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The Assessment of Affective Domain among PALAPES in UPSI

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Abstract

This study was conducted to examine the level of affective domain among Reserve Officers Training Team (PALAPES) after underwent three years of training module. 105 PALAPES cadet officers were recruited as participants in this study. Co-curriculum index assessments (IPKo) was used to assess cognitive domain achievement level. Results showed all the cadets are only at the 'Good' and 'Moderate' levels for all the affective items that have been given. No significant difference was found in the mean affective level between male cadet and female cadet. Results demonstrate the advantages for the university students to involve in co-curricular activities such as PALAPES in enhancing their affective domain.

Keywords: Affective Domain, PALAPES, UPSI

Introduction

Co-curriculum is a way to develop physical, emotional and spiritual by offering knowledge, experience, skills and training, based on an integrated and holistic concept of education and human development (Yassin, Hasan, Amin, & Amiruddin, 2008; Das, 2016). Reserve Officer Training Team or also known as PALAPES is one of the uniformed forces established for co-curricular activities with the objective to train students to be more disciplined, in accordance with the rules, having a sense of identity and a state of patriotic (Rahmat et al. 2017; Rahmat, Shahril, Salimin, Ahmad, & Nadzalan, 2017). PALAPES do support the efforts of governments and IPTAs to establish the quality of a perfect, disciplined citizen and have the characteristics of defending the nation's interests (Ghazali, 2015; Tugong, 2016; Jagak, 2016).

PALAPES is a collaborative program between the Ministry of Defense for students at the Public Higher Education Institution (IPTA). A cadet officer will be trained within 3 years of 6 semesters on a part-time basis where regular training covering military-related subjects will be held every weekend. Co-curriculum implementation at IPT has now been entrusted to shape the identity of

the students so that they will come out as successful and innovative teens (Rahmat, Sharil, Ahmad, Ishak, & Salimin, 2017). In the current globalization, career fields require individuals who are not only knowledgeable, but also have good skills (Shafie & Nayan, 2010). Workers with good skills can adapt to any work environment and can improve the quality of the company (Townsend, DeMarie & Hendrickson, 1998).

Co-curriculum has been shown to be an effective way to increase the students' values that are very important for them to have (Huang & Chang, 2004; Mishra, & Kotecha, 2015). Huang and Chiang, (2014) in their study found that the correlation between academic and co-curriculum involvement is positive and linear. They also found that, to maximize cognitive growth, students should be involved in both academic and co-curriculum activities as much as possible.

Among the domains that need to be enhanced among students is the affective domain. What is affective? Affective domains involve a spiritual aspect and emphasize the growth and development of attitudes, emotions, emotions and values that exist. This feeling, attitude and value will be positive to an individual if all three of these items develop from time to time in a healthy environment. Despite the importance of affective domain for student development, lack of studies have been conducted on examining how the co-curriculum activities can positively improve affective domain among the students.

This study aimed to examine the level of affective domain achievement by the PALAPES unit in UPSI. The Assessment Index will detect all the soft skills and knowledge the students underwent during the curricular unit co-curricular course. The results of this index are of great importance to outsiders that the graduates have the necessary soft skills and knowledge in their job market.

Methodology

Participants

In this study, researchers have selected PALAPES cadet officers who are in semester six (6) as the sample of the study as they have went through all the modules provided by the Ministry of Defence. There were 105 PALAPES cadet officers selected as samples in this study. They have been trained for three (3) years of military training for young staff.

Instrument

Co-curriculum index assessments (IPKo) was used to assess affective domain achievement level. Table 1 showed the item in the affective domain in the IPKo. In the evaluation of the soft skills all elements are evaluated to determine the level of learning they acquired through the Co-curriculum subject. Observation methods by co-curriculum lecturers were used based on Krathwohl's taxonomy (Krathwohl, Bloom, & Masia, 1964; Krathwohl, 2002). The duration of this study for one semester covers two hours of co-curriculum classes per week and assessment for assessment is conducted continuously from the beginning to the end of the semester of study at Semester 1 Session 2016/2017. Assessment of soft skills is implemented throughout the teaching and learning process. A set of questionnaire learner questionnaires for the use of the soft skills assessment module was given to 10 co-curriculum lecturers after completing the entire teaching process.

The criteria used in the Co-curriculum Assessment Index (IPKo) for assessing cadet's affective domain are the percentage achievement level. Here is the affective level of achievement using the IPKo in the assessment of the training that was followed for six semesters with PALAPES. The level of student achievement is determined based on scale such as in Table 1.

