



Sport Co-Curricular as Social Skill Reinforcement for Students of Apprenticeship Program

Narwikant Indroasyoko^{1✉}, Achmad Muhammad², Sri Santoso Sabarini³

Politeknik Manufaktur Bandung, Jalan Kanayakan No.21 Dago, Bandung, Indonesia¹²
Universitas Sebelas Maret, Jalan Menteri Supeno No.13 Manahan, Surakarta, Indonesia³

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Abstract

The aim of this study is to gain deep knowledge about the benefit of co-curricular program both team sport and individual sport and to find out the influencing factors in following co-curricular activity, as social skill reinforcement for intern students, so concept and strategy are acquired to create Human Resources who are professional, healthy physically and mentally to face the era of revolution 4.0. The study result shows that implementation of co-curricular in campus greatly affects student's learning system when they do on-the-job training in apprentice location. Students can find new things that occur in social interaction such as relation among students, student with mentor, student with employee in apprentice place or inside campus so students have more ethics in learning and in daily social intercourse. The obstacles among others are students do not get mentor in campus who has guidance skill profession, mentor who has trouble to equalize problem with material and time limitation, infrastructure which is less conducive in the process of co-curricular program implementation.

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✉ Correspondence address :

Address: Jalan Cigadung Wetan No.19A, Bandung 40191
E-mail: asyoko2205@gmail.com

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INTRODUCTION

Higher education in Indonesia is demanded to anticipate increasingly rapid technology development in the era of industrial revolution 4.0. Curriculum plan and educational method also should be able to adapt to business climate which continuously develop, educational service and industrial business also develop very fast and increasingly competitive which should keep up with technology and information development. Change happens in the era of industrial revolution also affects human character greatly. Bandung Polytechnic for Manufacturing in conceptual hasmission to prepare human resource who is expert in manufacture technology, innovative, and responsive to local challenge and able to compete in global market, (Statuta Polman Bandung Kepmenristekdikti No.63 of 2017; Chapter IV clause 25). The Government through Ministry of Research, Technology and Higher Education do fundamental change to vocational education through the program of vocational high education revitalization. This program aims to enhance relevance of polytechnic education to the need of industry which use its graduates.

When delivering explanation in final year reflection of performance of Ministry of Research, Technology and Higher Education on Wednesday 28th December 2016, The Minister Mohamad Nasir said, there are 12 state polytechnics in Indonesia which will be revitalized in 2017. "Revitalization of 12 state polytechnics is part of effort in providing better manpower," he said.

Refer to the effort in responding industry complaint and National Education ideal as included in Act. No.20 of 2003 function to develop ability and shape nation's character and civilization which has dignity in order to develop nation life intelligent, develop students to become human who believe in The One and Only God to develop nation's intellectual life,

Therefore it can be explained that education practice in Indonesia is directed not only to the effort to develop intellect, but also to personality and skill so become whole human. In line with this, the Ministry of Education and Culture formulates that the 21st century learning paradigm emphasizes the ability of students to find out from various sources, formulate problems, think analytically and collaborate and collaborate in solving problems. (Litbang Kemdikbud, 2013). But in reality, it is hard to find and realize such an ideal goal

Polman Bandung signal that co-curricular which is programed in academic calendar can shape student's social skill, Co and extracurricu-

lar activity play main role in making educational system which is broader and most experimental (Ismat and R. Saleem, 2008 pp.213-219). These activities increase their competitive spirit, cooperation, team learning, social responsibility and creativity, so helping student's personality development in a whole (TargetStudy.com., 2012). Industry admit that the there is no lack of technical competence in graduate technique field, but there is urgent need for graduate to have professional skill including team work, communication, and lifelong learning skill (Educating Engineers, 2013). Particularly in modern era in which individual must pass through phases of anxiety and excessive stress, that sometimes it cause various kind of depressions and even loss of life. In such a case, individual involvement in following co-curricular activity become important, that through this co-curricular activity can stop various kind of anxiety and stress. Co-curricular or extracurricular help student to overcome stress and enable individual holistic development (Bharati Rajendra Dhanmeher, 2014).

