IJSCET

International Journal of Sustainable Construction Engineering and Technology

Discovering Competency's Elements in the Affective Domain of a Sustainable Co-curricular Syllabus

Azli Puddin[1], Badaruddin Ibrahim[1], Mohd Firdaus Ismail[2]*

[1]Faculty of Technical and Vocational Education,
 University Tun Hussein Onn Malaysia, Johor, MALAYSIA

[2]Faculty of Technology Management & Business,
 University Tun Hussein Onn Malaysia, Johor, MALAYSIA

*Corresponding Author

Abstract: Developing a sustainable co-curricular syllabus incorporating competency elements across all three learning domains - cognitive, psychomotor, and affective is challenging. However, this paper focuses on the affective domain, crucial in shaping students' personalities and forming positive values. The study presented here aims to identify the competency elements required for the affective domain in developing the co-curricular Silat syllabus. This study employed a qualitative research method and gathered data through interview sessions with six Silat experts from PESAKA Malaysia. The experts were asked open-ended questions to guide their opinions on the competency elements in the affective domain. The interview sessions were conducted in an organised workshop where the experts were briefed on the purpose of the interview. The information revealed by the experts was recorded, transformed into transcripts, and analysed using the thematic method. The study's findings revealed that the competency elements required for the affective domain in the co-curricular Silat syllabus are good values, civility, athletic abilities, respect, and morality. These elements are vital in the affective learning domains that shape the personality and competency of the students in their co-curricular subjects. The identified competency elements for the affective domain in the co-curricular Silat syllabus will aid in shaping students' personalities, forming positive values, and improving their abilities. It is recommended that further studies be conducted to identify competency elements in the cognitive and psychomotor domains, which will contribute to developing a comprehensive and sustainable co-curricular syllabus.

Keywords: Silat, syllabus development, affective, thematic analysis, co-curriculum, martial arts, sports, competency

1. Introduction

Co-curriculum is a method of learning outside the classroom that emphasises aspects of learning and soft skills in students and is complementary to the curriculum (Esa, Yunus and Kaprawi, 2004). According to him, the co-curriculum has a role that covers a wide range of areas, including the development of national integration, helping the development of student life and society through various fields and the formation of generic skills of students. According to Rozali and Puteh (2014), a co-curriculum is a learning channel based on planned and systematic work movements. Consequently, this statement explains that co-curriculum is a platform for students to learn something that further enhances their knowledge, physical body movements and soft skills. Co-curricular activities are essential in helping students complete the learning process and change and improve behaviours by reinforcing positive changes that

affect students' personalities and emotions. Co-curricular activities provide significant experience and impact student behaviour and skills.

Co-curriculum includes sports activities, associations or clubs, cultures, and uniformed bodies. Sports co-curriculum is a subject structured with various syllabus that advances the development of students' competencies, especially from a young age, for their social skills and physical development. Sports co-curriculum is a learning activity outside the classroom that includes various learning elements that develop students' competencies, especially in sports and body movements. Co-curriculum in Malaysia is developed to balance formal academics and informal activities. The co-curriculum in primary schools aims to shape students' soft skills to help them become model citizens in the future. Malaysia Education Development Plan 2013-2025 (2012) (PPPN 2013-2025) explains that co-curriculum classes are a critical medium to form the competence of students in primary schools because it has the value of teaching towards the formation of personality outside the classroom. Besides, it is a safe space and opportunity for students to interact and practice their ability to lead, communicate, solve problems and for following instructions. Applying learning domains such as Cognitive, Affective, and Psychomotor is the basis of education that should be emphasised in every form of sports co-curriculum, especially in primary schools. A comprehensive sports co-curriculum can expand primary school students into competent and valuable human capital in Malaysia.

Silat is a martial arts tradition of the Malays in Malaysia. In Anuar's (2008) judgment, Silat is one of Southeast Asia's earliest martial arts co-curriculum. This co-curriculum has evolved from the early 1970s to the present and continues to grow. In the culture and heritage of Malaysia, martial arts play an essential role in many aspects of education, politics, culture and socio-economic. Anuar stresses that the development of Silat in primary schools has existed since the early 70s, and it is dominated by local Silat associations that teach subjects based on the traditional Silat syllabus. He further explained that the Silat co-curriculum is an effort to transfer the knowledge or content of Silat in an orderly manner. This co-curriculum gives a new dimension to students where martial arts is considered a cultural and artistic heritage and can become a prominent sport for the country. Silat as a co-curriculum can improve students' competencies based on the lessons implemented in the syllabus of Silat (Mulyana and Lutan, 2021). This co-curriculum will teach the students the role and usefulness of the domain from different perspectives, including physical, mental, spiritual and intellectual. An engaging syllabus that meets the needs of students' competencies will form a continuity for preserving the culture and heritage of Silat as a martial art in Malaysia.

