrument used to measure data was a questionnaire. The research was carried out in the form of descriptive survey method. The findings revealed that 90.6% of the samples understood the values, 91.2% of the sample appreciated the values, and 76.5% of the sample adopted the noble values. The investigation showed that most of the samples understood and appreciated the values but they lacked practice..

Another researcher, Yue Wan Ho (2006) in his research on the practice of moral values amongst students of daily technical schools and high schools, used 243 samples. His samples consisted of students from Johor Bahru Technical School and secondary schools in Skudai Johor, and found that the noble values being practised at these schools are: respect, hard work, high mannerism, physical and mental hygiene and patriotism are high amongst the

subjects. This research also used a survey/questionnaire as the research.

Mohd Alfaizal Che Ami (2006) has conducted a research on the practice of moral values amongst students. He used a sample of 120 subjects which consisted of students of the University Park High School. He wanted to investigate how good values are being practiced amongst Form 4 students in their daily lives. His research was also descriptive and used a questionnaire as the research tool for collecting data. He found from the analysis of value ratio, the ratio of pure gratitude was the most appreciated value amongst students.

Jennifer A and Jacquelynne S. Fredricks Eccless (2008), made an inquiry of intellectual development through co-curricular activities in high school. The research problem was whether there was interest in intellectual development through co-curricular activities in high school. This research used a total of 1047 adolescent subjects consisting of 51% female and 49% male and 67% African American and 33% European American. The study made use of questionnaires and interviews as research instrument. They used the ANCOVA analysis to examine the relationship between involvements and intellectual development. The findings of the research were co-curricular activities are one aspect of education that provide an opportunity to improve the intellectual and personal development of students as well as improving interpersonal skills of adolescents.

Guest and Cree (2008), conducted a research on extra-curricular activities for youth, youths' delinquency and depression in the extent to which the relationship between co-curricular activities and youth development. Their samples were 13, 466 young people from Grades 7 to 12, from a total of 120 schools. Data gathered from questionnaires found that the relationship between participating in activities, delinquency and depression could not be identified. They also found no relationship between participation in activities and the varying levels of delinquency in schools. The findings also showed that the relationship with psychological activity participation was inconsistent and all kinds of extra-curricular activities in schools could be attributed to the characteristics of the positive or negative developments in students as well as it depended on the settings of the activity.

1.4. Hypothesis and their correspondence to research design

This study will test several hypotheses (2) for the relationship between the variables by using the following hypothetical statement:

H1: There are significant differences in terms of the mean level of understanding of the values between boys and girls in all dimensions of practice; for the values of good faith, independent, high courtesy, respect, compassion, justice, freedom, courage, physical and mental hygiene, honesty,

diligence, cooperation, awareness, gratitude, rational and social.

H2: There are no significant differences in the mean level of understanding of values between boys and girls in all dimensions of practice; for the noble values of good faith, independent, high courtesy, respect, compassion, justice, freedom, courage, physical cleanliness and mental, honesty, diligence, cooperation, awareness, gratitude, rational and social.

The hypotheses were tested using the Virtues Module for the co-curricular activities and in addition through the questionnaire on students' level of understanding in the use of this module. This study used a quasi-experimental method with survey method. Quasi-experimental methods were used to assess the effectiveness of the Virtues Module and respondents cannot be randomly selected.

2. Methods

The survey used the quasi-experimental method with a survey method. Quasi-experimental method is used to evaluate the effectiveness of the messages in the Values Module when respondents to the survey could not be randomly assigned. Two groups of samples were selected to strike a balance and assure that samples did not have the same characteristics. Quasi-experimental design was used to replace a pure experimental method when in the process of selecting respondents to the surveyed; a random distribution cannot be done by the researcher (Chua, 2006).

Furthermore, this study was conducted on individuals who are constantly exposed to the external factors such as gender, age, background, past experience, existing knowledge, and the influence of the environment. All these factors can affect the outcome of the experiment. In other words, researchers are not sure if a change in the treatment given to the group of respondents at the end of the experiment was due to the treatment given to him or other external factors. This study design was quasi-experimental study with pre-test design and test-post with non-equivalent control group (non-equivalent pretest and post-test control group design (Campbell and Stanley, 1963; Salkin, 2000; Wiersma et al., 1991).

