

# The Permata Camp: The Effectiveness of Life Skill Development Among Campers

Mohd Amin Mohd Noh<sup>1</sup>, Hoo Fang Jing<sup>2</sup>, Mohd Izzuddin Mohd Pisol<sup>1</sup>, Mohd Salihin Hafizi Mohd Fauzi<sup>1</sup>, Muhammad Syakir Sulaiman<sup>1</sup> & Hasrol Basir<sup>1</sup>

<sup>1</sup>Faculty of Education, Universiti Islam Selangor, Bandar Seri Putra, 43000 Kajang, Selangor, Malaysia, <sup>2</sup>Academy of Language Studies, Universiti Teknologi MARA Melaka, 78000 Alor Gajah, Melaka, Malaysia.

Corresponding Author Email: [mamn@kuis.edu.my](mailto:mamn@kuis.edu.my)

To Link this Article: <http://dx.doi.org/10.6007/IJARPED/v12-i4/19901> DOI:10.6007/IJARPED/v12-i4/19901

Published Online: 09 December 2023

## Abstract

Camping activities are co-curricular activities in schools that emphasise life skills development for students with independent abilities and improve psychomotor, social, and cognitive skills—implementing the *Permata Camp* to achieve the same goal besides fostering national integration, enhancing students' potential, and practising good values in association regardless of racial, religious, and hereditary differences. The study used a questionnaire method based on the Model 4-H Life Skills Target, emphasising social skills, learning to learn, teamwork, and self-responsibility towards 120 students comprising members of the school's uniformed body. Based on these four aspects, the findings found that most respondents responded to highly positive feedback on the programme. Although most felt tired throughout the programme, almost all respondents wanted to join again. The *Permata Camp* is successful with a packed schedule to improve students' motivation, creativity, and discipline. It was able to attract students with various fun and mind-challenging activities, and it has a high potential to be implemented towards a larger group of students.

**Keywords:** Co-curriculum, Creativity, Motivational Camp, Targetting Life Skills, Uniform Bodies

## Introduction

Malaysian education is an ongoing effort to develop individuals' potential in a holistic and integrated manner in order to produce intellectually, spiritually, emotionally, and physically balanced and harmonious individuals based on a firm belief in and devotion to God. This initiative aims to produce Malaysians who are knowledgeable and competent, have high moral standards, and are responsible and capable of achieving a high level of personal well-being in order to contribute to the betterment of the nation, family, and society. The *Falsafah Pendidikan Kebangsaan* (FPK) emphasises the importance of developing well-rounded and harmonious individuals. A person who is well-rounded and harmonious has a balanced

personality and can experience spiritual contentment and happiness. At the same time, the individual will be grateful, ready to accept challenges, and eager to solve and overcome problems (Ismail, 2015).

*Permata Camp* is a training programme that teaches campers various life skills to function independently. One secondary school in the Alor Gajah district has organised *Permata Camp* from the 13th to the 15th of January 2023 at Kem Permata Resort, Alor Gajah, Melaka. There are several objectives for implementing this camp:

- i. It is to foster the spirit of nationalism among students.
- ii. It is to build perceptions among participants about the importance of realising their identity and the ability to lead. The training programme is followed by training students to communicate effectively with each other and providing the opportunity to learn in a conducive natural environment.
- iii. It is also to train the students to be able to perform daily life tasks in a proper and disciplined way.

Thus, this training programme adheres to the 4-H Targetting Life Skills (4-HTLS) Model, proving that individuals can learn life skills to enhance and adapt their lives productively and satisfactorily (Norman & Jordan, 2006).

Individuals who are well-rounded have a balance in their physical, emotional, spiritual, and social development. The physical aspect includes maintaining physical agility and good health, which allows these individuals to work independently and contribute to their own well-being as well as the well-being of their families, society, and nations (Ayala et al., 2017). Meanwhile, cognitive knowledge is covered by the intellectual aspect. The ability to reason logically and solve problems is included in cognitive ability. It is critical to be knowledgeable and to be able to think critically and creatively.

Meanwhile, spiritual and emotional aspects include religious faith, spiritual stability, emotional intelligence, awareness of moral values and social norms, good behaviour, loyalty, and willingness to sacrifice for the people and the country (Suyadi et al., 2021). Belief in and devotion to God are critical components. Belief is the human conviction that God creates the world around us and does not exist independently. As a result, individuals should show dedication and take responsibility for environmental management and improvement efforts.

## Literature Review

A skill is a learned ability to do something well. People can learn life skills that will help them succeed in living a productive and satisfying life. The 4-HTLS model is intended to include all possible life skills to simplify the coordination of life skill development across different ages and phases of tasks so that programmes can be developed more effectively and appropriately to achieve specified outcomes (Norman & Jordan, 2006). The 4-HTLS model is based on four main aspects: hands, health, head, and heart (Hendricks, 1998). Every four aspects contain two competencies' students must acquire in growth and development. While each competency contains seven to ten individual skills, all these are interrelated for targeting skills that lead to enhanced competencies.

Life Skills refers to applying learned skills to real-life situations. It includes decision-making, goal setting, planning, implementation, and evaluation; accepting responsibility; communication; teamwork and cooperation; and record keeping (Lee et al., 2017). Life Skills must be incorporated into subject matter competence rather than "added on." Life Skills are best learned when practised at the student's developmental level. One or more skills are to be included in any one educational experience. Youth development is a process of mental,

physical, social, and emotional growth during which young people prepare to live a productive and satisfying life within the customs and regulations of their society (Ho et al., 2017). People who develop programmes and curricula for youth provide educational opportunities through which youths can learn information and develop the skills they need.

