

## **Managing Changes Enhance Motivation through Contribution of PIBG in School Activities**

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**ABSTRACT:** *Persatuan Ibu Bapa dan Guru (PIBG) is an association set up at each school in Malaysia based on the result of the Aziz Report announced in 1971. It is involved in helping the school plan and implement activities besides teaching and learning which is co-curricular activities and co-academic requirements for change in management are the necessary approaches to impacting impacts on student motivation. The role of change manager in making changes can further streamline an activity in achieving goals as well as motivating students. Management changes according to Kurt Lewin (1951) model have three stages namely unfreeze, change and refreeze that require different steps and actions for each stage in an organization. The changes made can have a positive impact on the motivation among students to assist in their academic, talents and abilities. The success of an activity requires good management as well as a change manager who can lead using the methods and approaches that can be applied then return the expected results as targeted goals.*

**KEY WORD:** *PIBG, school activities, stage model, motivation*

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### **I. INTRODUCTION**

Persatuan Ibu Bapa dan Guru (PIBG) is an organization that combines parents, teachers and school management within the school area to assist student academic upgrading (Norzahida Mohamed, 2014). The establishment of PIBG at the primary and secondary level is. The late Tun Hussein Onn, who was then the Minister of Education, is incorporated and registered through the State Department of Education which becomes the registrar by the PV Instructions letter (A 146/1973) issued in 1973. Azizah Mohd Rapini et. al. (2013) stated that Clause 3 of Education Regulations (Parents and Teachers Association) 1998 under the Education Act 1996 provides for the establishment of the Association (PIBG) to establishing a forum and service for the welfare and progress of pupils in school to improve school image, assist and supplement the school's efforts in meeting the requirements and requirements the materials of the students in their activities, enable parents and teachers in schools to exchange ideas and information about education, providing opportunities for parents and teachers in schools to consult each other by improving their children's education standards generally and enable parents and teachers in the school to work on improving finance schools and improving physical facilities for the purpose of improving facilities teaching and learning. This is because a good school environment has been influenced by the practice of teaching teachers whose influence affects attitudes and attitudes in school (Webster & Fisher 2003). Clause 4 also provides for the above purposes, the PIBG works to carry out activities or programs such as help in promoting student development and safeguarding the welfare of students, adding school financial resources to increase and improve facilities at school, enhance intimacy and provide communication channels and relationships between schools and local communities and increase the satisfaction of school premises to create a conducive environment to the success of education activities and programs. The establishment of PIBG in schools is a smart move. This is because the association can establish good relationships and cooperation between the school and the parents to produce useful individuals to the community and nation (Norzalinda Md Lazim, 2004). According to Yasin and Moong (2009), collaboration between parents and teachers contributes to the benefits and benefits of the school including bridging gaps between parents and teachers as well as understanding the local community's situation in order to reduce the conflict and tension between parents and the school. However, the PIBG is an association that plays a big role in helping students learn better. One of the role of PTA is to engage in organizing activities through school cooperation such as the month of independence, sports day and so on. In organizing activities or programs, good cooperation between the school and the head of the PTA has to be appropriate in reaching agreement that will make the activity successful with the targeted goals. Discussion through meetings is important where chairmen and members of the PIBG committees

