

Original Research Article

The Advantages of Reserve Officer Training Unit (ROTU)'s Activities To future TVET Teachers

Abstract

Reserve Officer Training Unit (ROTU) is one of the co-curriculum activities that created only by public higher education institutions in Malaysia. The main objective of the establishment ROTU is to provide highly skilled and qualified personnel for conducting the reserve team of the Malaysian Army. Thus, through the exercises performed, ROTU should be able to generate human capital needs of the country in the future. This paper has discussed the advantages of ROTU's activities to be applied in the prospective teachers to prepare for the proficiency levels are professionalised teacher after graduation in public higher education institutions. The qualitative research methodology had been used which data had been collected through Interviews, observation and documents analysis. Research findings show that the ROTU's activities was encouraging developments in the aspect of leadership, mental toughness, self-confidence and a spirit of cooperation that can be applied in the future TVET teachers. Prospective teachers should prepare him/her to become a quality human capital in terms of leadership, self-confidence and mental strength before they are revealed to be a professional teacher later.

Keywords: Reserve Officer Training Unit (ROTU), Leadership, Future TVET Teacher, Qualitative Research Methodology

1. Introduction

Education is an important aspect of human life. How one receives and interprets education into daily life depends on how education is delivered. Process to impart knowledge cannot be separated from leadership in schools. Studies have long made about teacher leadership when facing issues of concern for students, teachers and the community as a whole. It is important to understand every style and leadership strategies one by one to find the most suitable and best way to be followed by the teachers at the school. The process of learning and teaching in more extra-curricular activities conducted indirectly, where it highlights and hidden aspects such as values, talents, roles, and leadership, social and so on. In the 60's and 70's, community and educators consider curriculum as patches only, as a separate, additional and not so important in the development and teaching and learning in schools. However, that opinion has changed and now co received. As part of the school curriculum. In fact, co-curricular activities to enhance and enrich student learning in the classroom. This is because the co-centric learning through practice in which the knowledge gained in the classroom practice through practical activities, whether sports training, association or uniformed units. Thus, extra-curricular activities actually build social dimensions, as well as the properties and the quality of the cognitive, affective and psycho-motor.

In 2003, ICFAI University has outlined some of the features of generic skills that will help students when involved with extra-curricular activities that develop positive attitudes, develop skills and leadership qualities, learn to work in an environment that is filled with stress, managing stress effectively, united in groups, develop teamwork skills, enhance creativity, improve discipline, increase their confidence, set goals, work hard and work based on the orientation of the decision. Co-curricular activities uniformed bodies established and conducted many education institutions in Malaysia if the institution or institutions of higher education at a low level. Uniformed bodies established is intended to train students to be responsible, this activity can also train them to be disciplined, self-reliant and skilled in a particular field they participate. Thus, extra-curricular activities uniformed bodies bringing the greatest benefits and advantages for an individual or a join. At the outset, it is not only producing students who are active and alert both mentally and physically, but they are able to

meet the aspects that are present in the philosophy of education. Through the activities of uniformed body is also capable of showing mastery of soft skills among the students as they supply to the real working world.

2. Literature Review

ROTU or Reserve Officer Training Unit, established in 1979, the brainchild of Brig Gen Dato 'Abul 'As bin Ismail, director of the Territorial Army. Its main goal is to train students with military knowledge, while contributing to national defense. However, long-term macroeconomic objectives are towards the quality of human capital in terms of leadership, self-confidence, *Espirit de corp*, and mental toughness. Leadership is the ability of individuals to form the values of the organization or group that is more disciplined, have a vision and mission in the fight. Usually, they are able to control emotions, disciplined, able to control the group, regulatory, become role models and more objective in setting the goals of the organization or group that participated (Fox, 2000; Gauvin and Spence, 1996; Alfermann & Stoll, 2000).

FPTV is a professional faculty in niche TT-TVET. The Faculty offers a balanced program of teacher training in terms of knowledge and practical orientation of the reform agenda that meets the needs of economic development through education and training of human capital. Programs of study offered at FPTV is dynamic, high impact and capable of leading the transformation of TVET at regional and international levels. Academia and our support staff are very competent and committed to delivering the latest practical and theoretical knowledge in an innovative and stimulating learning environment for students.