Co-curriculum activities have become essential to the school curriculum to develop the student's emotional and social aspects and foster unity among various races through social interaction (Ab Ghani et al., 2020). Co-curricular activities are now recognised as an essential component of a school's curriculum because they foster democratic practise, social skills, a sense of cooperation, team spirit, and self-discipline, all of which are required for a Malaysian citizen to function in a democracy. All of this is only possible because students participate in co-curricular activities. As a result, the need for extracurricular activities is becoming more apparent in schools. They are an essential part of a school's activities as curricular work, and thus their proper organisation necessitates considerable care and thought. As a result, evaluation should be carried out to determine whether the implemented activities influenced the development of balanced and harmonious individuals, as highlighted in FPK.

It is crucial to implement *Permata Camp* as it helps establish more independent and well-trained youths to achieve well-disciplined generations in the future to take over leadership, make changes as time passes, and be involved in a healthy and challenging evolution. It is also a way for Malaysia to achieve FPK and a better future for all Malaysians.

Every secondary school implements training programmes like *Permata Camp* throughout the year. The curriculum for these camps focuses on developing intellectually, spiritually, emotionally and physically balanced and harmonious individuals (Muhammad Syakir et al., 2019). The objective of this evaluation is to determine the effectiveness of this camp in developing four particular life skills based on the 4-H TLS model. The life skills are identified as Learning to Learn, Social Skills, Teamwork, and Self-responsibility (Junge et al., 2003; Nasheeda et al., 2019; Norman & Jordan, 2006).

## Methodology

The campers' perceptions of the *Permata Camp* in developing their life skills were investigated using quantitative and qualitative analysis methods. To assess the effectiveness of these camp programmes, campers aged 15 to 17 were polled about their camping experiences. At the end of the camp experience, camp supervisors distributed the survey and forwarded all completed survey forms to the school, where the data was processed and analysed.

The first section was demographic information such as age, gender, and a uniform body they join in school. The second section of the survey was for campers to respond to a series of statements with one of the following responses: 1-Strongly Agree, 2-Agree, 3-Disagree, or 4-Strongly Disagree (James & Lee, 2011). The third section of the survey asked campers to describe in their own words the most important aspects of their camp experience. The responses were analysed, and significant themes for each set of life skills were identified. The following is a summary of findings organised by life skill categories.

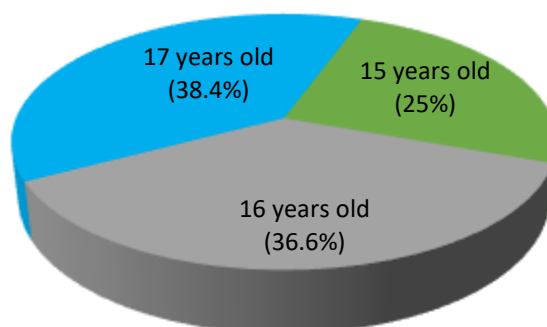
This survey was developed by the University of Missouri Extension Professionals in Youth Development (Weikert, 2017). The survey questions were developed based on the experiences and knowledge of these youths' development specialists. The survey was adopted, developed at the secondary school students reading level, and piloted with a small test group of 30 students. The survey data had a Cronbach's alpha of 0.876, and the score

demonstrated high levels of data reliability. One hundred twenty students participated in this camp. Sixty of them were male, and another sixty of them were female. Forty-six students were 17 years old, forty-four were 16 years old, and thirty were 15 years old. They were all members of school uniform bodies.

## Findings

### Demographics

Relatively, respondents are distributed well throughout the targetted age range, with 17 years old responding at the highest rate of 38.4% and 15 years old responding at the lowest rate of 25.0 %. Figure 1 illustrates the percentage of each response by age.



**Figure 1: Age of respondents**

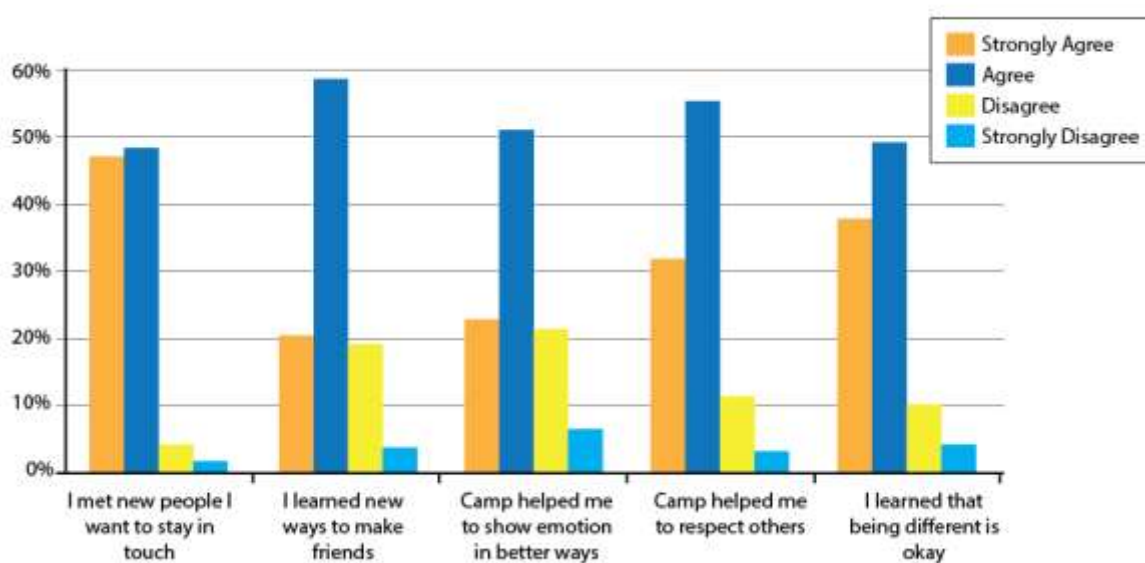
### Quantitative Data

The purpose of this evaluation is to determine how effective the *Permata Camp* curriculum is at developing four specific life skills: social skills, learning to learn, teamwork, and self-responsibility. The majority of the survey questions asked how their camp experience influenced the development of these four life skills. Most respondents either strongly agree or agree that their camp experience helped them develop these life skills in response to all of these questions. The following is a summary of responses organised by Life Skills category.