Research design is used as the subject of quasi elected intact group (Cambell, 1990; Wiersma, 2000). This means that subjects were not randomly selected (Johnson & Christensen, 2000). Intended design is used to test the effectiveness of the message module values to the control and treatment groups in embracing the practice of values through co-curricular activities. The survey method using questionnaires is developed by the researchers themselves and a pilot study was conducted to determine the reliability and validity of items in the questionnaire. To perform the research, the researcher used questionnaire for gathering information quickly and gain in-depth study of the

problems. Respondents only need to specify the actual situation based questions.

2.1. Participant (subject) characteristics

The participants in this research are students of the MARA Junior Science College Pasir Salak. The sampling conducted was purposive sampling, where 67 students of the MARA Junior Science College Pasir Salak from the Police Cadet unit were chosen. Out of the 67 students, some were used as the control group and the rest for treatment group, to test the message in the Values Module that generated values.

2.2. Sampling procedures

To select the samples, purposive sampling was used. 67 students from the MARA Junior Science College Pasir Salak Police Cadet unit were chosen as participants. These students were grouped into control and treatment groups; to test whether the module is successful in producing good values.

This research took 10 weeks and it was carried out at the Mara Junior Science College Pasir Salak Perak. Written materials were carefully prepared and the questionnaire was constructed solely for this research. The process to execute the module took 8 weeks including meetings with the samples from the uniformed body, the Police cadets. The meetings were conducted 2 times a week. In each meeting, the students were guided to practice the values as stated in the module. Writing and presentation of research data and preparing research report took 2 weeks.

2.2.1. Measures and covariates

The purpose of this research is to test the effectiveness of the content in the Values Module where the practice of applying moral values to students through co-curricular activities at the MARA Junior Science Colleges Pasir Salak. Researchers use the module that generated the message of values and a questionnaire as a research instrument. The research instrument is divided into two: Virtues Module (5 minute message module) and questionnaires, in order to collect quantitative data from respondents.

The questionnaire consists of two parts: Part A contains 3 items on respondent's information. Part A of the questionnaire is on participants' demographic data such as gender, age and race. Part B contains 80 items that assess respondents' level of understanding of the values. Questions in Part B are related to situations in understanding the practice of moral values that include good-hearted, self-reliant, high courtesy, respect, love, justice, freedom, courage, physical and mental hygiene, honesty, diligence, cooperation, awareness, gratitude, rationality and society.

The questionnaire was tested for item reliability and validity through a pilot study which the reliability of the questionnaire through alpha

cronbach's r is 0,874. A high reliability of a questionnaire must exceed $r = 0.80$. Part B consists of 80 items with a 10-point scale of 1 to 10, where 1 represents disagree and 10 represents strongly agree. This is intended to elicit the level of practice of respondent's values through values generated from the Values Module.

2.2.2. Research design

The survey conducted in this research was in the form of a quasi-experimental method. Quasi-experimental method was used to evaluate the effectiveness of the message in the Values Module where respondents were not randomly chosen. Two groups were selected and groups were not homogenous where the samples do not have the same characteristics. The quasi-experimental design was used to replace the pure experimental design during the process of selecting respondents for the survey; when a random distribution could not be done by the researcher (Chua, 2006).

Research design is used as the subject of quasi-elected intact group (Cambell, 1990; Wiersma, 2000). This means that subjects were not randomly selected (Johnson & Christensen 2000). Intended design is used to test the effectiveness of the message in the Values Module to the treatment group in embracing the practice of values through co-curricular activities. The survey was carried out during a pilot study to determine the reliability and validity of the items in the questionnaire. The questionnaire was used to gather information quickly and gain in-depth study of the problem. Respondents only need to response to actual situations described in the questions.

3. Results

Analysis of data involved several steps such as storing data, coding, separating the data, making calculations and analyzing the data. All questionnaires that contained answers will be collected and coded. Revisions to the questionnaire will be done to ensure that every item is well understood and answers are completed, and in accordance with established procedures. Data structure is quantitative data involving respondents' background, and the practice of respondents' values.

