

# Meta Skills, Soft Skills and Technical Skills Competencies of Co-curriculum Senior Assistants and their Relationship with Attitudes of Teachers

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## Abstract

This study aims to identify the level of competency of Co-curriculum Senior Assistants from the aspect of meta-skills, soft skills, and technical skills. This study also intends to identify the relationship of the Senior Assistants Curriculum with the attitude of teachers in the implementation of co-curriculum in the state of Negeri Sembilan. This quantitative study employed a survey method with a population of 6349 teachers and a sample size of 366 teachers. Analysis of the data was performed through data collection using a questionnaire. Data were analyzed by descriptive statistics and Pearson correlation test using Statistical Package for Social Science (SPSS) Version 25.0. Pearson Correlation Statistic was used to identify the relationships between the variables studied. The findings of the study show that the competency level of Co-curriculum Senior Assistants (GPK ko) is high (mean = 4.11, SD = .338) representing the technical skill dimension, followed by the meta-skills dimension (mean = 4.08 and SD = .334) and the lowest (mean = 4.02 and SD = .349) represents the soft skill dimension. There is a weak relationship between competencies and teachers' attitudes on the aspects of meta-skills, soft skills and technical skills. This study intends to fill in the gaps in competency studies in a more focused manner and comprehensively from the aspect of skills of the Recreation Coaching Model and Outdoor Education (Brick Wall 1993) in the implementation of co-curriculum in educational organizations.

**Keywords:** Competency, Co-curriculum Senior Assistants, Attitudes.

## I INTRODUCTION

Co-curriculum is the main platform for developing students' identities to achieve the roadmap of national education policy. The implementation of a co-curriculum is very important to deduce the success and achievement of students, teachers, schools, and the nation. The commitment of teachers and education leaders whether in the field of curriculum or co-curriculum is able to prove the success of a student and the educational leader himself in managing co-curriculum activities. The leader in the context of this study is the Co-curriculum Senior Assistants (GPK Ko) Teacher. If the Co-curriculum Senior Assistants is competent, thus, the teachers within the

leadership of the teacher will be guided in a more focused manner towards influencing student's success through the implementation of co-curriculum in schools. The intent will be achieved though the existing education system. Changes and effectiveness of the education system in a country is often associated with leadership excellence and the quality of teachers in a school (Kantrowitz & Wingert, 2000). Jamalullai and Azhar (2008) state that effective co-curricular activities require the involvement of committed teachers in implementing the co-curriculum activities. Competent leaders can influence the attitude of teachers under their supervision towards excellent co-curricular activities.

## 2 Literature Review

In general, competence is an important element for a co-curricular manager. The International Board of Standards for Training, Performance and Instruction (IBSTPI) describes competence as an interrelated set of knowledge, skills and attitudes for individuals to perform activities related to the job or task function according to expected standards (Klein, Spector, Grabowski & Teja, 2004). A satisfactory co-curricular management and implementation will be attained when there is a strong alliance between the co-curriculum manager, namely the Co-curriculum Senior Assistants (GPK ko) and the teachers under his supervision. A competent Co-curriculum Senior Assistants teacher has a high relationship with teacher's attitude. Norlena, Muhd Taib and Nur Asmara (2011) indicate that the effectiveness of co-curricular activity management depends on the competence of the teacher in managing the activities.

Implementation of effective co-curricular activities depends greatly on the credibility of the advisor that leads each co-curriculum unit in the school (Nur Asmara Diana, 2011). Jamalullail and Azhar (2008) state that the involvement and commitment of teachers in implementing co-curricular activities effectively. A strong leadership of the Co-curriculum Senior Assistants is able to change the attitude and motivation of teachers towards the practice and implementation of excellent co-curricular. Heiken (2006) is also of agreement that leaders who portray strength in relationship management competency is able to inspire and influence others, skilled in managing conflict, build teamwork spirit, collaborate within the organizations and focus on the development of others. This is in tandem with the view of Sheila Michael, Abdul Said Ambotang (2019) that excellent co-curricular management increases the involvement of students in co-curricular activities and subsequently form positive personality.