### Social Skills

This set of life skills focuses on making and keeping friends, appropriate emotional behaviour, and respect for others regardless of differences. The majority of respondents agree or strongly agree that the *Permata Camp* experience aided in the development of all of these social skills. Figure 2 shows feedback of Social Skill statements. Friendships formed at *Permata Camp* received the most positive responses in the Social Skills section. Almost all respondents (97%) agree or strongly agree that they met new people at *Permata Camp* with whom they want to stay in touch. Over three-quarters (77%) of respondents agree or strongly agree that *Permata Camp* taught them new ways to make friends. Most respondents (74%) believed the camp has helped them to show their emotions well. However, more than a quarter (26%) disagree or strongly disagree that the camp had assisted them in appropriately expressing their emotions. The majority of respondents (86%) agree or strongly agree that *Permata Camp* had assisted them in developing and demonstrating respect for others, while 14% disagree or strongly disagree. Almost the same proportion (85%) agree or strongly agree that

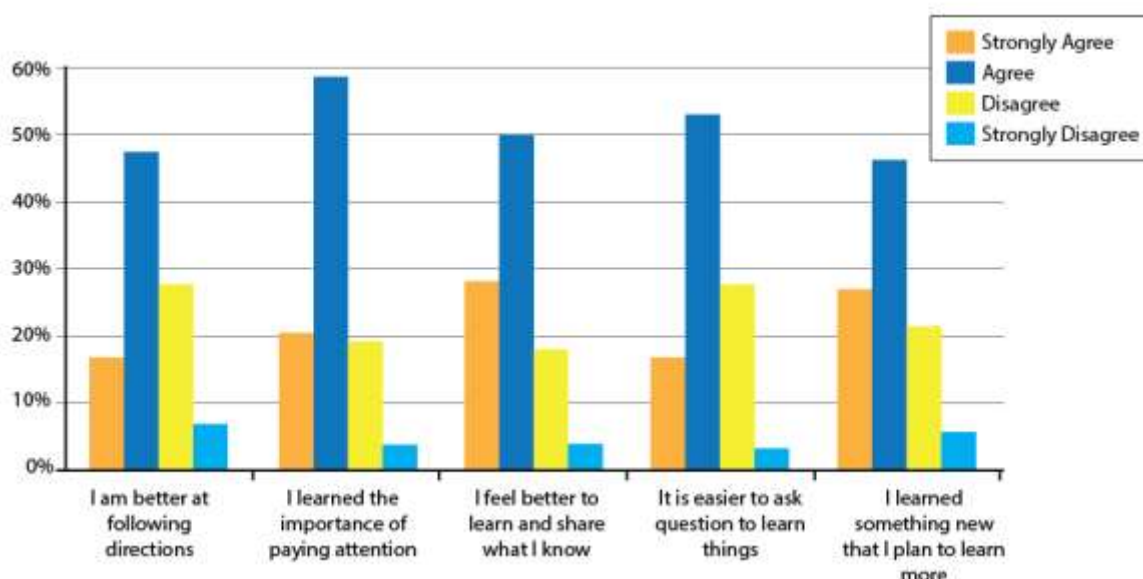
the Camp had taught them that "*being different is okay*," while only 15% disagree or strongly disagree.



**Figure 2. Feedback of Social Skills**

### ***Learning to Learn***

The aforementioned set of life skills focuses on following directions, paying attention, learning and sharing information, asking questions, and learning new things. The majority of respondents agree or strongly agree that their *Permata Camp* experience aided in the development of all of these learning skills. Figure 3 shows feedback of Learning to Learn statements. The most positive responses in this life skill section concern learning the importance of paying attention. *Permata Camp* has helped the vast majority of respondents (77%) learn the importance of this learning skill, while only 23% disagree or strongly disagree. Surprisingly, the section of the Learning to Learn with the lowest positive response rate is about learning the significance of following directions at *Permata Camp*. Almost two-thirds (66%) agree or strongly agree that *Permata Camp* had assisted them in learning the value of that skill. However, a sizable proportion of respondents (34%) disagree or strongly disagree.