Co-Curricular

Co-curricular is defined as program or activity outside class, supervised, financed by higher education, give learning experience and social skill development related to curriculum (Bharati Rajendra Dhanmeher, 2014, pp.XXII). Co-curricular activity is voluntary, not part of higher education curriculum, not assessed and gain credit. In the other words, activity is done inside or outside of school building or college by forming activity units, and organization which is organized.

The co-curricular activity aims to support the intracurricular program so that students live more in the material obtained, as well as train their responsibilities in completing their tasks. (Chomaidi dan Salamah 2018).

From definition of co-curricular above then a definition can be taken that co-curricular activity is an activity done beyond school hour, which can support intra curricular activity and one track to build student behavior particularly in religious comprehension and train students to do their task responsibly. Cocurricular activity aims to make students understand and comprehend the material which has been learned in intra curricular activity, then in its implementation must give attention to cocurricular principles which had been set by Department of national education, namely: It should support directly intra curricular activity and student's learning, not become excessive burden for student, not impose additional cost for student parent, needs administration, monitoring and assessment, cocurricular imple-

mentation should not become excessive burden both material and mental for student. Because it cause psychological disorder which can harm student among other they feel gloomy and anxious. This cocurricular activity should be felt by student as beneficial and pleasant thing. Educational system in Indonesia has been long recognized the term such as curriculum, curricular, co-curricular, intra-curricular and extracurricular. By noticing vocabulary and its pronunciation, those four terms actually have the same root, namely curriculum. The word CURRICULUM derived from Greek word which was used in sport term: CURRI-CULUM. Curriculum consists of combination of 2 (two) words, Curir and Curere. Curir means runner, whereas curere = path. Therefore, refer to its basic words, Curriculum means "distance which should be travelled" by runner/fighter. In educational context this word then means "some lessons or activities which should be taken up by student to achieve degree of certain knowledge and qualification" Lorens Bagus, (2005:271-272).

Assertion that student participation in co-curricular program affects social skill become main attention of this study. Social skill is important thing of human life ability. The more students involved in academic activity and life social in campus such as co-curricular activity, the more they get benefit in learning and personality development (Huang & Chang, 2004). The participation in co-curricular is important because technical content often become priority in curriculum, and institution developer of an institution often refer to co-curricular involvement as source to develop non technical skill of student, Atman et al (2010). It shows that co-curricular involvement support positively development at least six of nine fields of skill which are evaluated in learning. The finding of Atman et al comprise four of five variables of interest in this study (namely communication, team work, professionalism, and lifelong learning skill).

Social Skill

One way to enhance social skill is by learning together with friends, Lwin et al (2008). Cooperation in the form of oral and written communication is contextual learning which is very important particularly in omitting mental obstacle such as lack of experience and narrow view, Khaledian (2013). All indicators of social skill implicate through discussion activity, presentation and activity report. Social skill derived from the words skilful and social. The word skill derived from 'skilful' used here because inside it contains a learning process, from unskilful become

skilful. The word social is used because this training aims to teach the ability to interact with the other. Social Skill has interpretation of its meaning. Some experts who give their opinion about social skill are as follow:

Merrell (2003) give definition of social skill as specific, initiative behavior, direct to social outcome as a form of one's behavior. It can be said that social skill is the peak of human ability to survive in the midst of life competition with individual or another group, Peter Beilharz (2003). Whereas according to Zainun Mu'tadin (2006), social skill is ability or proficiency possessed by someone to adapt and interact with his or her environment which comprise ability to communicate, build relation to other, respect self and other, give and accept other's criticism. Whereas Mu'tadin (2006) suggests that "One of development tasks which should be mastered by student who is in middle adolescence and late adolescence of developmental stages is possess social skill to be able to adapt to everyday life." Social life directly and indirectly help adolescents to adapt to expectation standard of society in norms prevailed surrounding them.

