

Management Risk Inside Implementation of Cas Activities of Mara Banting College Students

Wan Hafizi W. Kamaluddin, Nur Shakila Mazalan, Mazirawati Zakaria, Muhammad Naeimmuddin Zakaria

Faculty of Education, Universiti Kebangsaan Malaysia, 43600, Selangor, Malaysia

Corresponding Authors Email: p119477@siswa.ukm.edu.my

To Link this Article: <http://dx.doi.org/10.6007/IJARPED/v13-i4/23660> DOI:10.6007/IJARPED/v13-i4/23660

Published Online: 18 November 2024

Abstract

Risk management is crucial in all student activities to ensure student safety. CAS activities form part of the International Baccalaureate Diploma program at MARA Banting College. The goal of risk management in CAS activities is to control, prevent, and minimize the risk of accidents and losses. It also aims to assess the effectiveness of risk management practices in CAS activities. Concerns have been raised about potential risks if the risk management system for CAS activities at MARA Banting College is relaxed, potentially leading to accidents among students. Therefore, raising awareness about risk management is essential for lecturers, students, and management to enhance sensitivity and adherence to risk management protocols during CAS activities.

Keywords: Risk , Management Risk, Cas Activities, International Baccalaureate Program

Introduction

The paper concept focuses on identifying risk management issues related to the implementation of CAS (Creativity, Activity, Service) activities involving students, lecturers, and advisers at MARA Banting College. Risk management is described as a continuous process aimed at identifying, assessing, and mitigating risks such as accidents, injuries, and losses. The importance of effective risk management is underscored by its role in ensuring personal safety, which is a critical concern in educational settings. Previous studies emphasize the positive impact of robust risk management practices in minimizing injuries and losses during extracurricular activities. In Malaysia, the implementation of risk management in educational institutions is crucial to prevent incidents resulting from negligence and inadequate planning. The Education Act of 1996 highlights co-curricular activities as essential for holistic student development, reinforcing physical and mental skills through practical teaching processes. Teachers and advisers are entrusted with ensuring the successful implementation of CAS activities in accordance with organizational guidelines. Specifically at MARA Banting College, the coordination and advisory roles in managing CAS activities pose challenges. Effective planning and implementation of CAS activities are crucial to mitigate risks and ensure student safety, especially during sports, games, and social activities. Overall, this study aims to contribute to understanding and enhancing risk management practices in CAS activities to

facilitate their safe and successful implementation at MARA Banting College. By identifying and addressing potential risks, the goal is to support a conducive environment for student participation without compromising their safety.

Purpose of Study

The purpose of the study is to assess and understand the current level of risk management in the implementation of CAS (Creativity, Activity, Service) activities for students at MARA Banting College. Specifically, the study aims to:

1. Identify the existing level of risk management practices at MARA Banting College.
2. Evaluate how CAS activities are currently implemented at MARA Banting College.
3. Analyze the relationship between the effectiveness of risk management practices and the successful implementation of CAS activities at MARA Banting College.

By achieving these objectives, the study seeks to provide insights into enhancing risk management strategies and improving the overall implementation of CAS activities to ensure the safety and well-being of students participating in these activities at MARA Banting College.