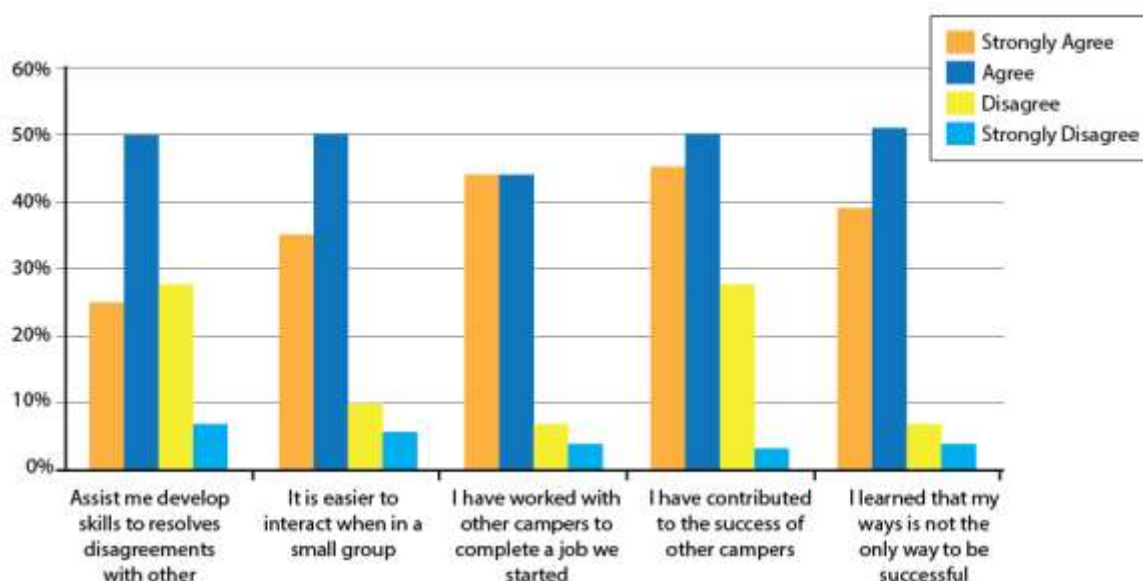
**Figure 3. Feedback of Learning to Learn**

The majority of respondents (78%) said *Permata Camp* made them more optimistic about learning and sharing information. 22 percent disagree or strongly disagree that their *Permata Camp* experience made them feel more comfortable sharing information. *Permata Camp* experiences, according to a minor majority (70%), made it simpler to ask question and learn new things. However, nearly one-third (30%) said *Permata Camp* did not make them feel easier at asking questions. Nearly three quarters (74%) of respondents agree or strongly agree that they discovered something new during their *Permata Camp* experience about which they intend to learn more, while 26% disagree or strongly disagree.

### **Teamwork**

This set of life skills emphasises communicating and resolving disagreements, working well with others, and respecting the opinions of others. A large percentage of respondents agree or strongly agree that the *Permata Camp* experience aided in the development of all of these teamwork skills. When compared to the other life skill sections, the sum of the positive response to the statements in this section was the highest. Figure 4 shows a comparison of responses to teamwork statements.





**Figure 4. Feedback of Teamwork**

Whenever asked if *Permata Camp* had made it easier for campers to interact in small groups, 85% agree or strongly agree. In contrast, only 15% disagree or strongly agree. The development of conflict resolution skills received the fewest positive responses in this life skill section. Nearly three quarters of respondents (75%) agree or strongly agree that *Permata Camp* has assisted them in developing skills to resolve disagreements with others. However, one-quarter (25%) of those polled did not believe they had learned this skill at the *Permata Camp*. Campers were asked two queries about their experiences working in groups. Both statements received overwhelmingly positive responses. Nearly every respondent (88%) agree or strongly agree with the statement, "*I have worked with other campers to complete a job we started,*" while only 12% disagree or strongly disagree. Even more respondents (95%) agree or strongly agree that they contributed to the success of other campers. Less than 5 percent said they never did a sufficient amount of work. When asked if they learned to value other camper's opinions while at *Permata Camp*, almost all of the campers (90%) agree or strongly agree that the camp taught them that "*my way is not the only way to be successful.*" Only 10% of those polled agree or strongly agree.

### **Self-Responsibility**

This set of life skills focuses on achieving tasks, such as taking care of themselves and making decisions, finishing work, and being on time. The overwhelming majority of respondents agree or strongly agree that their *Permata Camp* experience had assisted them in developing self-responsibility. A feedback of self-responsibility statements is shown in Figure 5. When asked how they might better care for themselves as a result of their *Permata Camp* experience, three-quarters (75%) agree or strongly agree. However, one-quarter (25%) reported that the camp did not assist them in this area of life skills. When asked if *Permata Camp* had assisted them in making better decisions, 82% agree or strongly agree, while 18% disagree or strongly disagree. The majority of respondents (90%) agree or strongly agree that the *Permata Camp* had assisted them in learning to complete tasks for which they were responsible, while only 10% disagree or strongly disagree. The majority of respondents (86%)

agree or strongly agree that *Permata Camp* taught them the value of punctuality. Approximately 14 percent did not think they had learned the value of punctuality during their *Permata Camp* experience.

