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The Role of Team and Individual Sports Co-Curricular Internship Programs on Academic Achievement in The Need For Professional Manpower

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Abstract

This research aims to describe the factual and conceptual involvement between sports co-curricular programs and internships to meet the needs of professional workers in industry. Student involvement in co-curricular sports activities during an internship can help develop skills, knowledge and attitudes. This research uses a qualitative research method with a questionnaire as a data collection tool. The results of the research show that participation in co-curricular sports in nternships provides opportunities for students to develop communication, leadership, teamwork and discipline skills. Apart from that, this experience also makes them understand the importance of health and fitness in the workplace, so that they can support the needs of a professional workforce in industries that require healthy and productive employees. Participating in co-curricular sports at the internship site makes a positive contribution in preparing students to enter the world of work. Therefore, educators and policy makers need to pay attention to and support the development of effective sports co-curricular programs as an integral part of formal education to create a more prepared and professional workforce in the future.

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INTRODUCTION

Quality of education in Indonesia recently faces serious challenges. This situation is caused by various issues in the Indonesian education system that result in a decline in the quality of education in the country. Additionally, there are

problems in the learning process that also contribute to the decreasing quality of education in Indonesia. The National Education System operates centrally, with everything centered around the government. From learning objectives, learning materials to learning methods, everything is regulated by the government (Munirah, 2015).

To secure a quality job after graduating from a professional education institution (IPE), an individual must be able to adapt to the demands of the job market, marked by several factors: a sharp decrease in demand for workers with less-qualified qualifications, the emergence of a workforce with high skills, a shift from production workers to personnel involved in design or marketing, and an increased demand for individuals with computer program understanding, among others. Therefore, the industry expects certain qualities from a competitive specialist, including a high level of professionalism, flexible thinking ability, high professional mobility, continuous professional growth and self-development, competent professional skills, and the ability to design strategies and tactics in their own professional activities (Sergeyeva, 2015).

Analyzing the concepts of "competition" and "competitiveness" allows us to distinguish four levels of quality that characterize a competitive specialist (Sergeyeva & Korzhuyev, 2015). In the field of technology (specific and professional focus), economics (training costs), social organization (consumer social structure), and personal aspects (psychological, mental, behavioral), help us identify four categories of quality that characterize a competitive specialist. Education is not limited to theoretical knowledge in the classroom but also involves the development of physical and skills aspects that support the formation of a balanced and professional individual. Educators and experts in methodology continue to seek methods to improve the education process, but there is no universally applicable approach. This process requires the use of various methods, and the choice of these methods will be determined by specific pedagogical situations, which we classify into three groups of aspects (Korzhuyev & Sergeyeva, 2015): organizational aspects (such as educational goals, the level of learning motivation, and specific characteristics in teaching a particular academic discipline); substantive aspects (including the content of teaching materials, volume, complexity, type, and structure of learning); and psychological aspects (which include the mental and emotional readiness of students, age and individual characteristics, gender and social differences, the relationship between teachers and students, and similar factors).

One platform that can provide important experiences in this regard is extracurricular sports activities. Extracurricular sports play a crucial role in efforts to meet the needs of professionals in various industries. The achievements in extracurricular activities are a singular factor determining student placement performance (Ramalingam and Ilakkiya, 2021).

Extracurricular and co-curricular activities (ECA) play a significant role in the development of sustainable job skills (Smith et al., 2018). Although there is a considerable amount of literature discussing employability, there seems to be limited empirical research exploring the relative values of these employability

skills, including how they differ among diverse student groups. Students can acquire practical skills through participation in co-curricular activities that align with their interests and majors (Shaikh Rezwan Rahman et al., 2021). Co-curricular sports are not just about physical fitness but also involve the development of leadership skills, teamwork, discipline, perseverance, and tactical thinking. Many embedded co-curricular activities have shown significant growth in enhancing work readiness (Jackson and Bridgstock, 2021). However, there is not always a positive correlation between student abilities and the alignment of graduates with the workforce (Burke et al., 2017). This can be influenced by individual attributes, such as social and cultural capital (Clarke, 2017), as well as behaviors and flexibility in job seeking (Guilbert et al., 2016), and external factors, including biases in the recruitment process, location, and demand in the job market (Guilbert et al., 2016).

This is due to the many benefits that can be gained through participation in sports activities outside formal class hours. Co-curricular activities benefit students by providing opportunities for them to apply existing knowledge and skills, develop new abilities, and enhance their social and organizational skills. All these skills are highly relevant to the professional world, where individuals need to collaborate in teams, face challenging situations, and make crucial decisions. All these characteristics are highly appreciated in the context of the working environment.

The rapid development of industries across various economic sectors has spurred the demand for high-quality professional workforce. These industries seek individuals who not only possess good theoretical knowledge but also practical skills necessary to succeed in a competitive work environment. Therefore, the role of education and training in preparing prospective professionals is becoming increasingly crucial, aligning with the growing importance of workforce readiness strategies. There is an increasing demand on academicians, curriculum designers, and career experts to support effective intervention actions through activities within curricular, co-curricular, and extracurricular realms (Jackson and Bridgstock, 2021).