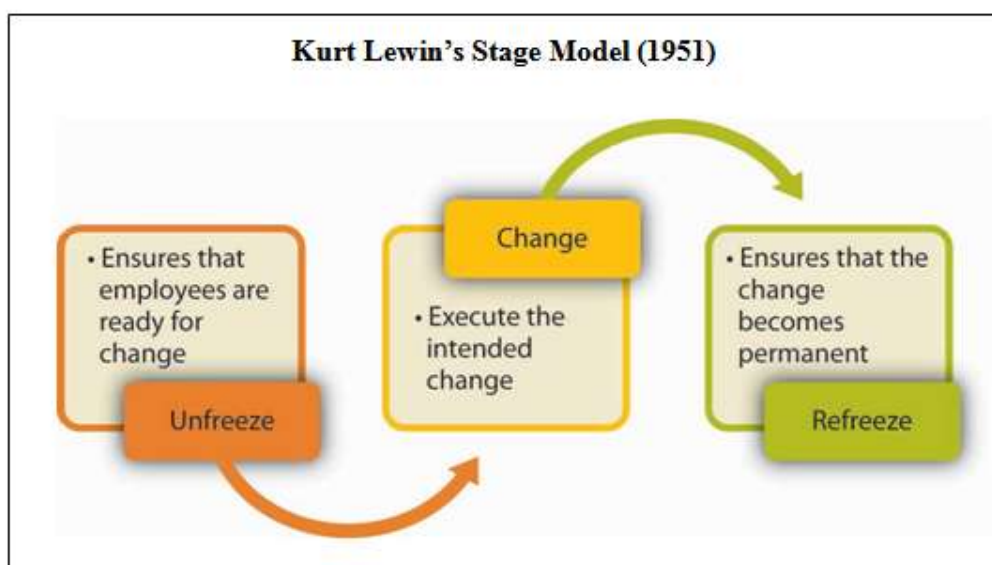
appointed among parents by members during general meetings are the main pillars in voicing any views and suggestions on the school. The chairman of the PIBG plays a role in demonstrating a leadership style that uses many approaches in replacing this partnership. However, in achieving the goals, changes in organization need to be done so as not to be bound by the old way which does not show the desired improvement or impact. So, by making changes, the goal in catalyzing motivation among pupils can be realized through planned school activities.

## II. SCHOOL ACTIVITIES

School activities besides teaching and learning are important in children's education. It is a platform in shaping an individual in terms of character, emotion. There are two common categories of activities; co-curriculum activities and co-academic activities. Co-curriculum activity is an extension of the teaching and learning process in the classroom. Co-curriculum is an activity and educational experience implemented outside or in the classroom (Nor Azah, 2007). Examples of the activities are uniformed unit activities, clubs and associations as well as sports and games. While co-academic activities are like language carnivals, young doctors, educational trip and more. Co-curricular activity can clearly able to add significant experience and skills to students (Reaves & et al. 2010). Omardin (2007) asserted that the school should organize or carry out co-curricular activities to develop potential individuals include various aspects such as the extension of student experience in a particular field, forming and discipline, improving the level of self-esteem and wellbeing, enhancing communication and communication. These emphasises can also be applied to co-academic activities. Each student has different talents and abilities. With participation in co-curricular or co-academic activities, their inclination of talent and abilities can be identified and rolled into sharpening in order to become a prominent advantage. Encouraging and support from various parties is meaningful and the PIBG is seen between those involved through direct and indirect contributions.

## III. STAGE MODEL OF CHANGE

The success of an activity depends on the way it operates by the operator. In planning an activity, although it is small, requires strategy and method that is appropriate to the current situation. Evaluating various angles like atmosphere, culture, finance and others helps management (PIBG and the school) to effectively carry out an activity so that the impacts have a positive impact on all parties, especially students. Change is included a series of stages that suggest the actions that the change manager is advised to take will vary over the implementation cycle. (I. Palmer, R. Dunford and D. A. Buchanan, 2017) emphasized that the steps that are necessary to initiate change are thus to be different from those that are required during the implementation stage, and different actions again are necessary to conclude and sustain the change. According to (I. Palmer, R. Dunford and D. A. Buchanan, 2017), one of the most famous models was developed by Kurt Lewin (1951). This model argued that change has three main stages, each requiring different actions from the change agent.



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In the unfreeze stage, changing employees' attitudes by make them uncomfortable about the way things are because they could be improved, and this drives them to change. Then, in change stage, change manager has to implement the change to move to the desired new state. Third stage is refreezing where the change has to be embedded or institutionalizing to prevent from drifting back to previous ways. In this model, the change manager is the key milestone that needs to play a role by becoming a medium to the public's willingness to change. Referring to Lewin's model, Pfeffer and Sutton (2006) argued that in unfreezing stage, people will be more reluctant to change if they were happy with the ways things are. Therefore, bringing a 'positive dissatisfaction', change manager has to play role by making them unhappy and believe they can do better. However in second stage, change may looks like in 'despair' state but this probably inevitable, but that is useful to be aware of this and to weaken the impact if possible as argue by Schneider and Goldwasser (1998, p. 42). Applied change later comes out with effective program which result in much better than before. This will engage the employees with the change and ensure it becomes permanent which is the third stage in this model (refreeze).