Teachers at the present time not only to teach, but also to educate, that lead the students in terms of academic and character. Should, student teachers should be aware of leadership issues need to be prioritized and streamlined in them. For prospective teachers, leadership must be blended in themselves. It is not enough just to be the leader of the self-. Student awareness of the need to accept the fact that educators in the field of education require teachers as educators who have leadership capabilities.

Shah(2006) associate leadership ability with the role of educator. A person capable of transmitting knowledge and the benefit is considered to be a leader. A natural educator is a leader because they are responsible for to spread knowledge and the benefit to the students. At the same time, history has shown the role of teachers' awareness of the rise of pre and post-independence era. The community has recognized the teacher as part of the driving agent in the community. Their leadership ability has long been recognized and deeply ingrained in the Muslim community. Some people have great expectations of the role of teachers, including teachers of Islamic education in the school is able to produce excellent Human capital.

Islam has given guidance on the features that should be inherent in a leader. Islam is concerned with the welfare of society. So this is why Islam emphasizes that every elected or appointed leader must have honesty and sense of responsibility. As a true leader should have is the true leader not only clever but capable of dreaming dreams become reality coin, leader of the goals of purposeful true did not ignores the voices of envy, the true leader of high self-esteem, not drunk sensation, leader of true sincerity and firm, not clumsy and hesitant, true leaders are preparing to provide back- competent, non- haunted ' rival chair ' and slap his own, the true leaders do not drag your opponent down; do not turn up a friend, honest and true leader selecting openness, not degrade close friend and subordinate views, struggled to win with, if fallen to rise again, advanced to a congregation (organization), make

organizational struggle, not a meal make profits and lastly the true leader does not 'direct' but guided pointing.

Genuine leader is not afraid to deal with the criticism of criticism even further propelled him to fight, not hurt cure, not disappointed despite being marginalized not disappointed though not appreciated, because the goal is just pleased the Divine, not easy to blame a friend or subordinate, but together to find solutions and approaches, not concerned that the ability of friends, do not worry about the advantages of a friend, but take advantage of all the potential for mutual success, and also not looking from above, but often fell down while introspection.

ROTU training, leadership built the same as that established leadership in the management of other public organizations. Through physical training, students are trained and motivated, build trust in a friend, shared responsibility, willing to sacrifice for the betterment of the organization or group.

Physical training is part of a method to build leadership qualities. Leadership training that physical activity can be absorbed through direct build skills and solve critical problems in a limited time period. The communication between 'individuals', indirectly creating a 'system integration' in the leadership and implementation of organizational policies (Grojean *et al*, 2004). This method is common practice in leadership training.

The ROTU training activity also aims to develop students who have self-confidence, develop personality traits are more objective, proactive, flexible in different situations, bold to say anything in front of a friend or group, more focused and charismatic features (see Smith, 2000, Sugarman & Burk, 1998: Pronk, Crouse & Rohack, 1995). For example, physical exercises like hiking, marching, cross-country and cross obstacles, are part of the training to build positive relationships between individuals and groups, and develop self-confidence.

ROTU training also aims to develop students who are able to practice team work in or Espiritde corps. Students are trained in group activities and scrape individualistic, otherwise determine the progress of the group. Espirit decorps spirit or can be built when students are exposed to vigorous physical exercise that requires collective strength to facing some challenges, had to perform a mission with the help of a friend in the group, group missions where success is measured by working in groups (see for example: Kozub and Button, 2000).

In addition, ROTU training also aims to develop students with high mental endurance capacity. Ability to control the situation and solve the problem effectively in a short period often associated with mental strength or endurance (Sonstroem & Potts, 1997). Usually mental toughness associated with self-confidence and self-efficacy (Bandura, 1997). For McDonald & Hodgdon (1991) and Smith (1992), physical training can improve durability and mental health. Among these are physical exercises like aerobics, abseiling, cross obstacles on land or in water.

