

e-proceeding

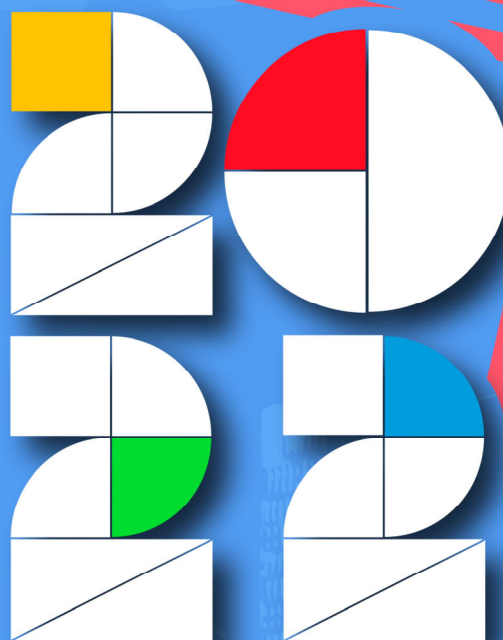
Technology, Science, Social Science & Humanities
International Conference 2022

Tesshi



Reengineering
Knowledge &
Creativity for
Global Excellence

30
June



***E-PROCEEDINGS
TECHNOLOGY, SCIENCE, SOCIAL SCIENCES AND
HUMANITIES INTERNATIONAL CONFERENCE
TeSSH 2022***

**Reengineering Knowledge and Creativity
for Global Excellence**

Copy Editors:

***Nor Azrina Mohd Yusof (Dr.)
Lee Chai Chuen
Juaini Jamaludin
Normaziana Hassan***

**Papers presented online at
Technology, Science, Social Sciences and Humanities
International Conference 2022 (TeSSH 2022)
30 June 2022
UiTM Cawangan Kedah, Merbok
Kedah, Malaysia**

UNIVERSITI TEKNOLOGI MARA CAWANGAN KEDAH

Copyright © 2022 is held by the owner/authors(s). These papers are published in their original version without editing the content.

The views, opinions and technical recommendations expressed by the contributors are entirely their own and do not necessarily reflect the views of the editors, the Faculty or the University.

Copy Editors/Layout :Nor Azrina Mohd Yusof (Dr.)
Lee Chai Chuen
Juaini Jamaludin
Normaziana Hassan

Cover Design :Asrol Hasan

eISBN : 978-967-2948-33-9

Published by : Universiti Teknologi MARA CawanganKedah,
08400 Merbok,
Kedah,
Malaysia.

Printed by : Perpustakaan Sultan Badlishah
Universiti Teknologi MARA Cawangan Kedah,
08400 Merbok,
Kedah,
Malaysia.

Foreword

The papers compiled in these e-proceedings are papers presented online at Technology, Science, Social Sciences and Humanities International Conference 2022 (TeSSH I 2022) held on 30 June 2022 at Universiti Teknologi MARA (UiTM) Cawangan Kedah, Kedah, Malaysia. With the theme, ***Reengineering Knowledge and Creativity for Global Excellence***, the conference has brought together presenters of diverse background who shared their conceptual and empirical papers in broad areas that are subsumed under the fields of Technology, Science, Social Sciences and Humanities. These e-proceedings comprise current researches that were undertaken with the rigorous endeavour of knowledge enhancement to ensure that the world of academia will continue to flourish. It is thus hoped that readers will significantly benefit from knowledge contained in these proceedings.

TeSSH I 2022 and these e-proceedings would not have been possible without the great efforts from the presenters, and the generous support from the TeSSH I 2022 committee members and the Rector of UiTM Cawangan Kedah, Prof. Dr. Mohamad Abdullah Hemdi. A heartfelt gratitude is extended to all involved. It is hoped that these e-proceedings will be an impetus to stimulate further studies and research that benefit the society at large.