Social skill which determine human's social mobility begin to loose, replaced by skill to operate objects and technological infrastructure. Virtual social media which grows rapidly and become main hobby of modern human become new benefactor of human existence. As if individual present him or herself through facebook, twitter and Instagram even though the presence here actually is pseudo and manipulative Mierison (2001). One which should be not forgotten also is the use of "robotic worker" as the result of technology engineering which increasingly replace human role which is manual. Therefore, personal and social responsibility finally become substance which should be emphasized and fulfilled in freedom to master technology.

Without possessing social skill, human cannot interact with other who present in his or her environment because social skill is needed in society in order that we dare to speak, give deep consideration, give faster response, give complete answer, propose evidences which can convince others, not easily give up, demand reciprocal relation, and more open to self express (Abate & Milan, 1985). It is clear that company will also continuously challenge higher education to produce the prospective employee who is more ready to work (Drucker, 2014). Next President Joko Widodo says "I expect higher education sustain national ecosystem in responding industrial revolution 4.0. I convince that higher education is the most perfect organization as in-

novation reference, and the most responsive to science and technology development and flexible organization.” When technology become choice to continuously develop, students will be evaluated by higher education and university based on program/curriculum which can enhance them as prospective worker (Hullinger, 2015).

Frazier (2000), social skill of each individual is actually personal, situational and relative or in its own words, “Social skills as the same as values are personal situational and relative.” First, social skill reflects unique characteristic of one’s behavior in associating with other. Second, social skill is performed in accord with situation faced at that time, because each situation needs different skill depends on character of problem. Third, social skill shows substance which is differ between one individual with another individual. This social skill is ununiform and different in benchmark depends on values believed in society where individual live. Each individual can perform his or her own social skill because it is influenced by experience, “training” and situation (context). The more experience, training and situation he or she faces, then individual’s social skill become more mature.

Apprentice

The issue of apprentice has been regulated in Act.No.13 of 2003 about Manpower specifically clause 21 – 30. And more specific it is regulated in Ministry of Manpower and Transmigration’ regulation No. Per.22/Men/IX/2009 about Implementation of Domestic Apprenticeship. In that minister regulation, Apprenticeship is defined as part of job training system implemented integrally between training in training institution by working directly under guidance and supervision of instructor or more experienced worker in production of goods and service process in company, in order to master certain skill or expertise.

This study explains the profile of social skill performed by apprentice students caused by co-curricular program. The values of social skill consist of four dimensions namely: Cooperation, Assertion, Empathy, and Self Control. Four dimensions developed by Gresham & Elliot (2011, pp.27-44) become measurement tool to test social skill. The first dimension, cooperation comprises behavior such as help others, share something, obey the rule, and fulfill other’s request. The second dimension, assertion comprises behavior such as initiate and respond to other’s action. The third dimension, empathy which comprises behavior such as show care and respect to other’s feeling and view. And the last, the forth dimension,

self control is behavior which occurs in conflict situation such as right action when facing disturbing things or compromise to something.

The aim of study is to give solution of sport co-curricular program as the effort to enhance social skill among students of apprenticeship program. It is expected that the study result can used by education administrator to develop and facilitate co-curricular activity in campus.

Earlier Study

Early study is used as basic in arranging this study and it can ease the researcher to be more focus on field of study which is researched. Besides, earlier study can be used as data source for the study which is being conducted and it also can be used as source of comparison with the study which is being conducted. It aims to know the result of earlier study and as reference and description which can support the activity of next study which is the same type so the study which will be conducted can be tested because the study which will be conducted had been discussed before. The study used is about sport cocurricular as means to form soft skill among students of apprenticeship program. The earlier study is taken from article published in national proceeding. The following is the earlier study which is taken from Indroasyoko (2017). This study aims to find out whether there is effect of co-curricular on soft skill. This type of study use descriptive study method that is the study try to describe a phenomena, event, incident occur now, focus attention to actual problems when the study take place, and describe event and incident which become center of attention without giving special treatment to that event. From the study result it can be known that in partial (individual) participation in co-curricular of team sport and apprentice in Industry shows biggest contribution and for student’s social skill, followed by co-curricular of individual sport and apprentice in Campus, co-curricular of individual sport and apprentice in Industry and, the last is co-curricular of team sport and apprentice in Campus.