## 3 Methodology

A total of 6349 teachers working in 92 national secondary schools in the state of Negeri Sembilan were selected at random to be the respondents of this study. The questionnaire comprises of relevant items used to measure the

level of competence of the Co-curriculum Senior Assistants and the relationship with teachers' attitudes in the implementation of co-curriculum in schools. The instrument of this study with a five -point Likert scale is very reliable because the overall Cronbach's Alpha value for this instrument is between 0.87 to 0.99. This indicates that each item in the construct has high reliability and remains in the actual study. Furthermore, face validity and content validity of the instrument was conducted by four experts. The collected data were analyzed using Statistical Package for Social Science (SPSS) version 25. This study used the interpretation of the mean score modified from Jamil Ahmad (2002) to show the level of competence of Co-curriculum Senior Assistants teachers in educational organizations, namely National Secondary Schools in the state of Negeri Sembilan. Meanwhile, the Pearson correlation test was conducted to identify the relationship between the competence of the Co-curriculum Senior Assistants Teacher and the attitude of the teachers. Pearson correlation is used to identify the direction of the relationship and the strength of the relationship between the variables. Prior to conducting the correlation analysis, the researcher first conducts a test to ensure that the conditions of using the correlation test are met.

## 4 Results and Discussion

This Descriptive analysis in this research involves the findings of mean values and standard deviations for competency components of Meta skills, Soft skills and Technical skills of Co-curriculum Senior Assistants Teachers in the implementation of co-curriculum. Next, the Pearson correlation test was conducted to identify the relationship between the competence of the Co-curriculum Senior Assistants Teachers and teachers' attitudes. Pearson correlations were also used to identify the direction of the relationship and the strength of the relationship between the variables. The results of the analysis are discussed based on the objectives of the study:

### i) First Objective

To identify the level of competence of Co-curriculum Senior Assistants Teachers from the aspects of Meta skills, Soft skills and Technical skills in co-curriculum management in schools.

Table 1 displays the mean values and standard deviations of the study analysis based on the feedback of the respondents on the competency

component of Meta skills of the Co-curriculum Senior Assistants Teachers:

Table 1 *Mean Score and Standard Deviation on the competency of Co-curriculum Senior Assistants Teachers in terms of Meta skills, Soft skills and Technical skills.*

| Competency component of Meta skills of the Senior Assistants Co-curriculum | Mean               | Std. Deviation | Intp.Score      |
|--|--------------------|----------------|-----------------|
|  | <b>Meta Skills</b> |                |                 |
| Problem Solving  | 4.01               | .387           | High            |
| Making Considerations  | 4.08               | .422           | High            |
| Making decisions   | 4.03               | .388           | High            |
| Effective Communication  | 4.10               | .410           | High            |
| Ethics   | 4.20               | .413           | High            |
| Flexible leadership Style  | 4.09               | .398           | High            |
| Overall  | 4.08               | .334           | High            |
| <b>Soft Skills</b>   |                    |                |                 |
| Teaching   | 4.05               | .362           | High            |
| Management   | 4.15               | .408           | High            |
| Facilities   | 3.89               | .474           | Moderately High |
| Overall  | 4.02               | .349           | High            |
| <b>Technical Skills</b>  |                    |                |                 |
| Activity   | 4.11               | .391           | High            |
| Security   | 4.12               | .378           | High            |
| Environment  | 4.10               | .409           | High            |
| Overall  | 4.11               | .338           | High            |

Table 1 shows in detail the findings of the study on the level of competence of Co-curriculum Senior Assistants Teachers in terms of meta skills, soft skills and technical skills. These findings indicate that the competence of Co-curriculum Senior Assistants Teachers (GPK ko) is high. These findings indicate that the competence of Senior Assistants r Co-curriculum Teachers (GPK ko) is high (min = 4.11, SD = .338) represents the technical skills dimension, followed by the meta -skills dimension (min = 4.08, SD = .334) and the lowest (min = 4.02, SD = .349) represents the dimension of soft skills. Overall, the level of competence of Senior Assistants Co -

Curriculum Teachers (GPK ko) in the dimensions of Meta skills, Soft skills and Technical Skills is at a high level. To ensure the effectiveness of the management and implementation of co-curriculum, principals, Co-curriculum Senior Assistants teachers, and advisor teachers should brainstorm ideas to achieve the set goals successfully.