Co-curricular sports for internship participants have emerged as a significant factor in the effort to meet the needs of professionals in the industry. These co-curricular activities not only integrate physical and health-related activities into daily life but also provide valuable opportunities for interns to develop skills, attitudes, and knowledge applicable in the workplace. Co-curricular activities refer to "structured learning activities that complement the formal curriculum" (Rutter & Mintz, 2016). In this context, the role of co-curricular sports for internship participants becomes increasingly relevant. Many higher education institutions, driven by alumni support and industry expectations, encourage their students to pursue co-curricular opportunities as an integral part of their holistic education. Such co-curricular activities enable students to enhance their learning experiences through experiences that boost their competitiveness as prospective employees (Miller et al., 2018).

This article will explore how co-curricular sports can contribute to efforts in meeting the needs of professionals across various industries. We will elucidate the various benefits of sports in individual development while delving into the potential of sports as a tool for creating a workforce better prepared to face challenges in an increasingly complex and competitive job market. Furthermore, we will discuss its positive impact on skill development, physical health, and the preparedness of interns for their professional careers. Additionally, we will explore how integrating sports activities into education and training can provide significant advantages for industries in various sectors. With a deeper understanding of the role of co-curricular sports for interns, it is hoped that it can pave the way for improving the quality of a professionally ready workforce in an increasingly tight job market.

Conceptual Framework

The conceptual framework employed in this research is co-curricular team and individual sports, providing social skill values, formulated as a measure of social skills using an instrument known as the Social Skill Improvement System Rating Scale (SSIS-RS) developed by Gresham & Elliot (2011). This study elucidates academic achievements influenced by both team and individual co-curricular sports programs for interns in general. These social skills encompass the ability to collaborate, assertiveness, empathy, and self-control. Specifically, sports activities in co-curricular programs can play a role in shaping direct and open social skills, while internship work practices impact social skills in various domains, namely cognitive, affective, and psychomotor, with similarities in activities with the co-curricular sports program.

METHOD

In this research, a causal-comparative or ex-post facto research method is employed in line with the objective to uncover the causal phenomena behind differences within student groups. As there are two variables suspected to influence social skills, namely co-curricular team sports and individual sports during campus internships and industrial internships, the instruments used in this study are adapted from the Social Skill Improvement System Rating Scale (SSIS-RS) developed by Gresham & Elliot and the Cumulative Grade Point Average (CGPA). The research findings are analyzed using comparative tests between academic achievements based on co-curricular team and individual sports among interns:

Results and Discussions

a. **The Role of Co-curricular Team and Individual Sports for Interns on Academic Achievement**

The analysis used to calculate the role of co-curricular team and individual sports for interns on academic achievement is through the use of a comparative test. The following are the results of the calculation of the roles of co-curricular team and individual sports on academic achievement.

Table 1
The Role of Co-curricular Team and Individual Sports for Interns on Academic Achievement

Academic Achievement	Co-Curricular		p value
	Group	Individu	
Mean±SD	3.13±0.23	3.12±0.20	0.578
Median (Min-Max)	3.16 (2.19 - 3.63)	3.15 (2.49 - 3.52)	

Based on the table above, the role of co-curricular team and individual sports for interns on academic achievement can be observed. In the team co-curricular group, the academic achievement has a mean score of 3.13±0.23 and a median score of 3.16, with a range of values between 2.19 – 3.63. Meanwhile, in the individual co-curricular group, the academic achievement has a mean score of 3.12±0.20 and a median score of 3.15, with a range of values between 2.49 – 3.52.

Table 2
The Role of Co-curricular Team and Individual Sports for Industrial Interns on Academic Achievement

Academic Achievement	Co-Curricular		p value
	Group	Individu	
Mean±SD	3.17±0.19	3.15±0.19	0.632
Median (Min-Max)	3.19 (2.83 - 3.63)	3.18 (2.49 - 3.52)	

Based on the table above, the role of co-curricular team and individual sports for industrial interns on academic achievement can be observed. In the team co-curricular group, industrial interns on academic achievement have a mean score of 3.17±0.19 and a median score of 3.19, with a range of values between 2.83 – 3.63. Meanwhile, in the individual co-curricular group, industrial interns on academic achievement have a mean score of 3.15±0.19 and a median score of 3.18, with a range of values between 2.49 – 3.52.

Table 3
The Role of Co-curricular Team and Individual Sports for Campus Interns on Academic Achievement

Academic Achievement	Co-Curricular		p value
	Group	Individu	

Mean±SD	3.05±0.30	3.04±0.20	0.892
Median (Min-Max)	3.12 (2.19 - 3.39)	3.04 (2.51 - 3.46)	

Based on the table above, the role of co-curricular team and individual sports for campus interns on academic achievement can be observed. In the team co-curricular group, campus interns on academic achievement have a mean score of 3.17 ± 0.19 and a median score of 3.19, with a range of values between 2.83 – 3.63. Meanwhile, in the individual co-curricular group, campus interns on academic achievement have a mean score of 3.15 ± 0.19 and a median score of 3.18, with a range of values between 2.49 – 3.52.

