

The Impact of Sport Co-Curricular and Internship on Social Skill

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Abstract: Sport co-curricular and internship practice is mandatory program especially in Polytechnic Manufacturing Bandung (POLMAN) as the process of socializing is one of the problems faced especially to find employment. The purpose of this research is to study the sports co-curricular and internship practice on social skills. The research method used was an ex-post facto study with factorial design 2 X 2. 165 students were given a questionnaire of social skills then the results of the research data showed there were significant differences in co-curricular exercise on social skills ($P = 0.040 < 0.05$) there was interaction between sport curricular with internship practice ($P = 0,000 < 0,05$) on social skill, there was positive and significant influence between co-curricular group of sports team with co-curricular individual sports to social skill in industry ($P = 0,001 < 0,05$), and there was a positive but insignificant influence between the co-curricular group of sport group with co-curricular individual sport on social skills in campus ($P = 0.175 > 0.05$). The results revealed that the type of co-curricular exercise and internship practices affect the social skills. Limitations of the research methods used recommend to further research using experimental method or others.

1 INTRODUCTION

The purpose of this study is to provide an overview of the impact of social skills through sport co-curricular and industrial working practices that will later improve the relevance of graduates to the industry's need for professional human resources (HR), in accordance with the program of KEMENRISTEK DIKTI (2017) about relevance of graduates. Social skills are the culmination of human ability as an individual in interacting with other individuals existentially, which includes the skill to cooperate, assertive skill (assertive and firm action), empathy and self-control skill, social skill are psychomotor domains. Thus it can be explained that the practice of education in Indonesia is directed not only the effort to educate intellectual, but also the personality and social skills so that it becomes a complete human being. Borrowing the term Sofyan Assauri (2009: 3) man who is intact human intelligent brain, gentle heart and skillful hands. It can be said that social skill is the peak of human ability to survive in the middle of life competition with individual or other group Peter (2003). Zainun Mu'tadin (2006) social skills is the ability or ability possessed by a person to adapt and interact with his environment

which includes the ability to communicate, establish relationships with others, appreciate yourself and others, give and receive criticism from others.

Configuration of characters in the context of the totality of psychological and socio-cultural processes can be grouped in the exercise (spiritual and emotional development), intellectual development, sports and kinesthetic (physical and kinesthetic development), as well as taste and affective creativity development) (Grand Design Character Education 2010).

The physical education perspective that social skills can be built and trained through sports co-curricular activities and all forms of both physical activity and student interaction as in the internship practice program. Based on the above explanation, the sports co-curricular and internship practice which is programmed on campus is part of the sport and the thinking towards the clean and healthy man, discipline, sportive, tough, reliable, resilient, friendly, cooperative, determinative, competitive, cheerful and persistent also intelligent, critical, creative, innovative, curious, open-minded, productive, science-oriented and reflective.

2 LETERATURE RIVIEW

Especially, in the modern era where individuals have to pass through the phases of anxiety and excessive stress, that sometimes it causes various types of depression and even loss of life. In such cases, individual involvement in co-curricular activity becomes important, that through co-curricular activities it stops various types of anxiety and stress. Co-curricular or extracurricular activities help students cope with stress and enable individual holistic development (Dhanmeher, 2014).

Co-curricular activities (Dhanmeher, 2014) are defined as programs or activities outside the classroom, supervised, financed by universities, which provide learning experiences and character development related to the curriculum. Co-curricular activities are voluntary, not part of the college curriculum, are not assessed and do not get credit. In other words, activities are conducted inside or outside the school or college building by establishing organized clubs, associations, and organizations. "Co-curricular activities" also include student clubs, sports associations, and cultural activity organizations conducting such activities. Co-curricular is a program for students to learn to improve their work skills both individually and individually, as students entering the job market, the company consistently requires graduates to have work skills, including the ability to communicate effectively, work in teams, solve problems, soul leadership and overcome work diversity (National Research Council 2009). From the definition of co-curricular above it can be taken an understanding that co-curricular activities is an activity that is conducted outside the lesson, which can support intrakurikuler activities and is one of the path of guidance of student behavior.