3. Methodology

The design of this study is qualitative, emphasizing methods of exploration as recommended by Creswell (2008) using the three methods of study for collecting data that structured interviews, observation and document analysis. The researchers themselves become instruments of the study and the matter in accordance with the ethics of qualitative researches as stated by many qualitative of them like Kvale & Brinkmann (2009), Merriam (2001), Max Travers (2001), David Silverman (1997) and Patton (1990). All members of this qualitative researcher agree that in qualitative research, the researcher is the main instrument of study starting from the data collection process until the data analysis stage. In this study, three qualitative data collection method used interview, observation and document analysis. For

this study, a total of six participants in the study were selected as a sample, two officers trained, two coaches and ten students. All participants in the study are among the individuals involved directly with uniformed bodies ROTU.

The three main methods of data collection used in this study, the researchers used the interview method as the main approach of collecting data. It is consistent with the statement of Merriam (2001), namely, the interview is the primary approach of data collection in qualitative research to obtain descriptive data. While Cohen and Manion (1989) say that the interview is an important method in social studies. For Bogdan and Biklen (1998), the interview more prominent than the other methods of site - data in a qualitative way. Researchers used different types of unstructured interviews in this study. Type of unstructured interview is a method of qualitative interview (Merriam, 2001). Researchers interviewed participants rely on the comfort of the participants and the atmosphere during the interview conducted. During the last interview, the researchers used a tape recorder and to record all interviews with the participants. In the interview cannot be recorded with the recorder, the researchers recorded the interview in the form of notes immediately after the interview as Patton (1990) states that qualitative researchers can record as many notes can remember an interview once completed interviews. To ensure that information is available for the right interview questions and meet the requirements and intent of the study, the researchers write (transcribe) the data on the tape to form the written data as soon as the interview is completed. Data were analyzed by researchers with the aid of the computer software NVivo.

The second step is to do the research field observations for two weeks within of their continues training. Before making an observation, researchers have made a list of some of the observed and the approach used to record the observations. In accordance with the recommendations Bogdan and Biklen (1998) suggest researchers to plan things to observe and approach used to record the observations made. Researchers are only using the notes and photo notes and audio recordings based on the suitability of the current atmosphere observations. This was important in order to avoid disruption of the phenomenon to be observed because of the qualitative research, data collection should occur in a naturalistic setting (Merriam, 2001). After obtaining the required data in the study, the researchers analyzed all the data. There was some analysis done simultaneously with data collection due to Bogdan and Biklen (1998) and Merriam (2001), data analysis can be performed simultaneously with data collection. Because researchers use three main methods of site-data, transcription of all the data collected is needed because Kvale&Brinkmann (2009) noted almost all qualitative research involves the transcription of the interview data, video recording, or note field. Researchers have recorded all data obtained from interviews and observations in the form of notes or writing.

After doing the transcription of all the data collected, the researchers continued with the compilation of data separating each data according to the importance of the study. This is in line with the recommendations of Merriam (2001) suggests that researchers to disseminate data or information obtained so that no important data will be separated. Sort the data to several sub-categories and by category is done with the help of the computer software NVivo 10. Researchers have started to give a nickname to the participants who were interviewed in order to protect the confidentiality of participants as described by Max Travers (2001); confidentiality of participants must be good. After the researchers put the code in each data because according to McLellan, MacQueen, and Neidig (2003), the coding process allows researchers to identify the type of data, data sources and the page number where the data set is obtained, like pages of transcript. Researchers are trying to understand the whole data before raise questions related data. The question posed is related to the data provided by the

participants of why participants say that? Why participants gave responses that? What is implied in the documents obtained? And many more questions raised. After raising many questions, the researchers said every question posed themselves critically and deeply by doing assumption. The data is then isolated followed by category to facilitate the analysis is performed. At this stage the researchers to discriminate data separation method using computer software (NVivo 10). After sorting, coding and thorough understanding of the data, researchers analyzed the data formally.