TABLE OF CONTENTS

1	A Conceptual Paper on Factors That Affect the Shariah Compliance Auditing Among the Islamic Financial Institutions in Malaysia	1
	Saifulrizan Norizan & Marjan Mohd Nor	
2	A Qualitative Study of Entrepreneurial Intention Among UiTM Kedah Accounting Students During Covid-19 Pandemic	8
	Mazlifa Md. Daud, Noora'in Omar, Muhammad Hariz Hamid, Mohd Hafiz Hashim & Anwar Johari	
3	A Review on By-Laws of Alor Setar City Council (MBAS)	21
	Nor Zaini Zainal Abidin, Nur Irinah Mohamad Sirat & Nurul Mazrah Manshor	
4	Accounting For Agriculture in Malaysia: A Special Attention to Aquaculture	27
	Saifulrizan Norizan, Mohd Halim Kadri, Zarina Abu Bakar & Juyati Mohd Amin	
5	Age-Friendly Environment for Older People: Challenges and Plans	34
	Noorlailahusna Mohd Yusof & Suziana Mat Yasin	
6	Aplikasi Inovasi E2 Kit 1.0 Dalam Proses Pengajaran Dan Pembelajaran Litar Asas Elektrik	40
	Siti Rohaiza Zainol, Noor Aziana Abu Taib & Wan Nadirah Rosli	
7	Basic Of Differentiation Using Three Alternative Approach in Seberang Perai Polytechnic	50
	Siti Faridah Ismail, Rosila Adnan & Rohani Hamsan	
8	Bio Natural Food Seasoning from Eugenia Cephalanthum Using Dehydration Method	60
	Hidayah Julaihi, Theivya A/P Santhanasamy & Felicia Bong Lee Chen	
9	Cabaran dan Masa Depan Muzium Negeri Kedah	68
	Juaini Jamaludin	
10	Co-Integration Between Malaysia Stock Market, ASEAN and ASEAN Plus Three Countries During Pre and Post 14th Malaysia's General Election: A Short Run Analysis	72
	Anas Fathul Ariffin, Muhammad Akmal Hakim & Muhammad Hilmi Samian	
11	Computer Science Students' Learning Preferences, Mental Health, And Emotional Issues During Pandemic Covid-19 While Moving Towards Endemic	78
	Ahmad Faiz Ghazali, Noor Azrin Zainuddin, Ahmad Kamalrulzaman Othman & Yusnita Sokman	
12	Customer's Satisfaction: The Role of Food Quality, Service Quality and Ease of Website in Online Food Delivery	86
	Nur Afifah Aliah Husaini, Norhamizan Hamir, Rashid Salleh & Zamri Ahmad	
13	Digital inheritance: Legal Challenges in Malaysia	98
	Nor Azlina Mohd Nor & Ahmad Shamsul Abd Aziz	

14	Digital Literacy: Presentation Made Easy with ACE Alice Shanthi, Nur Izzah Jamil, Sheela Paramasivam, Siti Noor Dian Ahmad & Mohd Nur Fitri Mohd Salim	106
15	Diploma Students' Perceptions of Online Assessment: The Anchor That Holds Them in The ESL Classroom Jaqueline Susan Rijeng, Imelia Laura Daneil, Kimberley Lau Yih Long, Tang Howe Eng & Christine Jacqueline Runggol	115
16	Evolusi Tadbir Urus Dan Perundangan Wakaf Di Malaysia: Satu Analisis Rohayati Hussin, Mohd Zulharmey Abdullah, Afiffudin Mohammed Noor & Farahdina Fazial	125
17	Exploring Strategies to Reduce Adolescents' Involvement in Risky Behaviours from The Perspective Of A Probation Officer Lina Mursyidah Hamzah, Sharifah Muzlia Syed Mustafa, Nurul Fitriah Alias & Norazah Abdul Aziz	142
18	Factors That Lead to Poor Mental Health of Social Media User among UiTM Kedah Degree Students Nur Elisa Aqila Amir Yusrie, Sarah Sabir Ahmad, Azfahane Zakaria & Mhd Azmin Mat Seman	147
19	How The Covid-19 Pandemic Has Increased the Risk of Compulsive Buying Behaviour And Online Shopping Addiction For Apparel Purchasing In Malaysia: An Overview Of Generation Y And Generation Z Normaziana Hassan, Basitah Taif & Rosita Mohd Tajuddin	155
20	Hubungan Antara Impak Teknologi Maklumat Dan Budaya Organisasi Dalam Kalangan Kakitangan FRIM Nor Arinah Mohamed Zemudin, Muhammad Badri Ishak, Nurul Madiha Mohd Ilham & Wan Nur Syazmira Wan Suhaimi	168
21	Inhibiting Factors to Successful Virtual Teaching and Learning in Engineering Science Topic from the Perspectives of Polytechnic Lecturers Nurul Ain Saipudin, Noorul Amilin Saipudin & Nornazira Suhairom	174
22	Inovasi Sosial Melalui Program Akademik Intensif untuk Pelajar STPM Aliran Sains Tercicir Marinah Muhammad, Wong Hie Ling, Aainaa Syazwani Mohamad Amir Hamzah & NoorJanatun Naim Jemali	183
23	Investigating the Usefulness of TikTok as an Educational Tool in Learning Chemistry Nur Farha Shaafi, Mohammad Mubarrak Mohd Yusof, Nurul Nabilla Mohammad Khalipah & Norhazly Mohd Hanif	187
24	IPQUEUE: Indoor Premises Control Using Quick Response (QR) Code for Covid-19 Pandemic Mohd Suffian Sulaiman, Zuraidah Derasit & Sharizah Shahar	200