A variable is considered to have a significant role if it has a probability value smaller than 0.05. Based on the calculation results using a comparative test, it can be seen that the probability values are 0.578, 0.632, and 0.892, where these values are greater than 0.05. This implies that there is no significant difference in academic achievement between team and individual co-curricular activities. In other words, team and individual co-curricular activities do not play a significant role in the academic achievement of interns.

b. The Role of Co-curricular Team and Individual Sports for Interns on Social Skills. Here are the results of the calculation of the role of co-curricular team and individual sports on Social Skills.

Table 4
The Role of Co-curricular Team and Individual Sports for
Interns on Social Skills.

Keterampilan Sosial	Co-Curricular		p value
	Group	Individu	
Cooperation			
Mean±SD	28.92±4.16	27.93±4.40	0.163
Median (Min-Max)	29 (21 - 37)	28 (19 - 40)	
Assertiveness			
Mean±SD	26.88±4.98	25.80±4.79	0.173
Median (Min-Max)	25 (17 - 40)	26 (15 - 37)	
Empathy			
Mean±SD	29.88±4.28	28.16±4.25	0.014
Median (Min-Max)	29 (19 - 38)	28 (18 - 39)	
Self-Control			
Mean±SD	26.27±3.75	26.27±3.75	0.077
Median (Min-Max)	27 (19 - 34)	27 (19 - 34)	

Based on the calculation results using a comparative test, it can be seen that the probability values of the social skills scores among the total interns, industry interns, and campus interns are different. Some are smaller and some are larger

than 0.05, so it can be interpreted that there are significant and non-significant roles of co-curricular activities on social skills scores.

The Influence of Social Skills on Academic Achievement

The following table presents the results of multiple regression analysis calculations using SPSS software

Table 5. Multiple Regression Analysis Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations Zero-order
	B	Std. Error	Beta			
1 (Constant)	1.970	0.074		26.497	0.000	
Cooperation	0.084	0.030	0.205	2.781	0.006	0.645
Assertiveness	0.110	0.027	0.298	4.114	0.000	0.692
Empathy	0.128	0.032	0.325	3.957	0.000	0.731
self-control	0.035	0.028	0.085	1.268	0.207	0.565
F Stat : 66.271		Sig F: 0.000		R ² : 0.624		

a. Dependent Variable: GPA

Sumber: Hasil Pengolahan Data Primer, 2023

Based on the calculation results in the multiple regression analysis table, the obtained equation for multiple linear regression is as follows:

$$Y = 1,970 + 0,084X_1 + 0,110X_2 + 0,128X_3 + 0,035X_4 + e$$

The regression coefficient values on its independent variables depict that if the independent variable is estimated to increase by one unit and the values of the other independent variables are estimated to be constant or equal to zero, then the dependent variable is expected to increase or decrease according to the sign of the regression coefficient of the independent variable. The coefficient of academic achievement, at 1.970, means that when academic achievement is not influenced by the four independent variables, it will be 1.970 with a positive slope. Furthermore, each variable has a positive relationship with academic achievement, as indicated by the positive sign in each regression coefficient..

1) Partial Hypothesis Test (t-test)

From the table, it can be observed that cooperation, firmness, and empathy have significance values smaller than 0.05, while self-control has a significance

value greater than 0.05. Therefore, it can be concluded that cooperation, firmness, and empathy significantly influence academic achievement, while self-control is not significant in influencing academic achievement.

2) Simultaneous Hypothesis Test (F-test)

The simultaneous hypothesis test can be observed from the significance value of 0.000, which is smaller than the alpha value. Therefore, it means that the social skills variables, consisting of . .

3) Coefficient of Determination (R²)

The coefficient of determination is used to assess the magnitude of the influence of social skills on academic achievement. Based on the table above, it can be observed that the coefficient of determination (R²) has a value of 0.624. This means that the total influence of social skills on academic achievement is 62.4%, while the remaining 37.6% is attributed to the influence of other variables not considered by the researcher in this study.

CONCLUSION

Based on the research results and discussion, the following conclusions can be drawn:

- Team and individual sports co-curricular activities for internship participants do not have a significant effect on academic achievement.
- The role of team sports and individual sports co-curricular activities has varying levels of significance on social skill scores.
- Aspects of social skills such as cooperation, assertiveness, and empathy significantly affect academic achievement, while self-control does not have a significant effect on academic achievement in partial t-tests.
- Simultaneously, social skills aspects including cooperation, assertiveness, empathy, and self-control have a significant effect on academic achievement in the F-test.
- Social skills have a significant impact on academic achievement by 62.4%, while the remaining 37.6% is influenced by other variables. Therefore, the recommendation for the professional workforce in the industry is to possess social skills aspects.

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