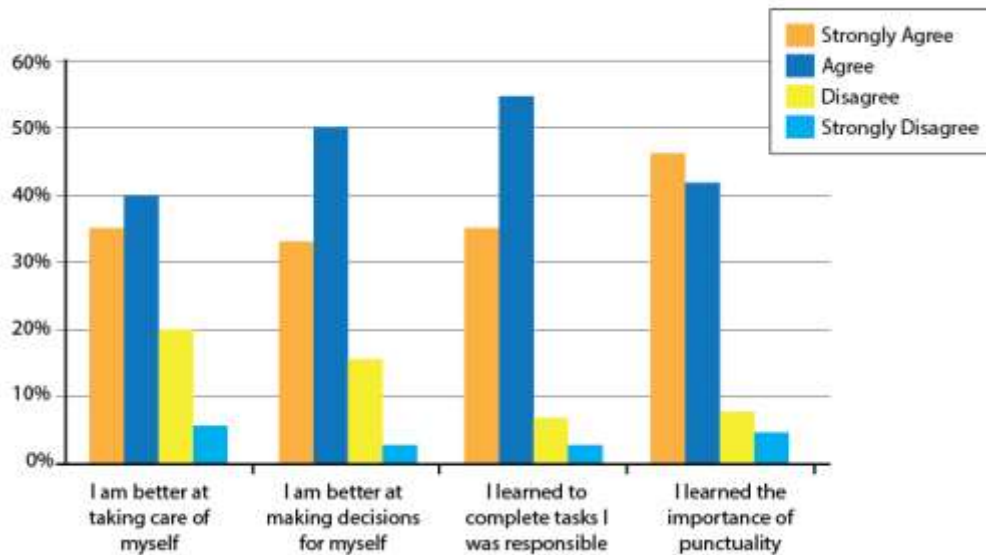


Figure 5. Feedback of Self-Responsibility

### Overall Satisfaction

Two additional statements were asked of the campers to help determine their overall satisfaction with their *Permata Camp* experience. Inquire if the campers ever got tired of it and if they wanted to return the following year. Although there were a variety of responses regarding feeling tired during camp, almost all indicated a desire to return to *Permata Camp* the following year. The responses to the two statements in this section show that, while many respondents (63%) were exhausted during *Permata Camp*, nearly all (96%) wanted to return the following year. Figure 6 shows feedback of overall satisfaction statements.

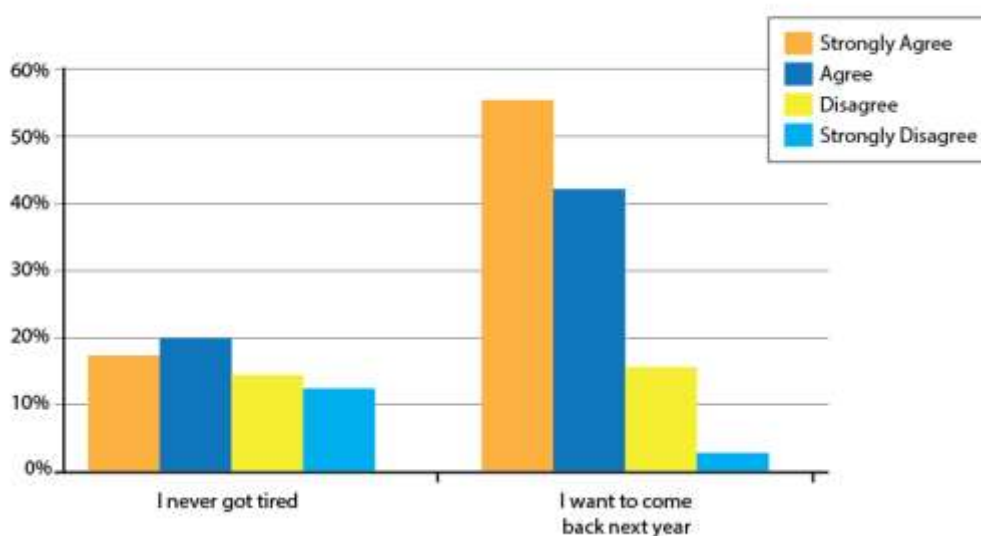


Figure 6. Feedback of Satisfaction



### Qualitative Data

Campers were asked to respond in their own words to three questions regarding their *Permata Camp* experience. As the campers reflected on their time at *Permata Camp*, they were asked about the most important lessons they discovered about themselves and the fundamental skills they had gained. Campers were asked to complete the sentence "*Because of Permata Camp this year, I know I can...*" and to describe what happened at *Permata Camp* that they wished would happen in real life. The responses to each question are summarised below. The responses were divided into four categories: social skills, learning to learn, teamwork, and self-responsibility (Junge et al., 2003).

#### ***The most valuable thing I discovered about myself at Permata Camp is ...***

This question seeks to ascertain what campers discovered about themselves as a result of the programme provided by *Permata Camp*. A few participants (6) explained that they "*did not know*" or had learned "*nothing*" about themselves. However, the majority of respondents were upbeat about what they had learned. Each Life Skill area's essential themes have been recognised, and an overview of the responses is provided below.

#### **A. Social Skills**

Making and keeping friends, developing respect for others and esteem, and tolerance and acceptance of differences in themselves and others were among the areas of social skill development identified by the youth respondents. Here are some specific examples of social skill development. They were making and keeping friendships. Approximately 103 responses to this question addressed campers' experiences forming new friendships and maintaining existing ones. According to one camper, he learned how to "*make new friends and introduce them to my other friends, and we all became friends.*" Several people stated that they discovered they could "*make new friends by being nice*" or that "*it was easy to make new friends when you just be yourself.*" Around 20 campers spoke about their ability to respect others. A few campers mentioned that they learned to be "*open-minded*" with others and to "*respect all people, no matter how different they are.*" Other campers expressed their understanding that the opinions of others were important. "*Not everything revolves around me,*" one camper said. Seventy-four campers stated that they found out "*being different is OK.*" "*Occasionally being different is the most important thing to do,*" one camper said. "*Imagine what the world would be like if we were all the same.*" It seems 34 campers responded to this question by expressing their self-worth and unique abilities. The majority of these responses centred on "*being yourself.*" Others stated that they had learned "*to be patient,*" that "*making mistakes is OK,*" and that "*being yourself is also the best way to make new friends.*"

#### **B. Learning to Learn**

Various types of learning abilities were identified in the youth respondents. These learning skills emphasised listening, following directions, and gaining knowledge. The following are some specific examples of learning skill development. Only three campers reported developing skills in this area. One person stated that he has learned to "*always pay attention to do things right.*" Another said he could "*follow directions.*" The majority of campers responded by describing skills they learned or mastered at *Permata Camp*, such as crafts, swimming, and dancing. They also stated that they learned to set goals and persevere in difficult tasks in order to learn new skills. One camper stated that he has learned that he can