25	Kajian Arah Kiblat Liang Lahat Lama Bagi Tanah Perkuburan Islam Syed Idrus Syed Salim & Nor Asmadi Asri	213
26	Keberkesanan Kaedah Masa Hakiki Sistem Penentududukan Sejagat Dalam Penubuhan Stesen Kawalan Kerja Ukur Tanah Asiah Abdul Satar, Nor Azme Nordin & Sulzakimin Mohamed	220
27	Kesediaan Pensyarah Sains Kejuruteraan Dalam Pelaksanaan Mini Projek Secara Hibrid Di Politeknik Tuanku Sultanah Bahiyah Nur Elyani Musa, Shamsul Arif Ismail & Azlina Hassan	229
28	Keunikan Partikel 'Lah' Dalam Terjemahan Surah Yasin di Malaysia Mohd Sufian Ismail & Anida Sarudin	238
29	LEVs As an Assessment Tool for Affective Domain In Laboratory Courses For Diploma In Civil Engineering Narita Noh, Noor Raifana Ab Rahim, Nur Zaidani Wati Mohd Darwis & Juwita Asfar	246
30	Measurements of Customer's Satisfaction towards Courier Services in Malaysia during Covid-19 among Students in UiTM Kedah Siti Nursyahirah Zaffendee, Sarah Sabir Ahmad, Azfahane Zakaria & Mhd Azmin Mat Seman	256
31	Measurements Of Depression Level Among Students in UiTM Kedah Adlin Mohd Anizam, Sarah Sabir Ahmad, Azfahane Zakaria & Syed Mohammed Alhady Syed Ahmad Alhady	264
32	Media Arts as An Art-Based Interventions in the Institutional Care Environment Raja Eda Shabina Raja Raimie, Mohammad Kamal Sabran & Nur Zaidi Azraai	270
33	Mengatasi Kesalahan Umum Yang Pelajar Lakukan Semasa Menjawab Soalan Peperiksaan Sains Kejuruteraan Nur Azilina Abdul Aziz, Koa Chee Hoon & Siti Aishah Azmi	279
34	Pelaksanaan Wakaf Air di Malaysia: Satu Tinjauan Tadbir Urus Dan Perundangan Nurul Mazrah Manshor, Rohayati Hussin, Syatirah Abu Bakar, Nur Irinah Mohamad Sirat & Salmah Roslim	288
35	Pembangunan MOOC Bagi Kursus Foundation Mandarin (Level II) Berpanduan Model ADDIE Ting Hie Ling	294
36	Pengaruh Budaya Merantau Terhadap Evolusi Seni Bina Rumah Tradisional Negeri Sembilan, Malaysia Mohamad Hanif Abdul Wahab, Azizi Bahauddin & Nor Aniswati Awang Lah	302
37	Pengesanan Graduan Kolej Komuniti Jelebu Ketika Pandemik Covid-19 Noor Aziana Abu Taib, Siti Rohaiza Zainol & Zainatul Fakhir Zainon	313
38	Penggunaan iPad Dalam Menambakbaik Interaksi Di Kalangan Pensyarah Dan Pelajar Bagi Kursus Matematik Kejuruteraan 1 Mohd Syukor Che Omar & Azlina Hassan	317