#### ii) Second Objective

To identify the relationship between the competency of Co-curriculum Senior Assistants and teachers' attitudes in co-curriculum.

The research hypotheses for the second objective are as follows:

Ho1: There is no significant relationship between competency from the aspect of Meta skills of Co-curriculum Senior Assistants Teacher and teacher's attitude.

Ho2: There is no significant relationship between competency from the aspect of Soft skills of Co-curriculum Senior Assistants Teacher and teacher's attitude.

Ho3: There is no significant relationship between competency from the aspect of Technical skills of Co-curriculum Senior Assistants Teacher and teacher's attitude.

To identify the relationship between the competency of Co-curriculum Senior Assistants teacher and teachers' attitudes in co-curriculum, Pearson correlation test was conducted. The first, second and third null hypotheses (Ho1, Ho2, Ho3) formed were tested using Pearson correlation test analysis. The results of the Pearson correlation test are as in Table 2:

Table 2 *Pearson correlation relationship between the competencies of Co-curriculum Senior Assistants Teacher and the attitude of the teachers*

| Competency        | Teachers' Attitude |       | Level of relationship |
|-------------------|--------------------|-------|-----------------------|
|                   | r                  | Sig.  |                       |
| Meta skills       | 0.366              | 0.001 | Weak                  |
| Soft Skills       | 0.325              | 0.001 | Weak                  |
| Technical schools | 0.328              | 0.001 | Weak                  |

\*Significance at the 0.01 level, N = 366

Table 2 shows the results of the Pearson correlation test which found the r value of competencies with the teacher's attitude for meta -skills ( $r = 0.366$ ,  $\text{sig} = 0.001$ ,  $p < 0.05$ ), soft skills ( $r = 0.325$ ,  $\text{sig} = 0.001$ ,  $p < 0.05$ ) and technical skills ( $r = 0.328$ ,  $\text{sig} = 0.001$ ,  $p < 0.05$ ) showed that the null hypotheses (Ho6, Ho7, Ho8) were rejected. This indicates that there is a weak relationship between competencies and teachers' attitudes in terms of Meta skills, Soft skills and Technical skills. This posits that the

higher the competence of the Co-curriculum Senior Assistants teacher in terms of Meta skills, Soft skills and Technical skills, the higher the teacher's attitude. This indicates that there is a significant relationship between the competence of the Co-curriculum Senior Assistants with the attitude of teachers because this hypothesis is rejected. Each of the variables has a weak positive relationship strength. This illustrates that the higher the competence of Co-curriculum Senior Assistants teachers in terms of meta skills, soft skills and technical skills, the higher the attitude of teachers.

## 5. Conclusion

In conclusion, Co-curriculum activities in schools should be emphasized by the school management and certainly should not be brush aside by all parties as the evaluation of co-curriculum activities is part of the education system of the students. Therefore, the leadership of the Co-curriculum Senior Assistants Teacher who has a high level of competency is necessary for the successful implementation of co-curriculum in schools through co-curriculum teachers that portray positive attitude and work motivation. To ensure that the implementation of co-curricular in a school achieves the vision and main goals of the National Education Philosophy, meet the aspirations of the National Education Policy, realizes on the Malaysian Education Development Plan (PPPM) 2013-2025 and also meet other co-curriculum policies; definitely requires competent and visionary leadership. Implementation of effective co-curricular depends fully on the credibility of the advisor who leads each co-curriculum unit in the school.

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