The co-curriculum of martial arts in primary school is informal if viewed from the elementary school aspect since it is not made a compulsory subject and taught outside of school hours; the syllabus taught has never been regularly evaluated for effectiveness. Until now, Silat associations still do not realise the significance and objective of the teaching methods since most that are teaching Silat lack formal education. The Silat syllabus does not involve the elements of sports science and technology, as it is mainly focused on students' physiology and motor skills. In primary school, from the age of seven to twelve, students should learn more about the fun and playful aspects of their experience. These principles should also be stressed in the fields of training and learning.

Co-curricular martial arts have been known in Malaysia for a long time and were revolutionised by educational development (Anuar, 2018). However, the design of the co-curriculum of martial arts is not fully established and currently meets the standards of athletic martial arts, especially in sports science. When seen in terms of the development of the Silat co-curriculum syllabus, it has been found that the conventional Silat art or Silat association syllabus used does not meet the standards set (Mulyana and Lutan, 2021). The teaching domain is not clearly stated or emphasised in traditional martial arts. Details such as morality and respect are values that are often highlighted in Silat's syllabus being taught. The lack of a co-curriculum of martial arts at the primary school level would impede the government's attempts to achieve the goals of the country's education.

This study identifies elements in the affective domain that can be included in the martial arts syllabus to benefit primary and secondary school students. The question of the study is to see to what extent these affective elements can improve the quality of competence for primary and secondary school students. This study uses secondary data from previous studies to form new data sets and uses a qualitative approach. This research also involves the development of the primary martial arts co-curriculum and syllabus, which will be built to concentrate further on the affective domain. This domain is the core component that will be used in teaching co-curricular martial arts. The ideal Silat co-curriculum syllabus will train students with generic and robust skills. Hopefully, the Silat as a martial art co-curriculum would be a benchmark for developing other sports co-curriculums. The Silat co-curriculum can be used as a reference for preparation and coaching in the future for other types of sports and activities.

2. Co-Curriculum

All In developing martial arts co-curriculum, several modules and learning theories can be used as a reference and guide in this study. This study uses DACUM to create a co-curricular framework in martial arts. According to Norton (1997), the DACUM process includes several processes that can be used to form the co-curriculum. This process will produce the necessary work processes and competencies. Hence, the involvement of experts in developing competencies makes DACUM a perfect work process. The five main processes carried out are a guide to the formation of the co-curriculum of this study. This study also explores the co-curricular model of establishing a curriculum for martial arts for primary school students.

The standard in designing co-curricular model are Taba (1967) and Tyler (1949) models and they are the base model that are often the reference and guide in Malaysia for creating co-curriculums. Hilda Taba's theory argues that teachers should design co-curriculum and include non-teachers as well. Teachers should understand the module and design learning units to excellence. Taba uses an inductive approach, the inductive expansion ranges from small designs from the lower levels to general or larger designs. The inductive approach can also be described as forming a specific co-curriculum and moving towards a general design. She stressed that the emphasis on objectives is essential for school activities when planning the curriculum.

Taba also emphasised that the objective is to guide the decision-making curriculum of content delivery, aspects emphasised, the type of content selected and the type of learning experience that needs to be emphasised. This model, also known as the concept development model, prioritises the arrangement of teaching and learning materials. This theory also helps to form concepts, interpret data, apply principles and interpretations, feelings, attitudes, and values. This strategy can encourage critical thinking among students. The objective model is a translation of educational research into educational practice. Hence, the core principle of this framework for curriculum development is that teachers need to engage in curriculum development.