39	Penggunaan Video <i>YouTube</i> Dalam Pengajaran dan Pembelajaran Bahasa Mandarin: Satu Tinjauan Awal	328
	Lee Chai Chuen & Nor Azrina Mohd Yusof	
40	Penguatkuasaan Undang-Undang Dalam Menangani Penyalahgunaan Media Sosial di Malaysia	333
	Ahmad Shamsul Abd Aziz & Nor Azlina Mohd Nor	
41	Penyampaian Amalan Pengajaran Dan Pembelajaran (Laboratory Work) Secara Atas Talian Terhadap Pembelajaran Pelajar Diploma Geomatik Politeknik Sultan Haji Ahmad Shah	343
	Nur Aisah Ab Moin & Asiah Abdul Satar	
42	Pelaksanaan Ujian Pra Sebagai Alternatif Untuk Meningkatkan Pencapaian Markah Pelajar Bagi Kursus DBM20023 Matematik Kejuruteraan 2	351
	Siti Norhazlina Shafie & Rosila Adnan	
43	Persepsi Pelajar Terhadap Penggunaan E-Book Dalam Menyelesaikan Tugas Kajian Kes	359
	Farah Abdul Malek, Rohaida Abu Bakar & Liyana Murni	
44	Promoting Learner Autonomy Through Online Global Interactions Among ESL Students	365
	Sharina Saad, Rafidah Amat & Nor Asni Syahriza Abu Hassan	
45	Remote Learning in The Time of Post - Covid-19: The Conceptual Framework of An Interactive PdPR For Primary School Via Visual Basic Programming	380
	Aslina Omar, Samsiah Abdul Razak, Nur Insyirah Mohamad Radzi & Ini Imaina Abdullah	
46	Strategi Pembelajaran Bahasa Melayu dalam Kalangan Murid Cina di Sekolah Jenis Kebangsaan Cina	385
	Wee Kee Quan, Zamri Mahamod & Shamsul Aizuwani Nawi	
47	Stres Dan Kepuasan Kerja: Analisis Inferensi Faktor Gender Dan Status Perkahwinan Dalam Kepuasan Kerja Pensyarah IPG	397
	Punitha Muniandy, Khairani Zakariya, Azhar Mohd Ali & Ahmad Sukari Mohamad	
48	Student Satisfaction of Public Transportation at UiTM Kedah	408
	Muhammad Azizi Azizurrahim, Sarah Sabir Ahmad, Azfahane Zakaria & Mhd Azmin Mat Seman	
49	Sustainable Smart Retirement City: A Concept Paper	417
	Nazmi @ Nazni Noordin, Zaherawati Zakaria, Mohd Zool Hilmie Mohamed Sawal, Mohd Syahmizan Azmi & Adnan Aminuddin	
50	Teknik Retorik Lafaz-Lafaz Berkaitan Dengan Syaitan Dalam Al-Quran	425
	Muhamad Khairul Anuar Zulkepli, Burhanuddin Wahab, Ahmad Fauzi Yahaya & Mohd Zulkhairi Abd Hamid	
51	The Determinants and Impact of Social Media Content on Consumer Engagement	438
	Marha Abdol Ghapar, Azlina Shamsudin, Nazlin Emieza Ngah & Nur Dalila Adenan	