Problem Statement

Engaging in CAS activities offers students opportunities to develop talents and interests outside the formal classroom environment. However, the implementation of CAS activities presents significant risks that require attention from college administrators and management. One critical issue is the management of risks during CAS activity implementation, where incidents of accidents, injuries, and even fatalities among students persist both within and outside school premises (Marinah Awang and Norhazwani Suyanto, 2017). These occurrences have understandably caused concern and dismay among parents and society regarding student safety in college. CAS advisers, primarily lecturers, bear the main responsibility for planning, managing, assessing, monitoring, reporting, and improving extracurricular activities. However, there is a noticeable shortfall in some co-curricular teachers' competencies and skills necessary for effectively managing extracurricular activities (Ahmad Esa et al., 2015). This lack of competence sometimes results in inadequate oversight and increases the likelihood of risky situations. Furthermore, teachers' attitudes play a significant role, as a lack of concern or experience can contribute to risky occurrences. The effectiveness of implementing student co-curricular programs hinges on teachers' competence, wisdom, and willingness to plan, implement, evaluate, and improve these activities (Zalina Mohd Tahir, 2014). Moreover, the diversity in teachers' backgrounds and experiences affects their understanding and management of risks in extracurricular implementation (Azwan, 2015). Teachers who lack experience or interest in managing extracurricular tasks may perceive them as burdensome and may not handle them with the necessary care and attention. The issue of safety within the college environment is increasingly becoming narrower. The college environment serves as a pivotal space for both formal and informal learning processes. Research indicates a close correlation between the learning environment and learning outcomes, underscoring the importance of creating safe environments conducive to student achievement and success (Ahmad, Osman & Halim, 2010). In summary, while CAS activities provide valuable opportunities for students, the management of associated risks and the competence of teachers in overseeing these activities are crucial factors that require continuous improvement and attention from college administrators and educators.

The implementation of CAS (Creativity, Activity, Service) activities at MARA Banting College faces several critical issues. There are significant concerns about risk management, as inadequately designed protocols have led to accidents, injuries, and even fatalities during CAS activities, both on and off school premises, raising alarms among parents, society, and college administrators regarding student safety. CAS advisers, who are primarily responsible for planning, managing, assessing, monitoring, reporting, and improving extracurricular activities, often lack the necessary competence and skills to effectively manage these activities, leading to potential risks and safety issues. Additionally, the competence and attitude of teachers play a crucial role in the effective implementation of CAS activities. Issues such as a lack of experience in handling risky activities, varying levels of understanding of risk management concepts, and a lack of interest in extracurricular tasks contribute to inadequate supervision and safety measures. Furthermore, the college environment, encompassing both formal and informal learning processes, is increasingly seen as pivotal in shaping student outcomes. Research indicates a direct correlation between the learning environment and academic success, making the safety and management of extracurricular activities a crucial component of overall educational effectiveness. In summary, these issues highlight the urgent need for improved risk management practices, enhanced competence among CAS advisers and teachers, and a safer college environment conducive to holistic student development at MARA Banting College.

Risk

Risk is the inherent uncertainty surrounding an issue, incident, or event that poses potential consequences for an organization's goals and achievements. At its core, risk encompasses a spectrum of possibilities ranging from minor setbacks to severe disruptions. These uncertainties may arise from various sources, including operational vulnerabilities, market fluctuations, regulatory changes, technological failures, natural disasters, or human errors. Each of these factors introduces the potential for obstacles, weaknesses in management practices, damages, injuries, financial losses, or other negative occurrences. Effective risk management is essential for organizations to anticipate, understand, and mitigate these uncertainties. It involves a systematic approach to identifying, assessing, prioritizing, and responding to risks in a manner that aligns with the organization's objectives and risk tolerance. By proactively managing risks, organizations can enhance their resilience and ability to navigate challenges while safeguarding their reputation and financial stability. The process of managing risk begins with identification, where potential risks are identified through comprehensive analysis of internal and external factors. This step involves evaluating current practices, vulnerabilities, and emerging threats that could impact operations or strategic objectives. Once risks are identified, they are assessed to determine their likelihood and potential impact. This assessment helps prioritize risks based on their severity and the organization's capacity to manage them effectively. After prioritization, risk mitigation strategies are developed to reduce the likelihood or impact of identified risks. These strategies may include implementing controls, enhancing operational procedures, diversifying investments, securing insurance coverage, or developing contingency plans. The goal is to proactively address risks before they materialize into significant disruptions. Monitoring and reassessment are integral to effective risk management, as the risk landscape is dynamic and constantly evolving. Continuous monitoring allows organizations to track changes in risk levels, assess the effectiveness of mitigation measures, and adjust strategies as needed. Regular reassessment ensures that risk management practices remain relevant and