4. Findings and Discussion

This study have looked for encouraging developments in the aspect of leadership, mental toughness, self-confidence and a spirit of cooperation or Espirit decorp of ROTU participation result in the public higher education institutions. This is quite consistent with the findings Landers and Petruzzello (1994), who found that participants exposure to outdoor activities, managed to increase the level of mental toughness, self-confidence, and have a personality that is more skilled. Physical exercise also had a negative relationship with depression (Dube and Michael, 1996) and other mental health indicators (McAuley and Rudolp, 1995). These aspects need to be considered in the very self prospective teachers in preparing them to become excellent teachers. According to Officer trained:

ROTU is a very challenging curriculum that requires patience, commitment, integrity and ability of the students who participated, where students are joining this curriculum must have a mental and physical high. This is because the training is carried out in co-curricular ROTU every weekend and the end of the semester is a form of military training which is more focused on individual aspects of the weapons and tactics of the basic techniques.

Briefly, training in ROTU has successfully developed cadet's public higher education institutions with the knowledge and develop effective leadership through physical training and experience of formal learning. Level leadership is built through implementation and training opportunities that are exposed to harsh physical and challenging. Such exercises can build capabilities of prospective teachers to control group and the confidence to give instructions to the students in their future. They are also able to make the right decisions in a short time or in a stressful situation. Military-style physical training program provides an opportunity for trainees show their abilities and their experience compared to traditional teaching and learning techniques in the classroom. Military-style physical training could provide an opportunity for prospective teachers to apply effective leadership behaviours while giving instructions to team members or subordinates. A cadet has confessed as follows:

There is a significant difference before and after I joined ROTU. Before stepping in UTHM, I've never joined any uniformed body. Now, in my ROTU military gain knowledge while honing leadership skills because I was assigned to lead my members in the performance of tasks and instructions given by the coach.

By Sanstroem (1997), mental toughness through physical exercise has a significant relationship with self-confidence, and observations also show physical exercise has a significant relationship with the level of physical competence and physical acceptance. Mental endurance also can increase motivation, perception, and the self-confidence of the individual. Physical endurance and mental well established and foster the spirit high self-confidence, fit and handsome line as a professional soldier. Self-confidence will develop

individual treatment, in addition to contributing to its success or failure. In ROTU, some activities really test the mental toughness. As an example, a senior cadet has shared the idea:

Normally junior cadets need to respect the intermediate and senior cadets where they will go through the process of transforming themselves into a disciplined and respectful cadet superior. They will be called every night by the intermediate and senior cadets regardless of the time to test the mental toughness of this junior cadet. This contrasts with the pressures faced by the intermediate and senior cadets. For the intermediate and senior cadets, they experience more stress when they are faced with the coach and senior officers during their training.

The study also shows that physical exercise ROTU managed to raise the spirit of cooperation, a group within the organization, similar to the study by Felder and Brent, (2001) who found that physical exercise will improve Espirit de corps, effective communication and interaction among the participants, as well as a willingness to share roles, responsibilities and solve problems together. A study by Buchanan, Agnello & McBride (2003) on 250 university students who participate in team building motivational camps and found vigorous physical exercise can build a sense of esprit de corps, thoughtful, appreciative peers, democratic attitudes, values the aesthetic, social and moral qualities high. The success of physical training can usually be presented in the willingness of group members to make sacrifices to save a friend in the face of risk and danger, sharing food, equipment and so on to achieve the target or mission and success together (Smith, 2000). According to Officer trained again:

Spirit of cooperation is a matter of great concern in ROTU. If this spirit does not exist, then an operation of war will face failure. For example, in training cadets also be required to work in a platoon or a group to occupy the base, making the fortress, marched to conquer the enemy, to attack the enemy, and others. All this activity really cares about the spirit of cooperation within the team.

From observations of ROTU activities or on-going training activities attended by the students, it was a primarily military, but all the essential skills inherent in their participation in ROTU. The researchers found that among the skills that contribute the greatest is the students are very fluent communication in relaying instructions and express their ideas and opinions to the group. Some of the activities that test their skills are like giving instructions to marching, give instructions to members to perform the task, to explain the strategy of war, and so forth. In fact, physical exercise can also improve the communication skills of individuals (Sanstroem, 1997). Communication skills are very important for an individual who was called to be a teacher. According to the statements made by these trainers, who train the students:

In ROTU, communication skills, this was very much applied. For example, if a cadet is required to give instructions to their members, they should dare to speak in front of other members loudly and vociferously. Cadets are also taught how to communicate with the target pointing to introduce lessons on the ground, communicating by radio set and be able to demonstrate verbal targets, messages and direct radio contact.