52	The Distraction That Affects Students Focus	446
	Nur Khalyda Kamarol Hisham, Sarah Sabir Ahmad, Azfahanee Zakaria & Syed Mohammed Alhady Syed Ahmad Alhady	
53	The Effects of Varying the Duty Cycle to The Output Voltage in Buck Converter	455
	Nurhazwani Saleh	
54	The Impact of i-Pulih Model Towards Methamphetamine Addicts Recovery in PUSPEN Tampin, Melaka	462
	Muhammad Dhamir Audi Azizul, Wan Munira Wan Jaafar, Azlina Mohd Khir & Samir Muhazzab Amin	
55	The Implementation of National Education Assessment System in Malaysian Primary Schools	473
	Shanusi Ahmad, Nor Hasnida Che Md Ghazali & Mohd Nazir Md Zabir	
56	The Influence of Leadership Style on Lecturer's Performance	481
	Azlina Shamsudin, Nalin Emieza Ngah, Marha Abdol Ghapar & Nur Dalila Adenan	
57	The Internet Addiction (IA) Among Youth Generation	487
	Muhammad Arif Ikhwan Aminuddin, Sarah Sabir Ahmad, Azfahanee Zakaria & Mhd Azmin Mat Seman	
58	The Relationship Between Curricular Activities Among Students' Leadership	493
	Syarifah Nur Bahirah Syed Jamalulil, Sarah Sabir Ahmad, Azfahanee Zakaria & Syed Mohammed Alhady Syed Ahmad Alhady	
59	The Role Entrepreneurship Education in Moderating Intention to Be An Entrepreneur Among Students With Learning Disabilities In Malaysia	504
	Nazlin Emieza Ngah, Nur Dalila Adenan, Azlina Shamsudin & Marha Abdol Ghapar	
60	The Usage of Open Green Space (Planting Strip Area) at the Perimeter of Terrace House Unit by The Residents: Case Study in Taman Sinar Intan, Sungai Petani	511
	Mohd Zikri Mohd Zaki, Nurul Izzaty Zulkipli, Ahmad Faisol Yusof & Tajul Edrus Nordin	
61	The Use of Scaffolding in Helping Students Complete Tasks That Require Higher Order Thinking Skills	525
	Syakirah Mohammed, Fathiyah Ahmad @ Ahmad Jali, Robekkah Harun & Sharina Saad	
62	Time Passed and How Much Time Is Left? A Study on Motivation to Graduate on Time (GOT)	537
	Nur Dalila Adenan, Marha Abdol Ghapar, Nazlin Emieza Ngah & Azlina Shamsudin	
63	Underground Mapping for Islamic Mausoleum	546
	Syed Idrus Syed Salim, Nor Azme Nordin & Sulzakimin Mohamed	

The Relationship Between Curricular Activities Among Students' Leadership

Syarifah Nur Bahirah Syed Jamalulil
2020749721@student.edu.my

Sarah Sabir Ahmad
sarah342@uitm.edu.my

Azfahane Zakaria*
azfa292@uitm.edu.my

Syed Mohammed Alhady Syed Ahmad Alhady
syalhady506@uitm.edu.my

ABSTRACT

The purpose of this study is to determine the relationship between curricular activities among students' leadership. Curricular activities including games, clubs, sports, and student council can support and enhance student leadership. Co-curricular activities are usually offered at universities as a means for students to develop skills and improve employers' perceptions of students. This study can confirm the importance of the relationship between co-curricular activities and skills enhancement that play an important role in the overall development of students. It can develop positive life skills such as behavior management skills and always be motivated to master skill improvement either in groups or individuals. Extra-curricular activities are important in helping students improve their self-development and helps students to have the ability to face and overcome challenges. By participating in co-curricular activities, it allows students to explore strengths and talents beyond academics. Extracurricular activities also assist students in discovering more about themselves as well as developing and applying their skills and knowledge in different situations. It was discovered that there is a positive correlation between curricular activities and students' leadership.

Keywords: Skill enhancement; self-development; employability skills; ability to meet challenge effectively.

INTRODUCTION

Individuals' healthy personality evolution is the purpose of education, which includes both curriculum and co-curricular activities. With the relevance of co-curricular activities in mind, the study investigated the role of co-curricular activities in the development of leadership qualities among university students. Co-curricular activities among university students, investigate the link between co-curricular activities and the development of students' leadership qualities, and develop co-curricular activity strategies at the university level (NisarYousaf, 2021).