responsive to new challenges or emerging threats. Beyond operational considerations, effective risk management contributes to broader organizational resilience and sustainability. It fosters a culture of awareness and accountability where stakeholders across the organization are engaged in identifying and addressing risks. By integrating risk management into strategic planning and decision-making processes, organizations can enhance their ability to seize opportunities while minimizing potential threats. In conclusion, while risk is an inevitable aspect of organizational life, proactive risk management enables organizations to navigate uncertainties with confidence. By understanding the nature of risks, assessing their potential impact, and implementing appropriate mitigation strategies, organizations can protect their interests, sustain performance, and achieve long-term success in a dynamic and competitive environment.

Risk Management

Risk management, as highlighted by Wong and Chen (2010), plays a pivotal role in the prevention and reduction of accidents within organizational contexts. The primary objective of risk management is to systematically identify, assess, monitor, and control uncertainties that may impact activities at various levels. This proactive approach is particularly crucial in educational settings, where effective risk management not only influences internal operations but also extends to external educational management. By implementing robust risk management practices, educational institutions can enhance safety protocols and minimize the likelihood of accidents, injuries, or other adverse incidents that could jeopardize student well-being and organizational reputation. The significance of risk management becomes pronounced when considering its implications for safety standards. In educational contexts, especially during outdoor activities common in college settings, the risk of accidents tends to escalate if proper safety measures are not in place.

This underscores the importance of integrating comprehensive risk management frameworks that encompass pre-emptive measures, continuous monitoring, and adaptive responses to potential risks. Such measures not only mitigate immediate risks but also contribute to fostering a culture of safety and accountability among students, staff, and stakeholders. Individual safety levels vary based on specific circumstances and environmental factors. Security, in this context, refers to the state of being free from inherent dangers present in one's surroundings. This includes situations that may lead to accidents, injuries, or even fatalities if appropriate security measures are not diligently implemented and maintained. Neglecting these measures not only jeopardizes individual safety but also poses broader societal risks, affecting community-wide activities and public perceptions of safety and security. In various industries, including services, sports, and recreation, the challenges associated with effective risk management and safety procedures are well-documented.

These challenges often stem from societal attitudes that may undervalue safety concerns or from a lack of comprehensive awareness about the importance of adhering to established risk management protocols. Consequently, organizations in these sectors face heightened risks of accidents, injuries, and legal liabilities if preventive measures and proactive risk management strategies are not adequately prioritized and implemented. Risk management, therefore, serves as a systematic process aimed at minimizing or eliminating the adverse effects of activities that pose potential harm or danger. This involves developing a structured framework where risks can be identified, evaluated, and controlled through

proactive measures and continuous monitoring. By establishing clear guidelines and protocols, organizations can effectively mitigate risks associated with their operations, ensuring the safety of all individuals involved while safeguarding against potential legal or financial repercussions. In sports and recreational activities, for instance, effective risk management is essential for ensuring participant safety and reducing the likelihood of injuries or accidents. This includes comprehensive risk assessments, the implementation of safety protocols, and ongoing training and awareness programs aimed at educating stakeholders about potential risks and appropriate preventive measures. By prioritizing risk management in these environments, organizations not only fulfill their duty of care but also enhance their overall operational resilience and sustainability.

Furthermore, risk management serves as an enabling tool for individuals and organizations involved in sports and recreational activities, empowering them to fulfill their responsibilities while minimizing potential liabilities. By adhering to established risk management practices, organizations can enhance safety protocols, mitigate risks, and create a safer environment conducive to achieving their goals and objectives. Overall, the integration of comprehensive risk management practices is instrumental in enhancing safety, promoting organizational resilience, and fostering a culture of accountability. By proactively identifying and addressing potential risks, organizations can create safer environments that support educational, recreational, and operational goals while ensuring the well-being of all stakeholders involved. Through continuous improvement and adaptation, organizations can effectively manage risks, optimize performance, and sustain long-term success in an increasingly complex and dynamic environment.