The formulation of the problem of this research is how is the profile of the social skills of interns either on campus or in the industry after students participate in co-curricular activities in team sports and co-curricular individual sports? The aim of this research is to gain knowledge about the benefits of co-curricular sports programs in team and individual sports, knowing the factors that influence co-curricular activities, and providing sports co-curricular solutions as an effort to improve the social skills of apprentice students. Furthermore, to obtain the social skills

profile of the interns, students are given a questionnaire by filling in several questions, then the data results are analyzed using quantitative analysis statistics with the calculation of average count and interval class..

METHODS

The method of study used in this study is causal comparative or ex post facto which aims to reveal the causal phenomena of difference in group of apprentice students who follow sport co-curricular. Because there are two variables, sport co-curricular both team sport and individual sport and apprentice in campus and industry which are predicted to affect social skill, then the appropriate instrument to be used in this study is adapted from Social Skill Improvement System Rating Scale (SSIS-RS) which is developed by Gresham & Elliot (2011). Basically, ex post facto research is research conducted to investigate the event which has occurred which then look back to find out the factors which can cause that event. Ex post facto research aims to retrace, if it is possible, what become causal factor of something happens. Ex post facto research is empirical finding conducted systematically, the researcher do not control independent variables because its manifestation had occurred or these variables are inherently cannot be manipulated Kerlinger (2006). The operational definition is that an apprentice who follow co-curricular as sport program or activity outside class, supervised and financed by higher education, which give learning experience and social skill development related to curriculum which is individual’s compulsory choice regarding his ability to regulate or do activity needed to achieve success. Self-efficacy level will be revealed through self-efficacy scale which is made based on self-efficacy aspects namely level/magnitude, generality, and strength. The population of apprentices of Polman Bandung are 250 students. This study takes sample from 15% of population with total of 165 students. Method of data collection is by filling questionnaire. The scale used in this study is Likert scale (Azwar, 2007) with scoring by using five categories of answer namely: 0) Inadequate, 1) Marginal, 2) Fair, 3) Often, and 4) Very Often

Data analysis use quantitative analysis statistic with formulation of Arithmetic mean and Interval Class (Sudjana, 1991) as follow:

- a) Mean score to count each dimension, with formulation:

$$\bar{X} = \frac{\sum x_i}{N}$$

Annotation :

\bar{X} =Mean score searched

$\sum x_i$ =Sum of all prices of x

N = Sample size or numbers of data in sample

- b) Determine criteria of assessment with interval class as much as 5:

$$Interval\ Class = \frac{range}{length\ of\ interval\ class}$$

where :

Range = Highest score – Lowest score

Based on formulation above, then the length of interval class is:

Then interval of scoring criteria is as follow **Table 1.**

Table 1. Scoring Criteria

SCORE INTERVAL	CRITERIA
3,21 - 4,00	Very Good
2,41 - 3,20	Good
1,61 - 2,40	Fair
0,81 - 1,60	Less
0,00 - 0,80	Very Less

The stage of study can be seen in figure 1 below:

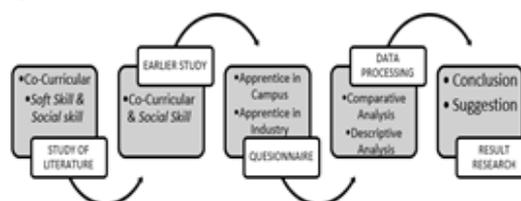


Figure 1. The Stage of Study.

RESULTS AND DISCUSSION

Result of data processing

1) Student’s softskill is based on Social Skill Improvement System Rating Scale (SSIS-RS), comprising dimension of cooperation, asser-tion, empathy and self control, measured in accord with type of sport (team or individual), and place/location in which student do apprenticeship (in industry or campus), can be seen from **Table 3** below:

Table 3. Softskill / Social Skill of apprentice student

APPRENTICE-SHIP PLACE & SPORTS CO-CURRI		SOCIAL SKILL DIMENSION				mean score of co-curri	SCORING CRITERIA (REFERENCE / STANDARD)
		Cooperation	Assertion	Empathy	Self Control		
Apprentice in Industry	Team Sports	2,96	2,81	3,11	3,02	2,98	3,21 - 4,00 = Very Good 2,41 - 3,20 = Good
	Individual Sports	2,71	2,58	2,78	2,74	2,70	
Apprentice in Campus	Team Sports	2,72	2,39	2,69	2,66	2,62	1,61 - 2,40 = Fair 0,81 - 1,60 = Less 0,00 - 0,80 = Very Less
	Individual Sports	2,96	2,59	2,88	2,91	2,84	
mean score of dimension		2,84	2,59	2,87	2,83	2,78	

From **Table 3** above, it can be explained as follow:

- Score of softskill / social skill of apprentice students is in criteria of good score. The score they obtain ranged from 2.41 until 3.20.
- The score they obtain ranged from 2.41 sampai 3.20. Based on the apprentice place and sport co-curricular followed, shows data:
 - Apprentice in industry, mean score : Team sport (2,98) & Individual sport (2.70)
 - Apprentice in campus, mean score : Team sport (2,62) & Individual Sport (2.62)
- Based on social skill dimension, data of mean score is obtained : Cooperation (2.84), Assertion (2.59), Empathy (2.87) & Self control (2.83)
- Higher mean score: Apprentice in industry with Team Sport (2.98) & empathy dimension (2.87)

Based on explanation in item (a) until (d), show the result: student participation in co-curricular of team sport with apprentice place in Industry shows biggest contribution which form student's soft skill. These results are in accordance with previous research Indroasyoko N., (2017) which states students who actively participate in co-curricular team sports on campus contribute to better social skills (empathy, cooperation, assertiveness and self-control) and have higher empathy when carrying out internships.

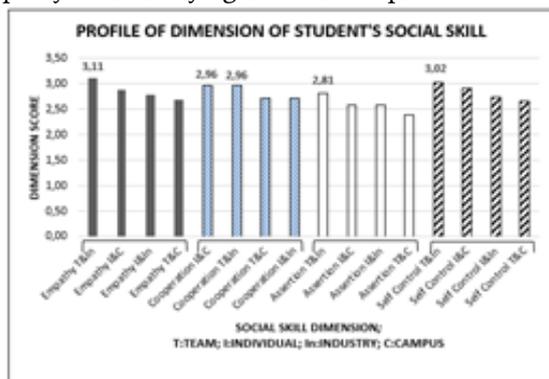


Figure 2. Profile of Dimension of Student's Social Skill

From **Figure 2** above, it can be explained as follow:

- The highest score of social skill dimension possessed by student, respectively: Empathy (3.11), Self Control (3.02), Cooperation (2.96), and Assertion (2.81)
- The highest score of social skill dimension as in item (a), is obtained from student who has sport co-curricular activity and apprentice place as follow:
 - Empathy (3.11) : Team sport & apprentice in Industry,
 - Self control (3.02) : Team sport & apprentice in Industry,
 - Cooperation (2.96) : Team sport & apprentice in Industry, and serta Individual sport & apprentice in Campus
 - Assertion (2.81) : Team sport & apprentice in Industry

Based on explanation in item (a) and (b) above, the result shows that: social skill dimension with highest score in each group of dimension is obtained from student who has co-curricular activity of team sport and take location to apprentice in Industry. These results are in accordance with previous research Indroasyoko N., (2017) which states students who actively participate in co-curricular team sports on campus contribute to better social skills (empathy, cooperation, assertiveness and self-control) and have higher empathy when carrying out internships.

CONCLUSION

From data of discussion, it can be drawn the conclusion as follow:

Student participation in co-curricular activity of team sport and apprentice in Industry show biggest contribution in forming student' Social Skill.

Sport co-curricular is evidenced as reinforcement which form student's Social Skill which is direct and open, whereas apprentice place in Industry has impact on Social Skill whose activity has similarity with sport co-curricular activity.

Participation of co-curricular is important because technical content often get priority in intra-curricular curriculum or course and often refer to co-curricular involvement as source to develop student's non technical skill.

Co-curricular involvement positively support development of skill evaluated in student learning process both when student in campus and when do apprentice practice in Industry.

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