Other than that, according to Munir et al. (2021), ECAs are extracurricular activities that students engage in while pursuing a degree at a particular institution. ECAs are defined as "all activities outside of the classroom," such as participation in university clubs and organizations, paid and volunteer work, family responsibilities, and religious engagement. There is no argument about the importance of ECAs in the life of a student. Students' employability or job skills can be improved through ECAs. So, by participating in co-curricular activities indirectly students will learn skill enhancement. Skill enhancement empowers an individual with the experience and ability to build and increase the skills required to achieve, sustain, and succeed

in a chosen field.

Indeed, many colleges throughout the world have already incorporated extracurricular activities into their employability initiatives (Al-Ansari et al., 2021). Extracurricular activities allow students to work in natural environments, and abilities developed through practical learning, according to Osman (2021), have a greater influence on pupils. A few studies have found that participating in extracurricular activities can assist students gain access to large corporations, secure jobs, avoid unemployment, and improve academic performance (Eide & Ronan, 2001).

Before that, for the research objective. We decide to identify the relationship between skill enhancement and self-confidence among student's leaders. Next is to identify the relationship between the individual self-development and self-confidence among student leaders and to identify the relationship between employability skills impact among student leaders. Extracurricular activities have many positive impacts on upgrading individual leadership skills. These positive effects are social skill exposure, ability to work individually and in groups and high self-confidence.

BEHAVIORAL

Student leadership has many benefits if the student fully utilizes it. For example, like extracurricular activities that can help students become more productive learners and leaders. As a result, students who participate in extracurricular activities learn skills like leadership, communication, planning, analytical thinking, problem solving, and time management. These actions help the student develop multitasking abilities (Shabiha Anjum, 2021). Furthermore, student leadership is defined as a student's ability to influence, motivate, and guide others toward the achievement of a personal goal. Interpersonal interaction, civic responsibility, and group dynamics are some characteristics that indicate someone has the potential to be a leader. A leader must also be able to communicate effectively. Communication skills are classified as verbal communication, nonverbal communication, listening, facilitation, writing, conflict resolution, and advocating for one's point of view (Adam Kanar, 2020). In conclusion, student leaders need to have all the criteria given to be a good leader and have strong leadership. A good leader will inspire other people to have confidence in themselves. Hence, great leadership needs to be built and practiced because leadership and learning are indispensable to each other.

Next is the skill enhancement. The skill enhancement is the skill where it can help someone to improve a few aspects such as problem-solving, analytical thinking and critical thinking. Involving students in curricular activities brings a lot of outcomes for student's university life, especially those who are interested in learning, leading and managing the university's management. According to Tan et al. (2019), the social connection and participation in extracurricular activities of any type could result in lower dropouts in higher education. This statement involving extracurricular activities can give students an effect in many perspectives. Other than that, curricular activities like student councils include sports, clubs, debates and else. In study Tariq Najum (2018), students who were actively participating under university student' leader activities secured higher grades and standardized test marks, they had higher educational achievements, they were more punctual and regular in their class attendance and had a greater self-perception.

Aside from that, there is self-development. All extracurricular activities encourage students to behave civilly, increase academic achievement, and incorporate positive elements to help them succeed in life and improve skills. According to Shabiha Anjum (2021), extracurricular activities are critical in assisting students in developing their talents. On the other hand, it also helps the individual achieve social goals and mature. Students were assigned activities to investigate and expand their knowledge. As a result of their time management skills, extracurricular activities such as archery, basketball, and other sports have a significant impact on students' learning and academic achievement. This is because they have already managed to overcome their negative nature and give those activities a try. Time management is especially important for students; failure to master this stage will have an impact on everything, including

academic performance (Shabiha Anjum, 2021). In a nutshell, the extracurricular activities offered by the school have provided numerous benefits to students, not only for their physical health, but also for their mental health. Students must balance their lives to maintain good health and academic performance. Their health will benefit from participating in extracurricular activities because they will be active in sports, time management, stress management, and other activities.