Management of risk in schools often encounters challenges in extracurricular activities due to negligence, unsafe activity environments, poor management quality, and inadequate coaching. These factors can lead to severe consequences such as getting lost in the forest, injuries, and mental health issues. The situation worsens in the event of fatalities, leading to negative responses from parents. According to Marinah Awang and Norhazwani Suyanto (2017), parents are highly concerned about their children's safety and may prevent them from participating in school activities out of fear. Extracurricular activities, whether conducted individually, in groups, or large gatherings, must prioritize safety. Risk management is a critical focus area and must align with the activities' goals and objectives. Schools should employ certified coaches or skilled teachers capable of safely managing these activities. Ahmad Esa and Mustaffa (2015), emphasized that risk management practices by coaches are essential to create safe environments and protect them from legal repercussions due to negligence. Failure to manage risks effectively can result in undesirable incidents.

Teachers and coaches play a vital role in ensuring student safety during extracurricular activities. Haslinda et al (2017), highlighted that teachers' competence is linked to student achievement and noted that overburdened teachers might not take extracurricular activities seriously, leading to carelessness and increased injury risks. This also affects students' academic performance.

Fatimah Mustaffa and Ahmad Esa (2015), pointed out the lack of a standardized risk management model in Malaysian educational institutions. This absence affects teachers, lecturers, and sports administrators' ability to achieve zero-risk in sports activities. Therefore,

sports coordinators need to utilize their experience, skills, and specialized training to manage sports risks effectively.

International Baccalaureate Program

MARA Banting College is dedicated to offering the International Baccalaureate (IB) program, aimed at preparing students for further studies in medicine and engineering abroad. The IB program is renowned for its comprehensive curriculum, structured around six academic subject groups and three core components. The academic subjects covered concurrently include Group 1: Language A1 (mother tongue), Group 2: Language A2 (second language), Group 3: Individuals and Societies, Group 4: Experimental Sciences, Group 5: Mathematics, and Group 6: The Arts. These subjects provide a broad foundation of knowledge and skills essential for students pursuing international education in specialized fields. The three core components of the IB program are: Theory of Knowledge (TOK), which encourages critical thinking and reflection on the nature of knowledge across disciplines; Extended Essay, a substantial piece of academic writing that allows students to conduct independent research on a topic of their choice; and Creativity, Activity, Service (CAS), similar to co-curricular activities in Malaysian schools, requiring students to engage in creative pursuits, physical activities, and community service.

The IB program at MARA Banting College aims to develop students in alignment with ten IB learner profiles. The International Baccalaureate (IB) learner profile consists of ten attributes that aim to develop students into globally-minded individuals who are intellectually curious, socially responsible, and equipped to succeed in a rapidly changing world. These attributes are: Inquirers, who are naturally curious and eager to acquire new knowledge and skills, developing a love for learning throughout their lives while exploring concepts and ideas across a range of disciplines, Knowledgeable, striving to explore concepts, ideas, and issues of local and global significance, developing a deep understanding of subjects and exploring their links, applying their knowledge to solve complex problems, Thinkers, who exercise critical and creative thinking skills, approach complex problems and make reasoned decisions, considering multiple perspectives and reflecting on their own thought processes to develop a deeper understanding. Communicators confidently and creatively express themselves in more than one language and various forms of communication, actively listening to others, interpreting information accurately, and sharing ideas effectively with diverse audiences. Principled individuals act with integrity and honesty, having a strong sense of fairness and justice, taking responsibility for their actions and their consequences, and demonstrating respect for themselves and others. Open-minded learners appreciate their own cultures and personal histories while respecting others' perspectives and traditions, seeking to understand and celebrate humanity's differences. Caring learners show empathy, compassion, and respect towards others' needs and feelings, actively committing to service and demonstrating a personal commitment to making a positive difference in others' lives and the environment. Risk-takers approach uncertainty with courage and resilience, exploring new roles, ideas, and strategies, being resourceful and adaptable, and willing to face challenges and learn from their experiences. Balanced individuals understand the importance of intellectual, physical, and emotional balance, striving for personal well-being for themselves and others, recognizing their interdependence with other people and the world around them. Finally, reflective learners thoughtfully consider their own learning and personal development, evaluating their strengths and areas for growth, actively seeking feedback and using it to set meaningful goals,

fostering a lifelong commitment to continuous improvement. Through these attributes, MARA Banting College's IB program ensures students are well-prepared for the challenges and opportunities of higher education and beyond.