*"do whatever they want; you just have to set goals."* Yet another stated that he has discovered that *"I can do more things to broaden my desires."* One camper stated that it is acceptable to *"not be first in games after you try your hardest."*

### **C. Teamwork**

Several teamwork skills were identified by the respondents as having been developed during their *Permata Camp* experience. Respondents emphasised group work, valuing others' opinions, doing their fair share of the work, and providing leadership. The following are specific examples of how to develop teamwork skills. Approximately 32 campers responded to the need for teamwork in *Permata Camp* activities. One camper stated that he learned how to *"make a difference in a group."* *"I know I can work in a team if I try hard, even with people I don't know,"* said another. Eight campers commented on their improved ability to listen to and value the opinions of others. One camper said he's learned to *"trust others."* *"Everyone has great opinions, not just me,"* said another. One camper remarked on his improved ability to value his own opinions. *"The most important thing I learned is that I used to believe my opinion didn't matter, but now I realise it can benefit my group."* Several campers (11) stated that they learned how to *"do their fair share"* of the work in a group. About 23 campers commented on the leadership qualities they observed in themselves while at *Permata Camp*. A few respondents said they had discovered that *"I am a good leader."* According to one camper, he is *"not afraid to stand up in front of others."*

### **D. Self-Responsibility**

The respondents identified several self-responsibility skills they gained, such as taking care of themselves and their belongings and being on time for activities. Here are some specific examples of developing self-responsibility skills. Most of the 62 responses to this question focused on campers caring for themselves and their belongings. One camper stated that he has learned to *"do things for me, and I learned discipline"*. Others learned *"how hard it is to care for myself and pick up after myself"*. One camper said, *"I am messy. My mom usually cleans up my mess, but here I have to clean up my mess"*. Several campers said they learned they could *"keep the cabin clean"*. A few campers said they learned *"not to be late"*. While one camper said she has learned that *"I love being fashionably late"*, another said she has learned that *"being late really slows things down and others too"*.

### ***With the help of Permata Camp, I am aware that I can ...***

This inquiry aims to determine the one skill that each camper considers to be the most valuable outcome of their *Permata Camp* experience this year. *"I don't know,"* seven respondents said, while 21 said *"nothing."* Nevertheless, the majority of respondents were extremely optimistic about the skills they learned at camp. Each Life Skill area's major themes were identified, and a summary of these responses is provided below.

### **A. Social Skills**

Several aspects of social skill development were identified by the youth respondents, including making friends and meeting new people, being kind and respectful to others and themselves, and making friends with new people. Below are some more specific examples of social skill development. The majority of responses focused on social skill development, particularly meeting new people and making friends. Around 73 respondents stated that they knew they could *"just go up to people, talk to them, and have a good conversation"* and *"make*

*friends wherever I go*" because of *Permata Camp*. Other respondents expressed greater confidence in their ability to make good friends with others. A respondent stated that he was aware that he could *"be a better friend to others,"* while another stated that he could *"trust their friends."* *Permata Camp* made many respondents feel more secure in themselves and their relationships with others. A respondent said he knew he could *"have fun in new environments,"* while another said they could *"be themselves without being embarrassed or afraid."* Nearly 29 people responded to this statement with *"be me."* About 17 said they knew they could *"be respectful to others"* and *"treat others as I would like to be treated."*

### **B. Learning to Learn**

The youth respondents learned a variety of new skills while at *Permata Camp*. Around 65 respondents mentioned specific skills they learned at camp. Other respondents mentioned specific learning skills such as listening, paying attention, and sharing knowledge. Many people talked about their newfound confidence in learning new skills and gaining knowledge. Three respondents said they knew they could *"make a difference"* because of *Permata Camp*. The following are specific examples of learning skill development. A small number of respondents (11) stated that they had learned the importance of listening and following directions. One said he had learned to *"listen a lot better,"* while another said he could *"pay attention."* Several respondents (18) said they knew they could *"achieve my goals,"* and approximately 68 said they knew they could *"do anything I set my heart on."* Many individuals talked about the unexpected creativity they discovered at *Permata Camp*. Some respondents also discussed their attitudes towards education. *"I am aware that I can learn and have fun at the same time,"* one respondent said, while another stated, *"I can try things for the first time and not be embarrassed."* Several respondents mentioned their newfound confidence in sharing information and asking questions. A respondent claimed they could *"teach others what I know,"* while another claimed they could *"be a public speaker."* According to a single respondent, he might *"ask questions to find educational answers."*

### **C. Teamwork**

The respondents provided several examples of teamwork skills they developed at *Permata Camp*. The responses centred on helping others and working in groups, conflict resolution with others, and leadership abilities. The following are specific examples of how to develop teamwork skills. About seven respondents stated that they had become *"a more helpful person to others."* Around 25 responses addressed the ability to work as part of a team. A respondent stated that he learned to *"rely on others, and they can rely on me."* A respondent mentioned his leadership abilities, saying, *"I learned I could be a leader."* Nine respondents stated they had learned the importance of getting along with others. A respondent stated that he has learned to *"complete projects with other people without arguing,"* while another stated that he can become happy whether I win or lose."