For employability skills, according to Kanar & Bouckennooghe (2021), since many university students lack job experience, extracurricular activities (ECAs), or any activities that are not part of the main curriculum, are very important for employers to differentiate amongst student job seekers. For instance, companies usually look for ECAs on student resumes as a sign of good job application qualities. Although the desirable character and influence of ECAs on recruiting job candidates has been researched from an employer's viewpoint, how these ECAs impact job seekers' search procedures is uncharted territory. Furthermore, interestingly, these programs provide a collective and organized learning context that differs compared to curricular activities (Williams et al., 2019), which is where most attention has been directed when it comes to studying entrepreneurial learning among students. Hence, extra-curricular start-up programs for students provide a clear situated learning context outside the formal curriculum. Prior research highlights that student involvement in extracurricular activities such as membership in student clubs may foster entrepreneurial activity through social practice (Pittaway et al., 2021).

Finally, is the ability to meet challenges effectively. According to Cohen et al. (2019), students who participated in the leadership program were encouraged to develop authoritative leadership traits that were not coercive, autocratic, or democratic, but evolved from participatory decision-making processes under the aegis of an experienced industry mentor. Examples of these traits include being able to tolerate conflict, to be reliable and consistent, and to problem-solve effectively using psychological principles. Next, the program in the article also focused on developing oral and written communication skills in a workplace environment, being responsible for the action of group members, applying concepts of cultural diversity, and applying ethical consideration to problem-solving activities. The program, which also was extracurricular, involved a formal series of mandatory seminars, workshops, and placements, facilitated by the academic staff in psychology at ECU (Cohen et al., 2019).

THEORETICAL FRAMEWORK

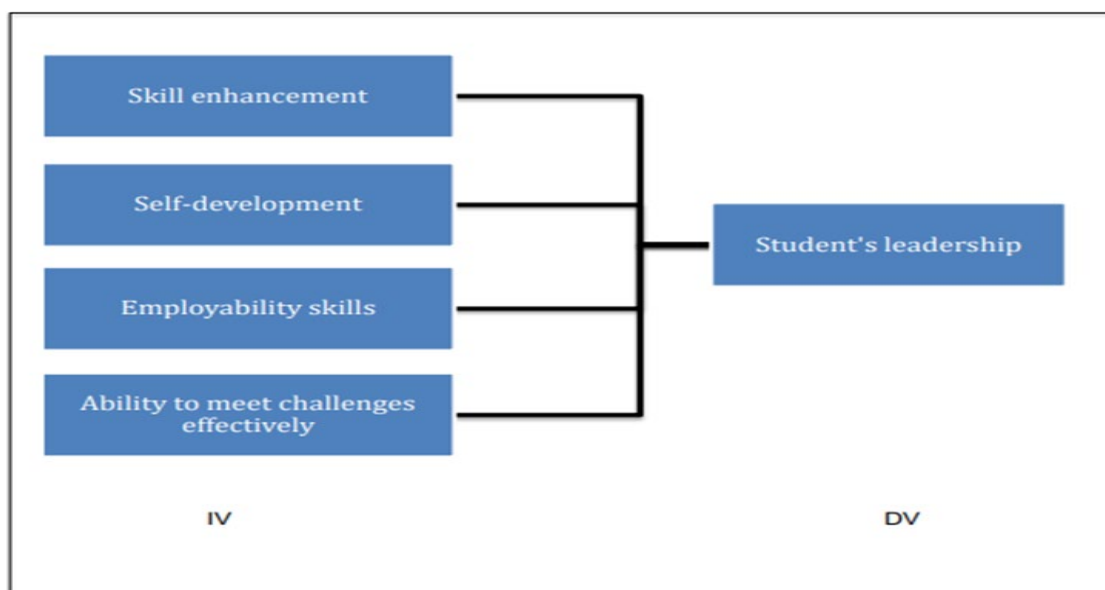


Diagram 1: The Relationship between Curricular Activities among Students' Leadership