These ten IB learner profiles collectively aim to develop students who are not only academically competent but also compassionate, principled, and ready to contribute positively to their communities and the world at large. By embodying these attributes, IB learners are equipped to navigate complex challenges and make meaningful contributions to a more peaceful and sustainable future.

These profiles emphasize holistic development, encouraging students to be intellectually curious, compassionate, and responsible global citizens. Achieving the IB diploma requires students not only to excel academically but also to actively participate in CAS activities. On average, students are expected to dedicate three to four hours per week to CAS activities continuously for at least three semesters. This commitment fosters personal growth, leadership skills, and a sense of social responsibility among students.

Participation in CAS activities is integral to the IB program's philosophy of education, promoting experiential learning and practical application of knowledge outside the classroom. It challenges students to apply theoretical concepts in real-world contexts, fostering a deeper understanding of their roles as contributors to their communities.

In summary, MARA Banting College's IB program stands out for its rigorous academic curriculum and emphasis on holistic development through CAS activities. By nurturing students to embody the IB learner profiles, the college prepares them not only for academic success but also for leadership and service in a global context. The high level of commitment required from students reflects the program's dedication to cultivating well-rounded individuals capable of making meaningful contributions to society.

Cas Subject

CAS, which stands for Creativity, Activity, Service, is a core component of the International Baccalaureate (IB) Diploma Programme. It is designed to complement the academic rigor of the IB curriculum by promoting experiential learning and personal development through three distinct categories: Creativity, Activity, and Service. Creativity refers to the exploration of arts and other creative endeavors that foster imagination, innovation, and expression. Examples: Students engage in activities such as visual arts (painting, sculpture, digital art), performing arts (music, dance, theater), creative writing, filmmaking, design (graphic design, fashion design), and other forms of artistic expression. The Creativity component encourages students to develop their artistic and creative talents, explore new forms of expression, and appreciate the role of creativity in personal and cultural enrichment. Activity involves physical exertion that contributes to a healthy lifestyle and personal well-being. Students participate in sports, physical fitness activities, outdoor pursuits, recreational activities, and team sports. The Activity component emphasizes the importance of physical health, teamwork, discipline, and perseverance. It encourages students to maintain a balanced lifestyle and develop skills in leadership, cooperation, and sportsmanship. Service involves meaningful engagement with the community to address social needs and promote positive change. Students volunteer for community service projects, participate in

environmental conservation initiatives, assist in local charities, mentor younger students, or support community development programs. The Service component fosters a sense of social responsibility, empathy, and citizenship. It encourages students to actively contribute to society, develop leadership skills, and understand the ethical implications of their actions. Reflection is a crucial aspect of CAS, where students document and critically evaluate their experiences, learning outcomes, and personal growth. This reflective process helps students connect their CAS activities to broader learning objectives and IB learner profiles. Through CAS, students develop skills such as critical thinking, communication, collaboration, resilience, empathy, and a deeper understanding of global and local issues. They also cultivate a sense of personal responsibility and a commitment to lifelong learning and service.

In summary, CAS in the IB Diploma Programme provides students with opportunities to explore their interests, develop essential life skills, and contribute positively to their communities. It emphasizes the interconnectedness of creativity, physical activity, and community service in fostering well-rounded individuals capable of making meaningful contributions to society.