While, the most important term in Tyler's curriculum model is 'purpose.' As Tyler points out, these educational goals become guidelines under which materials are identified, content is defined, training methods are established, and assessments and exams are planned. All facets of the educational programme are means of achieving educational objectives. Thus, the overall planning exercise is focused on selecting the purpose, and the predetermined objectives would constrain the following learning experiences. However, determining goals does not cover any contact between planners and learners, as this approach is considered risky. In education, where philosophical and ethical aims are intended, rather than being quantitative, the selection process becomes more complex. This situation creates difficulties and weaknesses in the decision-making of knowledge, processes, and assessment.

Tyler's model offers insight into the programme's concept and goals. However, it restricts the opportunity to learn and limits the curriculum to the syllabus specified. Without rules, the model lacks the rationale for continuously improving the co-curriculum. It does not involve the modes of learning that, for a definite result, are immeasurable or uncertain. The continuously evolving variables in the education system often fail to be addressed. To further elaborate, the model doesn't provide clarity on the actual or natural process of the teaching methodology, which certainly varies from time to time and needs to be adapted according to the requirements of the various factors that affect the education system.

2.1 Competency

Competency in developing co-curriculum for the affective domains refers to physical and cognitive abilities, including knowledge, skills and abilities that allow individuals to perform their tasks effectively (Andrew and Ramji, 2020). Competence in sports refers to the ability to perform a specific task in a sport skillfully and articulately. For example, one may believe that some aspects of athletic ability are fixed, whereas other contributing qualities are malleable. In sports psychology, for example, a distinction is made between performance and process goals (successfully performing the behaviours required for successful performance). Therefore, athlete competence is a dimension of self-esteem that measures students' perceptions of their abilities in sports and outdoor activities (Eriksson et al., 2014).

Competence in the physical domain refers to an individual's belief in the ability to perform sports and skills related to physical activity (Griggs and Randall, 2022). The influence of motivational competence and behaviour on three domains, namely the social, cognitive and physical. Perceived sports competence (Perceived Sport Competence) is a standard term for perceived competence in the physical domain (Galan et al., 2017). Based on this study, perceived competence is considered the most critical element in each area of self-concept and is referred to as a person's confidence in one's skills in the field of achievement. (Estevan and Barnett, 2018).

Jaakkola et al., (2019) also defined competency, which can be seen as an assessment of personal ability that generalises all domains, such as physical activity, sports, school, or social interaction. Motor competence refers to a person's ability to perform various motor actions, including movement coordination and primary control of specific motor skills required to manage daily tasks. This statement is not an assessment of whether a person can jump or throw in general but an assessment of how strongly an individual believes he can successfully perform that skill in a given context. Motor competence also refers to the skill level in various motor tasks, movement coordination and essential control of individual motor outputs. Based on the multidimensional and hierarchical structure of the physical self-concept, perceived motor skills (where, in this task-specific way, they contribute to the performance of specific motor skills) can then be considered as a sub-domain of sports perceived competence (Zimmer and Keiper, 2021).

Mastering successful task skills will increase perceived competence and encourage motivation in actual behaviour and performance (Zimmer and Keiper, 2021). Research has been carried out showing that students have less ability in physical activity. They believe they are not as capable as their peers, do not show low Motor Skill Competence (MSC), and have fewer skills and incentives to move. As a result, they tend to do physical activity and will feel uncomfortable. On average, studies show competence as a mediator in the relationship between motor skills competence during school

age, physical activity during adolescence and fitness. However, the intermediate effect of perceived competence has not yet been addressed among young children with high perceived competence but low MSC (Estevan and Barnett, 2018).

There are three different competencies which are cognitive competence (emphasis on academic achievement), social competence (having lots of friends, being outgoing, and being an essential individual in class) and physical competence (focusing on sports and outdoor games - good performance in sports, learning new outdoor games quickly and choosing to play sports rather than just watching others play (Estevan and Barnett, 2018). Perceived competence assesses personal skills from all domains, such as physical activity, sports, school, or social interaction. Jaakkola et al., (2019) also suggested that physical competence involves experience in various physical activity environments.

The development of physical competence is felt to be in line with the development of motor competence and is seen as the cognitive ability of students to understand their competence and improve over time. However, a recent article by Nuraida (2017) shows a debate in the literature about the definition of perceived competence. Researchers address disagreements by referring to perceived physical competence (for example, perceived physical competence is considered motor competence, perceived physical self-concept, and perceived sports/sports competence. According to Griggs and Randall (2022), defining, measuring, and analysing motor competence is essential to clarify the self-concept. Harter explains that the student's self-concept was initially considered heuristic and global. In this case, global means a group of different contents (such as cognitive competence, physical competence, parental acceptance, personality traits, physical characteristics, or affective reactions). These are considered content-specific inferred and interpreted as a total score to reflect a global self-concept index.

