

Development and Effectiveness of Lifestyle Healthy Modules (GHS) in Co-Curriculum Courses at Matriculation College Malaysia

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Abstract

21st Century Learning (PAK21) has been a popular topic in the world of education since it is believed to be able to address the educational needs of today while also bringing about innovations in the world of education. A healthy student is required to participate in extracurricular activities. Knowledge of a healthy lifestyle is also required to produce bright and healthy students. The GHS module focusing on PAK 21 and healthy lifestyle subjects was built based on the Matriculation co-curricular syllabus, and instructors will use it in formal class time to prepare for teaching. To enable the GHS module to be used as a reference by achieving the criteria for a valid, dependable, and high-quality module. The advantages of the GHS module can provide teaching staff with guidance and references for student intervention actions. Information to the community about healthy lifestyle practices and information to the Malaysian Ministry of Education regarding implementing postsecondary extracurricular activities.

Keywords: Teaching Module, Healthy Lifestyle, 21st-Century Learning.

Background

The Malaysian Ministry of Education (KPM) remains committed to preparing a well-rounded education as the foundation for attaining student objectives. The Malaysian Education Development Plan 2013-2025 (PPPM 2013-2025) has stressed six student aspirations: knowledge, critical thinking, leadership, bilingualism, ethics, spirituality, and national identity. In addition to enabling students to make significant contributions to their families, communities, and countries, these traits are crucial for preparing students to meet the challenges of the twenty-first century (KPM, 2018). Furthermore, the Ministry of Education and Culture has adopted 21st Century Learning (PAK 21) in the beginning of 2014. PAK 21 has become a hot topic in the field of education since it is believed to be able to suit the needs of modern education and introduce new developments. PAK 21 is a student-centered learning approach in the education field. The Ministry of Education and the Ministry of Higher Education have implemented a recruitment and selection policy based on the

principle of meritocracy by using 90 percent of academic marks and 10 percent of co-curricular marks for admission to Public Universities (UA) for the recruitment of students for the 2007/2008 session. Hence, a healthy student is necessary to participate in extracurricular activities. Thus, developing a teaching and learning module for the Matriculation co-curriculum course focuses on PAK21 activities.

Requirement for the application of teaching and learning at the primary through higher education levels, teaching aids (BBM) that apply PAK 21 skills are required. BBM is a helpful tool for instructors to use when teaching; it is not something apart from the teaching and learning process. The use of teaching aids by teachers is crucial to the teaching and learning process. Using BBM helps ensure that students comprehend and are able to follow along while also piquing their interest in the subjects being taught (Rezli & Phoong, 2022). The GHS module serves as a guide for teachers to more effectively execute teaching and learning in accordance with the revisions to the Matriculation Co-Curriculum course syllabus curriculum implemented in 2022 per KPM circular letter. 600-3/9/5 Volume 8 dated 28 April 2022.

National Physical Fitness Standard (SEGAK) is a battery of physical fitness tests used to determine students' health-based physical fitness levels. The SEGAK physical fitness component is included in the elementary and secondary Physical Education curricula (KPM SEGAK handbook 2016). This standard fitness test battery is not currently available at the post-secondary level, including the sixth form and KPM Matriculation. Co-Curriculum lecturers can utilize the standard test battery in the next module as a guide for administering health-based physical fitness assessments to Matriculation students. The prevalence of obesity among adults aged 18 to 59 has increased in Malaysia. According to the 2019 World Population Review Statistics, Malaysia has the highest proportion of obese adults in Southeast Asia at 15.6%. Matriculation students are 18 to 20-year-olds who contribute to the adult obesity problem in Malaysia. As a result, the construction of the teaching and learning module on healthy lifestyle issues for the Matriculation Co-Curriculum course is consistent with the Malaysian government's stance on overweight and obesity. Increased support materials for PAK 21 and Higher-Level Thinking Skills (KBAT) in the Matriculation Co-Curriculum Course can also improve student outcomes.

The Malaysian Ministry of Education report (2020) focuses on strengthening the professionalism of lecturers who implement the teaching and learning and KBAT culture of the twenty-first century. However, the current curriculum for matriculation co-curricular courses primarily focuses on classroom teaching modules. According to (Lambri & Mahamood, 2019), lecturers must carefully prepare before implementing student-centered teaching and learning in their instruction. These preparations should include being ready to use the most recent teaching-aid in accordance with the pedagogic development of the 21st century and being sensitive to the most recent technological developments.