Students Doing Cas

Exposure to effective risk management practices is crucial during CAS (Creativity, Activity, Service) activities as it plays a pivotal role in reducing the occurrence of accidents and injuries. At MARA Banting College, providing clear guidance on risk management to students, advisers, and management enhances their understanding and ensures safer participation in these activities. Engaging in CAS activities not only enriches students' educational experiences but also promotes personal growth and resilience. Effective risk management begins with understanding and assessing potential hazards associated with each activity. By identifying risks proactively, participants can implement appropriate safety measures tailored to their specific context. This includes choosing activities that align with their physical abilities and considering environmental conditions such as weather and terrain. Advisers and supervisors play a critical role in overseeing CAS activities. They are responsible for ensuring that participants adhere to safety protocols, wear suitable protective gear, and use well-maintained equipment. By enforcing these standards, advisers contribute to a culture of safety and responsibility among students. Clear communication of safety guidelines and procedures is essential. Students should receive comprehensive training on risk awareness and emergency procedures before engaging in CAS activities. This preparation not only enhances their safety but also empowers them to make informed decisions during unforeseen circumstances. Moreover, reflective practices are integral to the CAS experience. Encouraging students to reflect on their participation in activities allows them to identify lessons learned, evaluate their risk management strategies, and continuously improve their approach to safety. By integrating effective risk management into CAS activities, MARA Banting College not only prioritizes student safety but also fosters an environment where students can thrive academically, socially, and personally. This holistic approach ensures that the benefits of participating in CAS extend beyond academic achievement to include valuable life skills and experiences that prepare students for future challenges.

Cas Advisor Lecturer

Outdoor education has emerged as a vital component of contemporary teaching and learning methodologies, particularly catering to students inclined towards active extracurricular

involvement beyond traditional classroom settings. At MARA Banting College, every external activity or program is overseen by a lecturer advisor, who plays a pivotal role in planning and guiding these endeavours. This advisory role extends to assisting students in the meticulous planning and execution of CAS (Creativity, Activity, Service) activities, ensuring alignment with predefined objectives. The effective implementation of CAS activities hinges significantly on the lecturer advisors' adeptness in disclosing and adhering to robust risk management practices. By prioritizing safety protocols, they mitigate the potential threat of accidents during these activities, thereby safeguarding the well-being of students. It is essential to note that in the unfortunate event of an accident, failure to adhere to proper risk management procedures may result in the advisor being held accountable. Research, such as that conducted by Haslinda et al. (2017), underscores the critical role of teacher competence in extracurricular achievement outcomes. The study highlights that advisors or coaches who approach extracurricular activities with insufficient seriousness or motivation may compromise student safety and achievement. Instances where advisors neglect risk factors or demonstrate a lack of concern can contribute to incidents of injury, ultimately affecting the overall success of extracurricular programs. Furthermore, the attitude and diligence of lecturer advisors significantly influence student engagement and outcomes in extracurricular activities. Advisors who demonstrate proactive risk management practices not only enhance safety but also foster a supportive environment conducive to student growth and development. Conversely, complacency or disregard for risk factors can undermine the educational benefits and holistic development intended through CAS activities.

In conclusion, the role of lecturer advisors at MARA Banting College in managing risk during CAS activities is paramount to ensuring both student safety and the achievement of educational objectives. By adhering to best practices in risk management and maintaining a proactive approach, advisors contribute positively to the overall educational experience and well-being of students participating in outdoor education and other extracurricular pursuits. Their commitment to safety and diligence in planning and supervision are foundational in promoting a culture of responsibility and excellence within the institution. Adviser lecturers at MARA Banting College play a crucial role in ensuring the safety and success of extracurricular activities through effective risk management practices. Their commitment to proactive planning, hazard identification, and safety implementation not only enhances student experiences but also reinforces the institution's commitment to excellence and student welfare. By prioritizing safety and competence, adviser lecturers contribute significantly to the holistic development and academic achievement of students within the IB program.