Table 1. Level of Achievement

| Achievement Level | Criteria Level |
|-------------------|----------------|
| 5 | Excellent |
| 4 | Good |
| 3 | Moderate |
| 2 | Weak |
| 1 | Very Weak |

Statistical Analysis

Descriptive statistics were used to obtain participants physical characteristics and mean score. Independent t-test was used to compare the mean score between male and female in the PALAPES unit. All statistical analysis were done by using Statistical Package for the Social Science (SPSS) software, version 23 (IBM, USA).

Results

This study was conducted on the PALAPES unit in Universiti Pendidikan Sultan Idris. Here's a detail of the demographic background for this study. Table 2 showed the percentage distribution of students by gender. A total of 43 (41%) male cadet and 62 (59%) female cadet were involved in this study.

Table 2. Percentage distribution of cadets by gender and program followed

| Gender | N | (%) |
|--------|----|-----|
| Male | 43 | 41 |
| Female | 62 | 59 |

Table 3 showed the level of affective achievement dominated by cadets in the assessment. The cadets are only at 'Good' and 'Moderate' for all the affective items that have been given. At least 55.2% of the cadets are in 'Good' condition and 44.8% of the cadets are at 'Moderate' level with a mean value of 3.55 which is for ethical, moral and professional assessment items. While communication valuation items show the highest percentage of 71.4% cadets at 'Good' level and 28.6% cadets are at 'Moderate' level with mean value of 3.71. Overall the affective domain achievement is at a 'Good' level of 3.63.

Table 3. Cadet Achievement Level in Affective Domain Assessment

| Affective Assessment Item (Soft Skills) | Achievement Level | | Mean |
|---|-------------------|-------------------|------|
| | Good N (%) | Moderate N (%) | |
| 1. Communication | 75 (71.4%) | 30 (28.6%) | 3.71 |
| 2. Critical Thinking and Problem Solving | 66 (62.9%) | 39 (37.1%) | 3.63 |
| 3. Continuous Learning and Information Management | 68 (64.8%) | 37 (35.2%) | 3.65 |
| 4. Teamwork Skills | 62 (59.0%) | 43 (41.0%) | 3.60 |
| 5. Entrepreneurship Skills | 73 (69.5%) | 32 (30.5%) | 3.70 |
| 6. Leadership Skills | 63 (60.0%) | 42 (40.0%) | 3.60 |
| 7. Ethics, Moral and Professionalism | 58 (55.2%) | 47 (44.8%) | 3.55 |
| Total (Mean) | | | 3.63 |

Table 4 showed the difference in the affective domain level between male cadet and female cadet following the PALAPES training. Analysis shows that the value of $t(103) = 1.36$, $p = 0.175$ is insignificant. There was no significant difference in mean cognitive level between male cadet and female cadet ($M = 3.62$, $SD = 0.136$), with male students ($M = 3.65$, $SD = 0.136$). Despite the female cadet appearing to lead a little bit of male cadet, the conclusion is that there is no difference in affective achievement among male and female cadets who have achieved good levels of IPKo for six semesters (3 years).

Table 4. Mean Difference of Cadet Affected Domain Level Achievement Using IPKo Between Sex.

| Gender | N | Mean | SD | F | Sig. | t | df | Sig. (2-tailed) |
|--------|----|------|-------|-------|-------|------|-------|-----------------|
| Male | 43 | 3.65 | 0.137 | 0.013 | 0.910 | 1.36 | 103 | 0.175 |
| Female | 62 | 3.62 | 0.136 | | | 1.36 | 9.032 | 0.175 |

Conclusion

Affective domain involves a spiritual aspect and emphasizes the growth and development of attitudes, feelings, emotions and values that exist. These feelings, attitudes and values are the things learned and evolve from time to time. Findings of this study demonstrated the benefits for university students to involve in co-curricular activities such as PALAPES in enhancing their affective domain that was in line with the aspiration of the National Education Philosophy.

It is recommended for all universities and schools to conduct the domain assessment to their students that involved in co-curricular activities in order to examine the effectiveness of their co-curriculum program. While the program might be not having too big differences, the methods of teaching or conducting the program by the instructor might affect the effectiveness of the co-curricular activities. Different style or approach of the instructor might be stressful and cause students not to improve the important domains that are targeted. Nevertheless, the co-

curriculum centre in universities and school should always be ready to provide beneficial courses, experienced lecturer/teacher, sufficient facilities and teaching aids, and dedicated officers.

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