Description of the Study

The developed GHS module can contribute and develop to various parties, including:

- i. Providing knowledge to the community about healthy lifestyle practices.
- ii. Provide information to the Malaysian Ministry of Education about the implementation of extracurricular activities for post-secondary.
- iii. Be a guide and reference for teaching staff to implement student intervention activities.
- iv. Helping students to be more interested and knowledgeable in practicing a healthy lifestyle in their lives.

- v. Be a reference to other researchers interested in conducting research either in the same field or different fields.

This study examines the development and effectiveness of the GHS module in the Matriculation co-curricular course, with the following objectives:

- i. Identify the need to develop a teaching and learning Module on healthy lifestyle topics for the Matriculation Co-Curriculum Course.
- ii. Based on expert agreement, design and develop the teaching and learning Module on healthy lifestyle topics for the Matriculation Co-Curriculum Course.
- iii. Identifying the effectiveness of the teaching and learning Module on healthy lifestyle topics for the Matriculation Co-Curriculum Course.

There are several research questions that have been listed, namely:

- i. Is there a need to develop a teaching and learning Module on healthy lifestyle topics for the Matriculation Co-Curriculum Course?
- ii. Based on the expert agreement, what are the constructs and elements of the Healthy Lifestyle teaching and learning Module for the Matriculation Co-Curriculum Course?
- iii. How to identify the effectiveness of the teaching and learning Module on healthy lifestyle topics for the Matriculation Co-Curriculum Course for lecturers and students?

Design and Development Research (DDR) is the methodology employed in this study (Richey & Klein, 2007). This method can aid researchers in the study design process. The three phases of the study are affected by the development of the GHS module. This is due to the merging of the design and development phases into one phase. This is consistent with research by (Nuzul, 2020; Abdul Muqsinh, 2018). In Ridhuan (2016), this researcher used the following design and development strategy: -

Phase 1: Study participants were selected using purposive sampling (Saedah et al., 2020) consisting of six Co-Curriculum lecturers according to the designated Zone. Interview findings were re-transcribed verbatim based on the recordings made.

Phase 2: Creating two sets of Fuzzy Delphi questionnaires, the first of which is intended to obtain consensus among experts on the key concepts of the GHS module. The items in the main construct and the priority of each construct are covered by the second set of questionnaires. Data analysis using the fuzzy Delphi Method for reports and writing about study.

Phase 3: Create a survey to assess the success of the GHS module among instructors and students participating in the Matriculation Program Co-Curriculum. Research plan the pre-experimental approach is used in the study design for the efficacy phase of the module. In this case study, only one group receives therapy, and the dependent variable is examined to determine the treatment's effectiveness.

Population and Sample

This study was conducted in all Matriculation Colleges throughout Malaysia. Three Matriculation Colleges selected as the study population and sample by using random sampling. There are Penang Matriculation College, Perak Matriculation College and Pahang Matriculation College. In addition, the selection of the population also involves a complete convenience factor and meets the needs of the study. The selection of the study site and the needs and requirements of the study. A total of 18 lecturers and the selection of research

student subjects is intact based on a sample of lecturers who have been selected. This sample approach has been used in research (Izwan, 2016).