### **D. Self-Responsibility**

Several self-responsibility skills were identified by the respondents as having been acquired while at *Permata Camp*. Taking care of themselves and their belongings, being on time, making their own decisions, and completing tasks are all important themes of self-responsibility. The following are specific examples of developing self-responsibility skills. 53 respondents mentioned being responsible for themselves and their possessions. *"Take care of myself because at home I tend to rely on my family,"* one commenter said, and another

said, *"take care of myself on my own and be more responsible."* Several respondents (16) stated that their new abilities to *"manage time and be ready to go"* had helped them. One person stated that he has learned to *"make it on my own and organise my time."* A few respondents also stated that they had learned the importance of *"managing time."* A number of respondents (13) stated that they were more confident in making their own decisions. According to one respondent, he could *"trust myself to make good decisions."* Another stated that he was confident in his ability to *"always getting up early make the right decision."* Several respondents also stated that they felt more at ease seeking the advice of adults when necessary. One stated that he knew he could *"talk to a counsellor and they will not get angry,"* while another stated that he could *"talk to an adult if there is a problem."* Eleven of the respondents stated that they were better at completing tasks assigned to them. One said he could *"get the job done,"* while another said he could *"always finish work, no matter how difficult."*

### ***What did you wish happened in real life during Permata Camp?***

The inquiry seeks to ascertain which camp activities or attitudes respondents most enjoyed or valued. While 19 respondents answered *"I don't know"* or *"Nothing,"* the majority of respondents answered positively. The respondents also often referred to *Permata Camp's* fun, friendly, and respectful environment. Meaningful themes were identified in each life skill area; responses are provided below.

#### **A. Social Skills**

The majority of responses to this real-world question involved social interaction with others. The respondents enjoyed their new friendships and the welcoming, respectful atmosphere of the *Permata Camp*. Specific examples of social skill development are also provided below. The majority of the responses (83) were about social skills, specifically making friends and having fun with them. One respondent wished he could *"make friends just by saying what your name is"* in the real world. Yet another said he wished *"making friends was not so difficult in the real world,"* and another said, *"I wish the friends I made at Permata Camp would see each other outside the camp."* Around 62 respondents commented on the respectful atmosphere they encountered at *Permata Camp*. A respondent expressed his wish that *"people in the real world would accept you as much as they do at Permata Camp."* A respondent stated, *"I did not get made fun of!"* while another stated that he wishes others would *"have much fun and not hurt each other"* in real life. Finally, one respondent commented on the camp counsellors, saying, *"No counsellor treats the campers any worse or better than the others."*

#### **B. Learning to Learn**

Approximately half of the respondents (16) mentioned specific skills they learned that they would like to put to use in the real world, such as some emergency lifesaving skills. Respondents' positive learning environment at *Permata Camp* was mentioned in nine comments about learning skills. Below are several examples of learning to learn. Eight of the respondents specifically mentioned the positive learning environment they experienced at camp. *"I wish school was like Permata Camp,"* a respondent said, while another wished *"I could have a cool teacher."* *"Everyone is nice,"* said another respondent. *"I have assistance with everything I do."*

**C. Teamwork**

The respondents discovered two teamwork skills that they would like to see more of in the workplace. The emphasis of these skills was on teamwork and conflict resolution. Here are some concrete examples of teamwork skills. Around 25 people said they wished people in the real world worked better together. A respondent hoped that *"people would work together to make the world a better place,"* while another hoped that *"strangers could work together."* Within 13 respondents said they wished people in the real world would *"get along better with each other"* like they did at *Permata Camp*. *"We were all helpful,"* a respondent said at the camp. *"You can always count on someone to assist you. Every day was a blast."*

**D. Self-Responsibility**

Inquiring about the respondents' self-responsibility skills gained at *Permata Camp*. This section was primarily concerned with self-care and overall responsibility. Some examples of self-responsibility skills are provided below. Twelves of the respondents expressed a desire for people in the real world to take more responsibility for themselves. A respondent stated, *"I wish people would help themselves and learn discipline."* Yet another expressed his wish that *"we could stop the world and clean up."* Another expressed his desire for people to *"take responsibility seriously."*

**E. Other Comments**

A number of respondents mentioned other aspects of life at *Permata Camp* that they would like to see in the real world. Those that follow are the key themes that emerged from the responses received. Several respondents commented on meals and food while at *Permata Camp*. Some thought their *"meals were cooked for them like at camp,"* while seven others wished they had *"good food"* like at camp. In the actual world, a respondent stated, *"I wish everyone could always have food."*

**Discussion**

*Permata Camp* have received extremely positive feedback. The majority of respondents believe that the *Permata Camp* experience provides a wealth of fun and educational opportunities for campers. The results also supported the training programmes' purpose as part of a life skill development programme that benefited from preparing students for upcoming challenging scenarios.

**Social Skills**

In the quantitative part of the surveys, every respondent expressed a high level of confidence in *Permata Camp* programmes' ability to develop social skills in campers. Respondents agree on several points in this section, including making new friends, which received the most favourable responses in the survey, and expressing negative emotions accordingly. The qualitative part of the survey received more positive comments about social skill development than any other area of life skill development. Making new friends and maintaining existing relationships was a highlight of many campers' experiences. While the ability to control negative emotions was mentioned the least in this section, several campers commented that the *Permata Camp* experience enabled them reflect and regulate their behaviour, as well as understand how negative behaviour affected others.



### Learning to Learn

Every respondent had a high level of positive perceptions of *Permata Camp* programmes' ability to develop learning to learn skills in campers. Respondents in this part of the survey agree on two points at essentially the same level, involving improved ability to follow directions and share information. Many positive comments about learning-to-learn skill development were made in the survey's qualitative part. The respondents remarked on the campers' increased self-confidence in attempting new skills and ideas. Fewer comments were made about the improved ability to ask and share information. A lot of respondents from both groups, nevertheless, stated that campers were more comfortable talking in groups and sharing their knowledge. The improved ability to listen to and follow directions accurately received the fewest qualitative responses in this life skill section.