In addition, a variety of activities based on the syllabus was drawn up by officers trained to be followed so as not to stray from what is stipulated. This is because the students will be tested again this activity. Based on the syllabus has been designed to show that the activity covers all the skills that should be in students although it is more geared toward

military knowledge. Part of it is how to operate the weapon, the base occupies ways, the ways of doing marching, and also give marching orders to its members. All the tests will be on the record as proof the student has completed the test and become a condition for them commissioned.

In ROTU, thinking skills can also be created. Cadets do not just go through the instructions and lectures, but they are required to think before doing something. This can be shown in activities regardless of strategy war strategy for attacking, occupying the base and so on. They should think and make calculations for any action. As well as a prospective teacher, prospective teachers should also think of search strategies in teaching and learning. This teaching so they will be more effective and stimulating students' education received.

Observations, there are some students who have been commissioned become instructors to help coach a lesson to the cadets that have not been commissioned. This shows that ROTU able to produce educators who master all the skills to be applied in the preparation of future teachers. Even the students who participated in this ROTU trained like a soldier, but they have always given instruction and practice that must exist within an individual educator. All the skills possessed by every young officer are valuable because not easy a skill is owned by individuals who do not engage in any ROTU or any uniform body. According to Officer trained:

Some students or cadets who were commissioned will help coaches provide guidance to other cadets. In addition, the young officer is also able to produce creative ideas to facilitate the teaching and learning that they wish to convey.

From the documentation that has given by the trained officer, the activities that they have been arranged were meeting the criteria very stimulating experience and attitude change that is needed to prepare students for the future world of work. Training ROTU implemented for three years or six semesters and is divided into three stages. The first year as Stage I (Junior Level), the second as a Level II (Intermediate Level) and the third year as Stage II (Senior Level). The whole exercise is increased from one stage to the next. These types of training are as follows, namely Local Training (LT) for 120 hours or 12 days of a semester; Advanced Training (LJ) for 14 days per year; and Annual Training Camp (LKT) for 15 days a year. To achieve this objective ROTU training, education syllabus is divided into certain aspects of the approach to be used to study aspects of military training as encompassing as conventional warfare tactics and fight war insurgency to the platoon level, knowledge battlefield, map reading, ATM organization, signalling, by martial law, accounting and payroll, military and administrative correspondence; aspects of military skills such as weapons training (personal weapons handling and weapons assistance) and parade (includes marching, weapons, sticks and swords); aspects of physical endurance which includes basic physical training, war exercises, cross obstacles, cross-country, the basic fitness test (UKA), combat fitness test (UKT), hiking and sports; and finally, aspects of leadership that include leadership, the system rank in the cadet organization ROTU, regimented work, social activities and customs of the military personnel system during field exercises, public speaking, leadership assignments military studies, study tours and dinner cultured.

5. Conclusions

Co-curricular activities are conducted at the school is to develop the potential and talent of a student in the physical, social, cultural and community service. In addition to this, it is also developing character and positive attitude of a student. Thus, prospective teachers enrolled in

any Institution should be emphasized in basic skills, managerial abilities, ability to lead, staffing and coaching. So, ROTU program seeks to build a resilient spirit of struggle and competition within his students. These features translate the spirit and mental toughness, leadership, self-confidence; an appreciation of the values of solidarity, concern sharpens and enhances the practice of volunteerism among college students. Hence, ROTU program is a valuable government action and provide a positive paradigm shift in student, as the quality of human capital in the country's future development. ROTU filling activities that are "experiential learning" to produce human capital personality towards strengthening the identity of the student cover aspects of mental toughness, leadership, confidence, patriotism , unity, social concern and inculcating high volunteerism . All other values are very important in human capital that can provide an effective and distinguished contribution to the organization and career of the teacher endeavours.

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