Interestingly, it is illustrated that students do not have the same competence in each domain. In a multidimensional perspective, when domains of self-concept (e.g., physical domain) are being analysed, it is difficult to identify critical differences between self-concept and self-efficacy. While self-concept is one of the general perceptions of self in a specific functional domain, self-efficacy represents individuals' hopes and beliefs of what they can achieve in a given situation (including tasks, contexts and their judgment of competence). When we analyse self-efficacy, we are less concerned with the individual's skills and abilities; more important is what the individual believes they can do with the skills and abilities they possess.

This provides a point of comparison with self-concept assessments, which routinely demand assessments of skills and abilities. An example that can explain this problem in the domain of perceived motor competence is the evaluation of effectiveness, which is the expectation that a person can jump two meters forward or throw a ball ten meters. This statement is not an assessment of whether a person can jump or throw in general but an assessment of how strongly an individual believes they can successfully perform that skill in a given context. In the domain of physical self-concept, some researchers believe that for the adolescent population, the subdomains are perceived sport/athletic competence, fitness or physical conditioning, strength, and body attractiveness/appearance. In physical self-concept, perceived sports and athlete competence usually include competence in sports and games.

Regarding students' self-concept, competence in sports may not be relevant, as students under eight participate in sports adapted to their age level by modifying sports and games to create fun and develop skills rather than prioritising competition and performance. The question is, should we define this domain differently? It is essential to consider whether perceived sports competence accurately covers the entire domain perspective of motor competence at a young age. Therefore, when we try to assess the perceived motor competence in students, it is crucial to consider constructs that can be developed, that is, fundamental movement skills that encourage children to do specific skills and sports that are appropriate in the future. Indeed, fundamental movement skills are considered the most basic and specific skills that enable pupils to perform or use in their games before participating in traditional sports involving official rules and laws. Examples would be performing specific gross motor skills, such as catching or kicking. Therefore, perceived motor competence can be interpreted as the perception of ability in fundamental movement skills such as catching, kicking, running, balance, throwing or attacking.

However, perceived competence in a particular domain, such as in sports and games, does not seem to include perceived competence in a broad and diverse range of other physical skills relevant to pupils, such as cycling or swimming. The physical skills required for this activity require additional competencies as it is considered an essential movement skill as the basis for many daily rough physical activities such as climbing stairs or playing in the garden. Therefore, perceived motor competence refers to an individual's awareness and confidence about his ability in basic human movement skills and what would be considered motor competence. Although basic movement skills are used in various organised or unstructured sports and games, the interpretation of motor ability can be assessed as skilled, thus measuring motor skills rather than general sports and game skills.

Based on the multidimensionality and hierarchical structure of the physical self-concept, perceived motor competence can be considered a subdomain of what is defined as perceived sports competence. However, perceived motor competence in pupils may be 'flipped' and considered a broader concept, combining both perceived sport and active play competence. This perspective may be relevant to young students as it allows 'sport' not to be a construct that can be used for this age group. Therefore, considering the developmental approach, in the pupil's time, the perceived sports competence can be seen at the domain level similar to the perceived motor competence. Perceived motor competence can also be further divided into aspects of motor competence, such as perceived stability, object control and locomotor competence.

Perceived motor skills can refer to a person's confidence in their ability in actual stability, object control or movement skills, such as perceived motor skills in maintaining balance (e.g., landing or walking backwards), controlling objects such as balls (e.g., throwing, kicking, or catching), or motor skills in moving the body from one point to another. In this case, other activities such as cycling and skating are considered active play skills and become part of this domain. However, for smaller pupils, more evidence is needed before confirming the structure of this proposed model. This model is dynamic regarding a development approach where assessment needs to be adjusted according to the individual's age. More critical thinking and debate from academic experts are needed about how to situate perceived motor competence in the multidimensional structure of self-perception and how development may affect the nature of the relationships between domains.

Student competence is a matter discussed in this study. The competencies to be developed naturally include affective, cognitive, and psychomotor domains. Competency development is something that needs to be paid attention to consistently. Things that need to be paid attention to are also things that help in the formation of competence. Competence is also seen in terms of affective, cognitive, and psychomotor domains.