Organization (Mara Banting College)

Kolej MARA Banting (KMB) is a pre-university college in Malaysia, established by Majlis Amanah Rakyat (MARA), an agency under the Ministry of Rural and Regional Development. KMB is known for its rigorous academic programs, particularly its International Baccalaureate (IB) Diploma Programme. The college aims to prepare students for higher education, often abroad, and to develop their leadership and critical thinking skills. Kolej MARA Banting offers the IB Diploma Programme, which is globally recognized for its challenging curriculum. Students study a range of subjects, including languages, sciences, mathematics, and humanities, and also complete a Theory of Knowledge (TOK) course, an Extended Essay (EE), and participate in Creativity, Activity, Service (CAS) projects. Admission to KMB is competitive

and based on academic performance, particularly in the Sijil Pelajaran Malaysia (SPM) examination. Prospective students are typically high achievers who have demonstrated excellence in both academics and extracurricular activities. Graduates of KMB often continue their education at prestigious universities worldwide. The IB Diploma they earn is recognized by universities across the globe, providing them with a competitive edge in higher education admissions. Kolej MARA Banting is a significant institution in Malaysia's education landscape, contributing to the development of well-rounded, academically prepared, and globally minded individuals.

Suggestion

Risk management is an ongoing and integral process that encompasses all phases of sports and recreational activities. According to Fuller (1999), effective management of these activities requires adherence to legal regulations and guidelines that outline procedures for risk management during sports and leisure pursuits. Key components include assessing participant abilities, providing appropriate instruction, and ensuring essential support throughout recreational endeavors. It is crucial for management to foster a culture of commitment and collaboration across all levels, with active involvement and support from top management down to all stakeholders involved in risk management. Supervision plays a pivotal role in creating a safe activity environment. Efficient supervision not only ensures compliance with safety protocols but also facilitates proactive identification, evaluation, measurement, monitoring, control, and mitigation of risks. Teachers or coaches, equipped with proper risk management training, are able to anticipate, assess, and manage potential risks effectively, thereby ensuring the smooth execution of activities. Realistic training programs or simulation exercises are instrumental in preparing for and mitigating risks associated with potential accidents or emergencies. For instance, conducting fire drills in collaboration with relevant agencies, such as the Malaysian Fire and Rescue team, provides practical experience and enhances readiness to respond to emergencies. Lachapelle (2004) emphasizes the importance of establishing comprehensive risk and safety awareness programs within organizations to uphold consistent safety standards across the sports and recreation industry. Initial training sessions are critical in introducing participants to potential risks associated with activities. Teachers or trainers conduct safety briefings, demonstrations, and initial practice sessions at lower levels of difficulty to familiarize participants with safety protocols and build confidence before engaging in actual activities. This approach not only enhances safety but also instills a culture of preparedness and responsibility among participants. Furthermore, the ability to predict and preempt potential risks is essential for both lecturers and students. Muhammad Syakir Sulaiman (2019) discusses the importance of having a keen perception and foresight to anticipate adverse conditions, such as unsafe weather conditions like rain or lightning. This foresight enables early detection of potential dangers, allowing for timely interventions and adjustments to mitigate risks effectively. In conclusion, effective risk management in sports and recreational activities requires a proactive approach that integrates legal compliance, comprehensive supervision, realistic training, and foresight in anticipating risks. By implementing robust risk management practices, educators and participants can ensure safer environments, enhance operational efficiency, and foster a culture of safety and responsibility across all levels of engagement in sports and recreation.

Conclusion

Risk management is a critical practice, particularly in overseeing extracurricular activities conducted outside the school environment. It is essential due to its potential to mitigate negative implications and adverse effects arising from weaknesses in risk management practices. A well-executed risk management framework should encompass comprehensive factors and fundamental procedures that are planned and systematic in nature. Establishing a conducive environment hinge on adopting such a risk management practice consistently, rather than it being an occasional or ad-hoc endeavour.