#### **IV. AFFECT ON PUPIL'S MOTIVATION**

Kamaliah (2005) stated that there are two types of motivation categories: intrinsic motivation and extrinsic motivation. Intrinsic motivation is more to the support of one's soul and spirit and mentality. While extrinsic motivation is a form of material such as gifts, praise or good achievement grades that can motivate a person. Motivation can affect students as, to bring change of attitude such as positive or negative attitude towards selfishness, increase curious instincts, increase individual beliefs in self-affixation with consequences, ease despair in learning and increase or decrease self efficiencies (Media Permata, 2017). In this case, intrinsic and extrinsic motivation makes a student decide whether to want something positive or vice versa. Parents' awareness as a member of the PIBG is very important in planning beneficial activities to all school children as well as solving the problems faced by the school (Low Kai Lin, 2014). Norzalinda Md Lazim (2004) has stated that parents agree that their active involvement in the PIBG can motivate their children. This statement is supported by (Moong Sow Kuan, 2009) with a member of the PIBG, their involvement in the activity should be given attention to the objective of each program and thus the motivation of the student for learning interest can be enhanced. Parents' involvement in school and PIBG activities are important in the process of teaching and learning. (Emat Y., 2005) also suggested that student achievement is more meaningful when their families are also involved in achieving their children's success. (Norzalinda MD Lazim, 2004) emphasized that PIBG has an authority to look for donations from outside parties either in financial form or other which can provide financial assistance to School activities. This is one of the extrinsic motivations which are practiced in almost all schools. Rewards such as gifts that are usually given can inject motivation into students. (Amy, 2000) has stated that academic achievement of students is basically not only dependent on how the classroom teaching process is done, but also depends on how the personality process of the individual is formed. The personality of an individual can be formed from the child's level. Their talents and abilities can be discovered through involvement in outside activities. Darling et al. (2005) in their study found that students who participated in the school-based curriculum had higher academic grades, aspirations and attitudes than students who were not involved in any co-curricular activities. According to Rahman (2008), the effect of student participation in co-curriculum is that students can have effective communication skills as well as being able to contribute ideas and fractions during the course of activities co-curriculum. Students can also be honed and developing talents as well as self potential. Ab. Halim (2004) also stated that the students were able to develop a sense of belonging, courage and self-assertiveness through a co-curriculum activity. Review by Blomfeld and Barber (2010) also stated that student participation in co-curriculum provides a positive impact on higher academic performance and has a university perspective. Through the organization of various activities in the school, rural students are particularly exposed to a field other than academics that can nurture interest and inspire subsequent indirect motivation of students.

#### **V. CONCLUSION**

School activities (co-curricular and co-academic) play a role in shaping the students' individuality as many aspects can be applied and sown. Given the importance of these issues to have impacts and impact on pupils, PIBG as an association that is directly involved with the school is a milestone organization in supporting the school achieving the pupil's goal. Diversity in the execution of activities demands a manager who is able to handle it in an orderly manner and effectively achieve the objectives. Changes in the management of an activity are essential to encourage a positive development not only among pupils, but also amongst themselves (PIBG and the school). The success of an activity is always assessed through extrinsic, whereas intrinsically less attention is paid. The need for motivation in every individual is the key to a positive development in the long term. Pupils especially in rural areas need these additional activities as an exposure and platform for them to highlight their abilities. Thus, as the association which has become the backbone of the management of a school,

PIBG is seen to have a strong influence in contributing to the success of school activities not only physically, mentally and spiritually, especially to pupils who certainly need to support one another their inner formation. The positive change in management is a must to be done by those involved because without any change of targeted goals cannot be achieved in total and performance does not indicate improvements that can be improved and the results are better than ever.

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