2.2 Developing Affective Domain

Nuraida (2017) states that developing a child's character early through Silat education is essential to curb the increasing negative influence of society. The students will acquire character, piety, toughness, responsiveness, and resilience through Silat. Developing these characters will help students see better character development in the future. Furthermore, the study uses qualitative observation methods and presents descriptive data of oral information from the public. Sulistiyono (2009) points out that fair play, or playing with rules, is an affective domain, as it teaches students not to violate the law and to obey the rules. Ayub (2009) finds out individual factors affect the affective level of an individual, while motivational factors affect a person's cognitive level. This is confirmed through regression relationships that have a significant influence on both. According to him, the analysis of Structural Equations involving the whole variable also shows that individual factors directly affect affective learning. In contrast, motivational factors and environment indirectly affect affective learning.

Salimin et al., (2014) states that affective domains involve spiritual aspects and emphasise the growth and development of attitudes, feelings, emotions and existing values. Feelings, attitudes, and values need to be learned and developed occasionally. If the environment, feelings, and attitudes are healthy, then the values instilled will be positive. Krathwohl (2002) classified the affective domains into five taxonomic levels, which are: (i)accept, (ii)respond, (iii)value, (iv) organise personal value systems and (v) internalise value systems.

3. Methodology

This study adopted a qualitative mode of research whereby the data was collected using a guided interview approach and analysed using thematic analysis. According to Kekeya (2021), using the interview approach allows the researcher to measure the respondent's perception, understand the respondent's meaning, define the situation, and construct the real-world experience or the respondent's own experience. Before the interview process could be conducted, interview questions were designed based on Faruqhar, Michels and Robson (2020) suggested that the interview should not be too long and not contain more than one direction or theme. Questions are guided questions which are not biased and do not contain misleading words. In the context of this study, the questions are based on the athletic Silat syllabus only and matters related to it. Since the interview sessions were done in a workshop mode, they started with preliminary questions in the form of ice-breaking, questions leading to the research goal, questions for clarification and closing questions. Before the interview sessions, the experts were selected, and a workshop was organised for the interview sessions. During the interview sessions, the inputs from the experts were recorded and converted into transcriptions. The experts verified or validated these transcriptions to ensure the contents were correct. The corrected transcriptions were then analysed using the thematic approach to uncover the required elements. The methodology of this research can be summarised in fig 1.
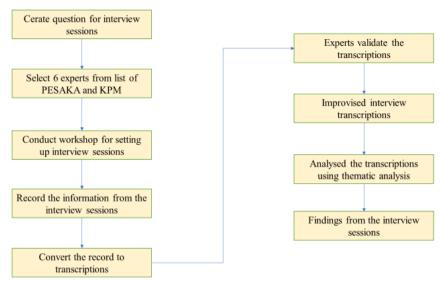
Fig. 1 - Flowchart of the study methodology

Figure 1 shows how data is collected through four processes: data collection, convergent, data processing or dissemination and finally, conclusion or attestation of data. In analysing the collected data, this study applied a thematic analysis approach. The thematic method transforms the interview's outcome into transcripts, known as data or information in qualitative research. This data is given the themes that answered the study problem. The thematic process can be described as follows.

1. The data collection process begins with various processes such as recording, recording voice and video recording of all data provided by the study sample. In addition, materials in the form of documents provided by the respondents are also analysed and recorded, such as official and personal documents.
2. The following process is called data contraction or data clearing. For the same material, it will be encoded into a specific code. In this process, researchers read and understand the data repeatedly to check for words or sentences that have a meaning that describes information about the study as well as words whose frequency comes out frequently in the transcript. The words or sentences are coloured for the same code.
3. After colouring the words or sentences according to the code colour, the words are rearranged according to the collection of colours. This is called the coding process or a process of recognising the words that need to code. Different codes have different colours, and all the codes are arranged according to their colour set and assigned to a sub-theme and the theme for each transcript.
4. Giving the theme name is based on experience, reading and analysis of results from past studies. In the final process, the themes from the experts' transcripts should be used to answer the objectives and problems of the study that have been determined earlier.