### Teamwork

On the quantitative part of the surveys, every respondent expressed strong confidence in *Permata Camp* programmes' ability to develop teamwork skills in campers. Respondents frequently mentioned campers' improved ability to work with others and better communication while working in groups in the survey's qualitative part. Campers often said that they had learned how to get along better with others, even if the others were strangers to them. Campers, particularly younger campers, remarked on their ability to do their fair share of work and to share with and help others.

### Self-Responsibility

On the quantitative part of the surveys, every respondent expressed strong confidence in *Permata Camp* programmes' ability to develop self-responsibility skills in campers. The respondents often expressed on campers' improved ability to care for themselves and their belongings while away from home in the survey's qualitative section. A number of campers stated that they didn't realise how much their parents did for them (cleaning, washing, reminders) until they went camping and had to do these things for themselves. A lot of respondents also stated that campers were more confident and at ease making decisions. A few of the respondents also stated that their *Permata Camp* experience had helped them manage their time better.

### Conclusion

*Permata Camp* programme has effectively developed life skills among students with uniform bodies. Therefore, the camp should continuously strengthen students' ability in life skills as Learning to Learn, Social Skills, Teamwork and Self-Responsibility will grow along with their age. Most of the students involved in this camp programme are positively well-responded in almost every aspect of the training session, including the facilities and facilitators responsible for conducting this camp programme. With disciplined routines and tight schedules with fun-filled and motivating activities, students can become more creative, highly motivated, disciplined and timely, besides significantly improving in four (4) main areas of the objectives of this camp programme. Other than that, this camp programme can be implemented for other students in various clubs and society in schools so that the benefit from this camp programme can be shared widely among others.

The acquisition of life skills is necessary for individuals to effectively and autonomously manage various areas of their everyday lives. These competencies empower students to effectively journey the complexities and obligations of everyday life, make well-informed



choices, and adeptly adjust to diverse circumstances. Students possess the capacity to engage in proficient communication, enhance their problem-solving abilities, and cultivate critical thinking skills, encompassing the aptitude to evaluate information, analyse it impartially, and formulate well-founded judgements. In addition to self-care encompasses the practise of attending to both the physical and mental aspects of one's well-being. The aforementioned practises encompass elements like as appropriate dietary habits, physical activity, effective stress mitigation, and sufficient sleep, all of which contribute to the preservation of optimal health and the enhancement of overall well-being. This skill serves as an important foundation for students to achieve high levels of academic performance and develop the necessary competencies for success in other aspects of life.

### References

- Ab Ghani, S., Awang, M. M., Ajit, G., & Rani, M. A. M. (2020). Participation in co-curriculum activities and students' leadership skills. *Journal of Southwest Jiaotong University*, 55(4).
- Ayala, E. E., Omorodion, A. M., Nmecha, D., Winseman, J. S., & Mason, H. R. C. (2017). What do medical students do for self-care? A student-centered approach to well-being. *Teaching and Learning in Medicine*, 29(3), 237–246.
- Hendricks, P. A. (1998). *Developing youth curriculum using the targeting life skills model: Incorporating developmentally appropriate learning opportunities to assess impact of life skill development*. Iowa State University, University Extension.
- Ho, F. K. W., Louie, L. H. T., Wong, W. H., Chan, K. L., Tiwari, A., Chow, C. B., Ho, W., Wong, W., Chan, M., Chen, E. Y. H., & others. (2017). A sports-based youth development program, teen mental health, and physical fitness: an RCT. *Pediatrics*, 140(4).
- Ismail, S. H. (2015). Pembangunan Insan dalam Falsafah Pendidikan Kebangsaan (Human Development in National Education Philosophy). *Journal of Human Capital Development (JHCD)*, 8(2), 83–100.
- James, T. C., & Lee, O. (2011). Using Likert-type scales in the social sciences. *Journal of Adult Education*, 40(1), 19–22.
- Junge, S. K., Manglallan, S., & Raskauskas, J. (2003). Building life skills through afterschool participation in experiential and cooperative learning. *Child Study Journal*, 33(3), 165–175.
- Lee, O., Park, M., Jang, K., & Park, Y. (2017). Life lessons after classes: investigating the influence of an afterschool sport program on adolescents' life skills development. *International Journal of Qualitative Studies on Health and Well-Being*, 12(1), 1307060.
- Muhammad Syakir, S., M. Adli, M. S., Mohd Faez, I., & Mohd Amin, M. N. (2019). Awareness Towards Risk Management Practices of Zipline Recreational Activity in 'Bina Insan Guru' Program. *Attarbawiy: Malaysia Online Journal of Education*, 3(2), 29–37. <https://doi.org/10.37134/jsspj.vol8.1.4.2019>
- Nasheeda, A., Abdullah, H. B., Krauss, S. E., & Ahmed, N. B. (2019). A narrative systematic review of life skills education: effectiveness, research gaps and priorities. *International Journal of Adolescence and Youth*, 24(3), 362–379.
- Norman, M. N., & Jordan, J. C. (2006). Targeting life skills in 4-H. *University of Florida Extension*. Retrieved September, 26, 2012.
- Suyadi, S., Susilowati, S., & Supriyatno, T. (2021). Islamic character education for student of public higher education in Indonesia. *International Conference on Engineering, Technology and Social Science (ICONETOS 2020)*, 591–598.
- Weikert, B. S. (2017). *The perceived impact of the national junior angus show and conference on youth leadership and life skill development*. University of Missouri--Columbia.