Furthermore, the discussion on internship Kulinna (2007) argues that, apprenticeship is one of the oldest learning elements in the world, apprenticeship is required as an individual and collective learning method. The real purpose is to disseminate and receive information at the simplest and most complex levels. Assessment of the results of internship practices shows that through the practice of apprenticeship students can be increased problem-solving skills, as described in the case study of apprenticeship experience of the application of school curriculum program for five years from 2001 to 2005 (Fabes, RA, Gaertner, BM, Popp, TK, 2006) . Direct relationship between one with others in the context of the delivery and reception of technical information such as this is called internship, thus in addition to

strengthening of technical knowledge students also develop social skills. Some of the benefits of activities that can be felt by students are: students know the process of business activities directly in the field, understand the constraints faced by students, gain experience in interacting with employers, employees and consumers, and increasing motivation to do business independently (Setyo, 2009).

Thus, the Higher Education process itself is naturally filled with learning arranged in the main curriculum, technical and co-curricular curriculum, all of which are interrelated and supportive. In particular, sports co-curricular and technical curricula (industrial work practice) can be a means of establishing direct and open social skills.

3 METHOD

The method used is expost facto, it is expected to get the influence of co-curricular sport on social skill, interaction between sports co-curricular group with industry work practice, co-curricular effect of sports team and individual to social skill in place of apprentices. All data collected from 165 students through a questionnaire Social Skill Improvement System Rating Scale (SSIS-RS) developed by Gresham & Elliot (2011) as a research instrument. Data were tested by t-test that is for co-curricular effect and internship practice toward social skill, while for interaction test used F-test of covariance analysis (ancova).

4 RESULTS AND DISCUSSION

Based on the results of processing and data analysis, obtained some findings as follows.

4.1 The positive influence of co-curricular sports team with individual against social skills

Table 1: T-test for Equality of Means.

		t-test for Equality of Means		
		T	Df	Sig. (2-tailed)
<i>Social Skill</i>	<i>Equal variances assumed</i>	2.067	163	.040

As shown in Table 1, the Value of t-hit 2.067 with Sig. 0.040 < 0.05 and refers to the decision criteria that, if the value of Sig. < 0.05 then Ho is rejected. Thus it can be concluded that "There are differences in the positive influence of co-curricular sports of the team with individuals on social skills."

Wagner (1999) states that co-curricular activities encourage personal achievements and the development of interpersonal skills. Students who participate in these activities have the opportunity to receive meaningful roles and responsibilities. Understanding social relationships will foster student success gained from the experiences of co-curricular activities even though students develop under an unfavorable curriculum.

Therefore, it has been visualized and understood that the development of all individuals should include the development of scholastic or academic or non-scholastic or non-academic aspects. Such developments include academic, physical, intellectual, social, moral, spiritual development and are also called "individual holistic development". The only purpose of education is to ensure students' holistic development. Therefore the curriculum should cover all aspects of the educational transaction. The function of education is to guide and control the formation of habitats and character of the community as well as to develop their capacity and strength, so that he will become an efficient member of society (Dhanmeher, 2014).

4.2 The interaction between the sports and team sports co-curricular with the environment where the practice of social skills

Table 2: Interaction between the sports and team sports co-curricular.

Source	F	Sig.
Corrected Model	6.558	.000
Intercept	7544.577	.000
Co-Curricular	.167	.683
Apprentice	3.098	.080
Co-Curri * Apprentice	14.710	.000
Error		
Total		
Corrected Total		

The interaction type co-curricular sport practice workplace F-hit value 14,710 with Sig. 0.000 < 0.05 (see Table 2) and referring to the decision criteria Ho

is rejected. It can be concluded that "There is an interaction between the type of co-curricular sport and the workplace environment of social skills."

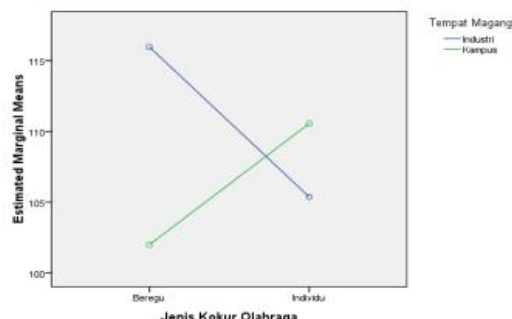


Figure 1: Estimated marginal means of social skill.