The extracted themes are compiled, and the reviewer should relate them to the existing study research questions. Then, all themes and subthemes are matched and arranged in order. Figure 2 shows four processes used using thematic methods.
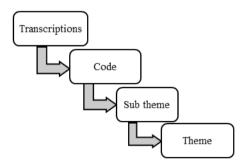

Fig. 2 - Steps in the thematic analysis

The elements students need to master for the affective domain are good values, civility, athletic capability, respect, and adeptly embracing what is taught. Researchers also found that the most significant domain referred to by experts are affective domain. The table below shows the views of experts on the domains that are important to them. Out of the six experts interviewed, five, A1, A2, A4, A5 and A6, chose the affective domain.

Table 1 - Important domain

Experts	Important Domain Selected
A1	Affective
A2	Affective
A3	Psychomotor
A4	Affective
A5	Affective
A6	Affective

Affective is a domain that many experts emphasise, documenting and stating this domain as the primary option that students need to learn. Elements in this field will impact the character and personality of their students. Some interview excerpts about affective elements experts are below.

- *"Silat forms students with various aspects of knowledge, as there are customs, they need to learn to enhance their understanding of the martial art."*

- *"Silat not only contributes to personality development but also to the morals of students who will be obedient to religion, race and country and imprints the patriotism of Malaysia."*

- *"In terms of affective values that can be formed in students."*

- *"The modules should be easy for the students to accept what is taught."*

- *"Being kind and tolerant among friends and respecting the elders should be instilled in the students."*

- *"These pure values will help them to be more successful and absorb knowledge better. In addition, they will have better mental and physical endurance."*

4. Affective Domain Value

The objective domain focuses on developments involving students' emotional and social interests, attitudes and values. The development of this domain is according to the hierarchical value of the level of acceptance, how to respond and appreciate, how to organise, character, and the ability to evaluate (Ericsson and Karlsson, 2014). In other words, the affective domain includes the ability to integrate social skills and emotional responses. Social affective domain values include self-confidence, adaptability, decision-making, personality development, courtesy, communication skills, and consideration during activities. In addition, the affective domain includes emotions such as self-discipline, the regulation of feelings, pleasure, readiness, managing stress and pressure and accepting the strength and weaknesses of the self and others.

4.1 Affective Domain Teaching

Learning the affective domain is from the experience of learners; while learning martial arts, whether in the form of sports or co-curriculum, children will be exposed to various knowledge, including physical and mental. The coaches will give lessons during their martial arts classes in open lessons not only in the form of movement but also in the discipline, theory and philosophy of the martial arts. Silat not only teaches students to become proficient in movement, but it also teaches the customs and heritage of the martial art itself, the philosophy of martial arts, and religious law. The martial arts lessons will involve how to form this affective component so that it can be carried out, and a good syllabus will organise the subjects that cover all domains of teaching. The martial arts teaching process can be summarised as follows.

Table 2 - The martial arts teaching process

Silat Input	Affective Proses	Output
Basics movement, step patterns, and martial arts dance	Training, guidance, guidance, role model, teaching manual. Teaching techniques	Role models, wrestlers, young coaches, athletes, and student competencies. The value of the value generated

4.2 Affective Role

A comprehensive domain will shape the child's personality to be better and more competitive. Armed with the knowledge gained from training and martial arts experience, children will develop their social skills and good emotional control competencies. Students will be more confident and confident in facing life as a student, and it will make a difference in their way of thinking and acting compared to other children who do not learn martial arts.

4.3 The Effect of Affective Domains on Students

In shaping the genealogy of athletes or leaders through sports media, a student or student at an early stage must be provided with knowledge, especially in the affective domain. Not many studies, especially in martial arts, emphasise the formation of the teaching domain, primarily the affective domain. This domain shapes and educates children's emotions and complements their social skills. The ability to think and act will also differ due to the influence of this affective domain.

5. Conclusion

The affective domain is an instrumental and practical learning domain in shaping the personality and competence of students or children. Elements or values in this domain help further improve the quality and abilities of students compared to other students. Silat is a crucial sport in Malaysia's co-curriculum as it invokes the heritage and preserves the customs of the land. The values of martial arts align with those of the affective domain studied. In primary schools, the development of Silat co-curriculum demands a new perspective.