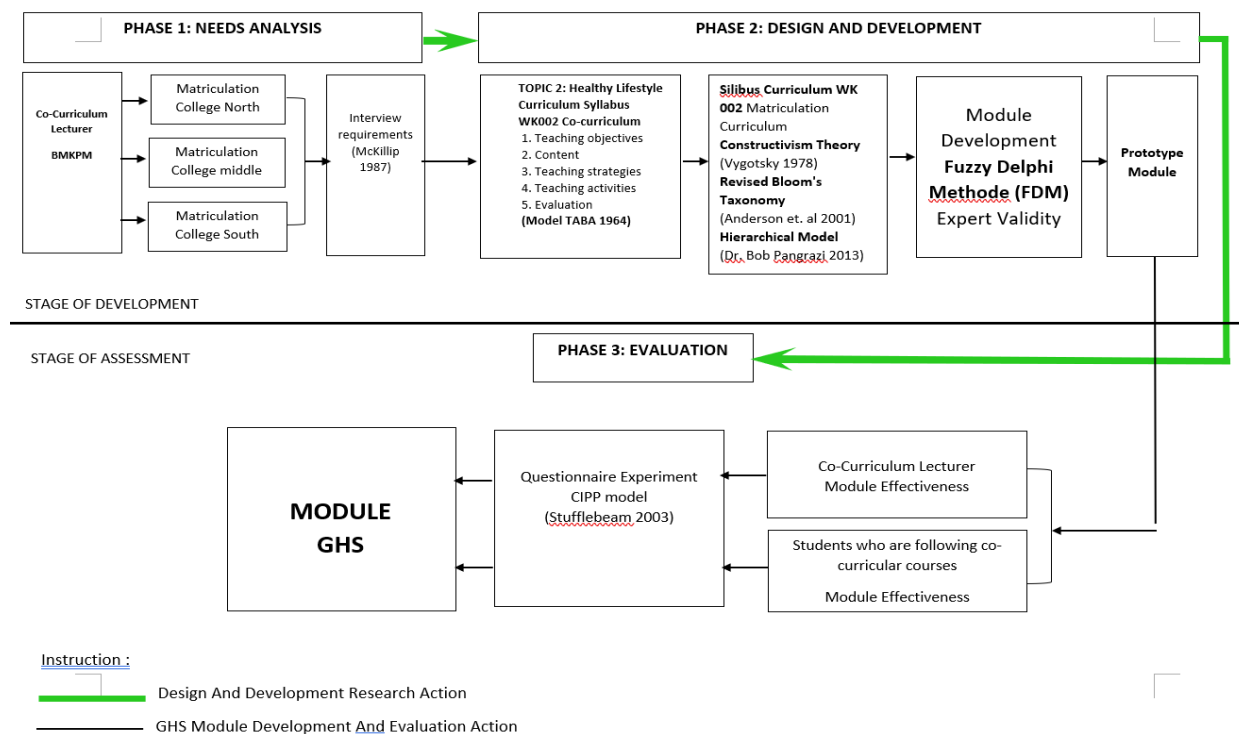


Figure 1: Conceptual framework of the study

Study Requirements

This module's analysis of the requirements and design phase, which must be completed with the approval of experts to build the module structure, each takes eight months to complete. Teaching topic 2, which is a healthy lifestyle, required 3 weeks to complete the effectiveness research, which amounted to 6 hours of face-to-face instruction and 6 hours of online instruction. The length of this study is equal to the co-curriculum course syllabus for the matriculation program.

Conclusion

Before implementing student-centered teaching and learning in their instruction, lecturers can use the teaching and learning support tool called modular teaching to help them make careful preparations. These preparations included being ready to use the most recent teaching-aid in line with 21st-century pedagogical developments and being aware of the most recent technological developments. A healthy lifestyle is also strongly advocated to develop well-rounded human capital that can compete globally. A person cannot build a healthy lifestyle without an in-depth understanding of health, fitness levels, and balanced food consumption. Knowledge of obesity is greater among pupils who have read about health than those who have not. Benefits derived from the construction of this module can also contribute and develop for multiple parties, such as providing knowledge to the community about healthy lifestyle practices and providing information to the Malaysian Ministry of Education regarding implementing postsecondary curriculum-strengthening activities. Teachers can use this module as a guide and reference for implementing intervention activities for pupils. Assisting students become more interested in and knowledgeable about living a healthy

lifestyle. In addition to serving as a resource for other scholars interested in pursuing study in the same or a different topic.

Contribution

Based on the theory underlying the GHS module, it is able to help lecturers understand the basic concepts of this theory so that the teaching and learning process can be implemented effectively. Students can also use this module as a lifelong learning guide, where students need to strive to learn and absorb changes and reforms that take place to ensure a better life. Through knowledge and involvement in physical activity can help students have a good effect on themselves and be able to assess the importance of the knowledge themselves. Real cognitive development is shown through the ability of students to complete tasks individually or through the guidance of others such as smarter friends. The cognitive development of students can also be improved in their efforts to complete assignments. The Hierarchical Model of Physical Education in the GHS module helps students for the long term focusing on physical skills and good behavior so that they are active in everyday life.

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