In the Figure 1, it can be explained that, the social skills for individual sports co-curricular group students whose work practices in industry are lower than those of industry group sports co-curricular students who work in industry, individual sports co-curricular student groups whose work practices in campus and groups of individual sports co-curricular students who practice campus. Social skills for group sports co-curricular students whose work practices in industry are higher than those of individual sports co-curricular students who work in industry, student groups a co-curricular sports team that practices on-campus work, a group of individual sports co-curricular students who practice in campus.

The significant picture of real-world experience in social life is supported by reports that over 90% of Human Resources recruiters say the internship experience is seen as an important factor in screening the applicant's resume (Wilson, 1997). The internship program has the potential to benefit students in schools, to sponsoring organizations, and to academic departments that facilitate cooperative education relationships. In this regard internships include a integrated perspective approach. According to Engkoswara in Sufyarma (2004: 199-200) that integrated perspective approach is also called integrative approach. This approach is based on prevailing norms and circumstances, future-oriented and future-oriented careful and integrated in various dimensions such as government, private sector, employers, workers, educators, scientists, ulama and various development sectors.

So it can be understood that co-curricular and internships activities encourage student success and are predictive in subsequent life both in college, at work and in the community.

4.3 Differences of positive influence on the co-curricular group of sports and co-curricular individual sports on social skills in the industry.

Table 3: Differences of positive influence on the co-curricular group of sports and co-curricular individual sports on social skills in the industry.

INTERACTION	Mean Difference (I-J)	Std.Error	Sig.
Teamand	13.98*	4.047	.004
Individu,industr	10.60*	2.733	.001
y	5.42	3.248	.344

According to Table 3, it is known that the value of Tukey test result with probability value (P) or Sig. $0.001 < 0.05$. Referring to the decision criterion H_0 is rejected, it means that there is a significant difference of social skill effect on the group of sports co-curricular and team co-curricular sports group. The co-curricular factors of sport and the environment in which apprentice practice is predicted to be one of the causes of differences in social skills. This is in line with the results of research proposed by Howie et al. (2010, p. 124) stating that, *The effects that neighborhood characteristics have on the health and well-being of children and their families is an emerging area of research interest. This growing body of research has shown that one's neighborhood can have a direct impact, either positive or negative on a child's growth and development.*

To support this discussion the data obtained from the field of studentship of Polytechnic Manufacturing Bandung through a survey to 27 companies in JABODETABEK in 2011 that 80 percent of career problems are determined by social skills, and 20 percent of academic achievement during education.

4.4 Differences of positive influence on the co-curricular group of sports and co-curricular individual sports on social skills in campus.

Table 4: Differences of positive influence on the co-curricular group of sports and co-curricular individual sports on social skills in campus

(I) INTERACTION	Mean Difference (I-J)	Std. Error	Sig.
Teamand	-5.42	3.248	.344
Individu,industr	8.56	4.182	.175
y	5.18	2.929	.292

Table 4 shows that the value of Tukey test results with probability value (P) or Sig value. $0.175 > 0.05$ then, referring to the accepted H_0 decision criteria means that there is no significant difference in social skill effect on the co-curricular groups of individual sports and co-curricular sports groups on campus.

This level of co-curricular integration will provide students with an in-depth learning experience throughout the first semester of college and help them understand that university learning takes place both inside and outside the classroom (Division of Student Affairs, 2016-2017).

In this case, the author is not very focused on the environment where apprenticeship practices, but on the difference in the influence of the type of co-curricular sports between the team and the individual.

5 CONCLUSION

Based on the results of data analysis using SPSS version 23 data and empirical findings can be concluded as follows: Based on the results of data analysis using SPSS version 23 data and empirical findings can be concluded as follows:

1. The application of co-curricular activities in both individual and team sports co-curricular sports significantly influences social skills.
2. There is an interaction between the group co-curricular sport and individual co-curricular sports with internship practices.
3. The application of group co-curricular sports and individual sports co-curricular sports in the industry has a significant effect on social skills.

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