The primary school, martial arts co-curricular should also move from a conventional system to a revolutionary co-curricular with the integration of technology and the education system. This research has shown that the co-curriculum framework for martial arts would bring additional development to martial arts development, particularly for primary school students. Research shows that an affective domain is a domain that experts chose from the National Silat Organisation of Malaysia as an affective domain reflecting the attitudes and values taught to Malaysians. Affective domains represent the maturity of students and the mastery of thought methods involving emotions and social environments.

Acknowledgment

References

Andrews, J., & Ramji, K. (2020). Connecting Work-Integrated Learning and Career Development in Virtual Environments: An Analysis of the UVic Leading Edge. International Journal of Work-Integrated Learning, 21(5), 643-656.

Anuar, A. W. (2008). Silat : Sejarah Perkembangan Kurikulum Silat Melayu Tradisi Dan Pembentukan Kurikulum Silat Malaysia Moden (1st Editio). Pertubuhan Seni Gayung Fatani Malaysia.

Ayub, H. (2009). The Predicted Factors Of Cognitive And Affective Learnings At The Level 1 Sports Science Course By The Malaysian National Sports Council. Universiti Putra Malaysia.

Ericsson, I., & Karlsson, M. K. (2014). Motor skills and school performance in children with daily physical education in school–a 9- year intervention study. Scandinavian journal of medicine & science in sports, 24(2), 273-278.

Esa, A., Md Yunos, J., & Kaprawi, N. (2004). Peranan Kokurikulum dalam pembangunan kemahiran generik. Jurnal Sains Sosial, 2(1), 81-94.

Estevan, I., & Barnett, L. M. (2018). Considerations related to the definition, measurement and analysis of perceived motor competence. Sports Medicine, 48(12), 2685-2694.

Farquhar, J., Michels, N., & Robson, J. (2020). Triangulation in industrial qualitative case study research: Widening the scope. Industrial Marketing Management, 87, 160-170.

Galan, Y., Iryna, S., Zoriy, Y., Briskin, Y., & Pityn, M. (2017). Designing an effective approach to sport for the integration in higher education institutions (the effects of yoga practice). Journal of Physical Education and Sport, 17(1), 509.

Griggs, G., & Randall, V. (Eds.). (2022). An introduction to primary physical education. Routledge.

Jaakkola, T., Barkoukis, V., Huhtiniemi, M., Salin, K., Seppälä, S., Lahti, J., & Watt, A. (2019). Enjoyment and anxiety in Finnish physical education: achievement goals and self-determination perspectives. Journal of Physical Education and Sport, 19(3).

Kekeya, J. (2021). Qualitative case study research design: The commonalities and differences between collective, intrinsic and instrumental case studies. Contemporary PNG Studies, 36, 28-37.

Krathwohl, D. R. (2002). A Revision of Bloom' s Taxonomy : An Overview. 41(4).

Mulyana, B., & Lutan, R. (2021). The lost inner beauty in martial arts: a pencak silat case. The International Journal of the History of Sport, 37(12), 1172-1186.

Norton, R. E. (1997). DACUM Handbook. Leadership Training, 67, 308.

Nuraida, N. (2017). Pengembangan Nilai-Nilai Karakter Melalui Pendidikan Pencak Silat Untuk Anak Usia Dini (Studi Kasus Di Paguron Pencak Silat Galura Panglipur Bandung). Tunas Siliwangi: Jurnal Program Studi Pendidikan Guru PAUD STKIP Siliwangi Bandung, 2(1), 59-77

Rozali, M. Z., & Puteh, S. (2014). Keterlibatan pelajar secara aktif dalam kokurikulum (sukan) terhadap peningkatan kemahiran generik.

Salimin, N., Jani, J., Ishak, N. A., Hassan, S., Elumalai, G., Boon, O. K., & Shahril, M. I. (2014). Validity and Reliability of Comprehensive Assessment Instruments for Professional Skills in Field and Court Sport Among Major Students Coaching Based on Model K. International Journal of Humanities, Arts, Medicine and Sciences, 2(4), 37–44.

Sulistiyono, O. (2009). Mencegah Dan Mengurangi Kekerasan Sepakbola Melalui Pendidikan Jasmani Olahraga Dan Kesehatan. Jurnal Pendidikan Jasmani Indonesia, 6(2).

Taba, H. (1967). Teachers' handbook for elementary social studies.

Zimmer, W. K., & Keiper, P. (2021). Redesigning curriculum at the higher education level: challenges and successes within a sport management program. Educational Action Research, 29(2), 276-291.