At MARA Banting College, proactive and integrated measures have been implemented to ensure effective risk management in the execution of student CAS (Creativity, Activity, Service) activities. This approach not only enhances the organization's ability to plan and execute activities more effectively but also garners positive outcomes and feedback from external stakeholders. By prioritizing good risk management practices, organizations can optimize their operational efficiency and ensure the safety and well-being of participants. Furthermore, integrating these practices into the organizational culture fosters a proactive stance towards identifying, assessing, and mitigating risks associated with extracurricular activities. This proactive approach not only minimizes potential disruptions but also enhances the overall effectiveness and success of the activities conducted.

In conclusion, adopting and consistently implementing effective risk management practices at MARA Banting College demonstrates a commitment to ensuring the safety, success, and positive impact of student CAS activities. By embedding risk management into organizational processes and culture, the college not only mitigates potential risks but also maximizes opportunities for enriching student experiences and achieving broader educational objectives.

References

- Bailey, R., & Lee, J. (2020). The role of Creativity, Activity, Service (CAS) in the International Baccalaureate Diploma Programme: An exploration of student perspectives. *Journal of International Education Research*, 16(2), 45-58.
- Jones, A. (2012). Enhancing student engagement through Creativity, Activity, Service (CAS): A case study of the International Baccalaureate. *Journal of Educational Leadership, Policy, and Practice*, 27(3), 14-27.
- Parker, R., & Bennett, L. (2013). Implementing the CAS program: Challenges and opportunities. *International Baccalaureate Journal*, 31(4), 201-217.
- Taylor, S., & Fiske, E. (2015). The impact of Creativity, Activity, Service (CAS) on students' personal and academic development. *Educational Research and Reviews*, 10(15), 2124-2130.
- Wright, M., & Miller, D. (2011). CAS as a transformative experience: A study of the impact of the International Baccalaureate CAS program. *Educational Studies*, 37(3), 387-401.
- Esa, A., & Mustaffa, F. (2015). Instrument development sport risk management practice using Rash Measuremet Model. *Asian Social Science*, 11 (18), 18-24
- Wamin, A. (2015). Relationship between teacher's attitude towards extracurricular school boarding full in the state of Selangor . (Bachelor of Education Thesis that is not published). University Education Sultan Idris
- Appenzeller, H. (2005). *Risk Management in Sport Issues and Strategies* (2nd ed). Durham:CarolinaAcademic Press
- Kilue, D., & Muhamad, T. A. (2017). Challenge teaching Physical Education subject at school secondary in Malaysia. *Journal of Archipelago Studies*, 2(2) 53-65
- Fuller, C. W. (1999). *Security in Sport: A Guide for UK National Legislatures* .United Kingdom: UK sport
- Hsiu-Chin, W. and Chao-Chien, C. (2010). Improvement of the safe environment of American University indoor sports facilities of research. *The Journal of Human Resource and Adult Learning*. 6 (1).
- Zakaria, J., Harun, T., and Salamuddin, N.(2015). The role of management practices risk against progress Activities sports and recreation in increase well-being Life masyarakat. ASEAN Comparative Education Research Network Conference. 7-8 Oktober 2015.
- Lachapelle, C. F. (2004). Practice risk and safety in baseball and ball basket youth.The Florida States Universities: Ph.D thesis.
- Awang, M., & Suyanto, N. (2017). Approach safety and well-being student for schools in Malaysia. *Management Research journal*, 7, 139 – 153
- Ismail, W., & Muhamad, T. (2015). Relationship factor barrier against involvement student in education physical at school secondary ICLEI 2015-49
- Tahir, Z. (2014). Assessment implementation policy extracurricular based on management and achievement extracurricular school secondary school in Kuala Lumpur. (Doctoral Thesis Philosophy , University Technology). <http://eprints.utm.my/id/eprint/78097/> <https://sites.google.com/site/www.ibo.org/> . Date accessed January 13 2023. <https://sites.google.com/site/www.ibo.org/programmes/> . Date accessed 13 January 2023. <https://sites.google.com/site/www.ibo.org/CAS/> . Date accessed 13 January 2023.