These data were measured in terms of real numbers according to a ten-point scale of measurement for each variable. The data analysis for this study was conducted using the Statistical Package for the Social Sciences Version 14.0. SPSS descriptive tests were conducted to see the comparison of means between boys and girls and t-test of independent samples in the pre and post-tests. To see the level of understanding of students' values through the application of Values Module, every aspect of students' practice of values were analyzed.

3.1. Participants

The selection of participants used purposive sampling. 67 students from the MARA Junior Science College Pasir Salak of the Police Cadet unit were chosen to be the participants of this research. The students were used as the samples in the control and treatment groups to test the values generated by the Values Module. All 67 students who were involved in this research had attended 10 weeks of the Police Cadet Unit meeting.

3.2. Statistic and data analysis

Table 1: Methods of data analysis

Part	Analysis Type	Measurement tools
A	Background data of respondents	Frequency, percentage
B	The level of understanding the values and comparing the level of understanding the values of men and women	Mean pre and posttest, t-test independent samples.

Table 2: Overall mean, standard deviation, and mean differences in the pre and post tests for male and female respondents.

	N	Test	Mean	Standard deviation	Mean difference
Male	35	Pre	6.59	.664	.040
		Post	6.90	.692	.062
Female	32	Pre	6.55	.614	.040
		Post	6.84	.634	.062

Table 3: Comparison and Difference in Mean Score of Respondents' Understanding of Values between Men and Female Respondents through the Values Module

Practice values	Male mean	Female mean	Difference mean
Good heart	7.85	7.84	.002
Independently	6.81	6.53	.281
High manner	7.37	6.93	.434
Respect	6.51	6.31	.196
Love	7.53	7.83	-.306
Justice	6.87	6.61	.262
Freedom	6.97	6.90	.066
Courage	6.69	6.70	-.009
Physical and mental hygiene	7.59	7.23	.363
Honesty	6.93	6.97	-.043
Diligence	7.15	7.04	.117
Cooperation	7.83	7.91	-.529
Awareness	5.87	5.88	-.007
Gratitude to god	6.67	6.55	.119
Rational	6.61	6.46	.143
Social	5.65	5.74	-.092
Mean overall module	6.90	6.84	.062

4. Conclusion

The goal of the National Education Policy is to create people-oriented Malaysians, united and respected and to practice good values in everyday life. This goal could be achieved if the younger

generation, especially the students are given a balanced and complete education that focuses on the physical, emotional, spiritual, intellectual and social elements. An ideal education should be perfectly balanced and always taking into consideration of the two important aspects: academic and co-curricular activities. The NEP also promotes, enhances and gives serious attention to the practice of noble values especially in the co-curricular activities.

An emphasis on the educational curriculum in schools is appropriate to the times and needs of the current education scenario in our country. In addition, the goals of the Human Capital Development in the Education Development Master Plan 2006-2010 focus on nurturing students to acquire skills and competencies and implementation of strategy in emphasizing values; including safety, health and hygiene (3K) in teaching and learning activities curriculum. The level of performance required in this action plan is the number of students who practice good values and students' achievement results were found to have increased in 2010.

This shows that the practice of moral values is an important aspect in a student, thus gives strong emphasis to the teaching and learning process in schools. Good values can be infused to students either through giving them the experience or the students studying the values. Hence, the values should be emphasized in a specific form, such as through co-curricular activities that are well planned and targeted specifically to a group of people. Practicing good values should be given an emphasis and direct explanation of the values must be given to students. Good values should be nurtured in students' everyday lives so that the values are blended with students' potential.

Referring to the findings of the study it can be concluded that the 5 minute messages in the Value Module have positive impacts on the students. The education curriculum should be given more attention because it involves full involvement of students and practice of good values can be fully appreciated by creating a module of five minute message that elucidate good values in the extra-curricular activities. These need to be aligned with efficient and effective management to ensure that the objectives and goals set are achieved.

All these will contribute to the enhancement of students' values such as kindness, compassion, cooperation, self-reliance, and rational aspects of the other values. This also will directly contribute to the effort of producing future leaders who have high and noble values; and can contribute to the peace, harmony and prosperity of the nation and society.

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