METHODOLOGY

In this research, the descriptive study was used by using a questionnaire in collecting data from 100 respondents. Correlation coefficients and multiple analyses were used to analyze the data with the aid of statistical package for social sciences (SPSS). While conducting the survey, the questionnaire is a part of primary data collection as it consists of questions about the demographic profile of respondents such as name, age, representative of organization and others. While section B is skill enhancement, section C self-development, section D employability skills and section E ability to meet challenges effectively. As the questionnaire used in this study are likert scale questionnaires contain five-point likert scale to ensure that it is easy for respondents to answer the question and it's easy to key in the data collection into SPSS later. In addition, the target population is a reliable and valid method in this research because the categories identified by respondents are consistent. Insist, the target population is the students who are actively participating in co-curricular leadership in Universiti Teknologi Mara, Kedah. Based on Krejcie & Morgan (1970), for determining sample size from a given population, the researchers had selected 108 respondents as the sample size.

DATA COLLECTION METHOD

For this research, data collection methods depend on primary and secondary data that can help to get the target by collecting samples that provide the population with accurate representation. Primary data is the data that comes from original sources to answer the matter of research. While secondary data is gathered and recorded from someone else prior to the latest needs of the researcher. Two methods from secondary data sources such as internal (organizational) and external sources. The method of data collection will be used in this research is primary data where questionnaire by google form, created by the researcher. This survey or questionnaire will be handed out through online platforms, social media such as WhatsApp, Instagram, and Facebook. From the questionnaire, there are 3 main sections of the respondents in google form. The first page of the section will consist of a question regarding the demographic of the respondents. For example, age, gender, marital status, university student council's club. Then, the second section will explore the independent variables that include skill enhancement, self- development, employability skills and ability to meet challenges effectively. Lastly, the third section focused on the dependent variable about student leaderships. Total of questions will be in google form xx questions.

DATA ANALYSIS PROCEDURE

The data analysis of the present study employed SPSS statistical software version 12.0. The statistical tools adopted in this study were frequency analysis, descriptive statistics, reliability analysis and Multiple Regression analysis and correlation analysis.

1. Frequency analysis

Frequency analysis on the subject under study, illustrated the number and percentage of participants for each category of demographic factors. It is also used to facilitate the analysis on student's leadership and the student's performance when they joined co-curricular activities.

2. Descriptive analysis

Descriptive analysis (mean and standard deviation) was also examined to further support the analysis of the impact of co-curricular activities among student's leadership in UiTM Sungai Petani, Kedah.

3. Reliability analysis

In order to examine issues related to validity and reliability of measure, reliability analysis was used to test the goodness of measure before forming a composite index to an independent variable from multiple impacts that affect students' performance. The same analysis applied to the dependent variable to investigate how good satisfaction related to students' leadership in UiTM Sungai Petani, Kedah. The Alpha value obtained would be reliability coefficient. An Alpha value that is greater than 0.6 is in the acceptance level (Abu & Tahir, 2001, Nunnally, 1981; Nunnally, 1967; Hair et. al, 2006). Alpha if item deleted was also included for the purpose of identifying which item should be excluded in the scale to enhance the goodness of measure.

4. Correlation analysis

A further correlation statistical run was also performed to examine if there was any significant relationship between the four independent variables. The positive correlation (r) that an increase of one independent variable will be followed by the increase of another independent variable. P value indicates the significance of the relationship between independent variables. If p value is less than 0.05, this means that there is a significant relationship between the four variables.

5. Multiple Regression analysis

Multiple Regression analysis was employed to examine the degree of significant relationship between co-curricular activities among student's leadership. Impacts that affect student's performance, such as skill enhancement, self-development, employability skills and ability to meet challenges effectively were made as independent variables.

There are four assumptions to be met for the validity of Multiple Regression result, which are linearity of the relationship, constant variance of error terms (homoscedasticity), independent of error term (autocorrelation), normality of the error term, and independence of the independent variables. These assumptions were tested through regression variation. The partial regression lots of dependent versus each of the independent variables were used to examine the linearity assumption while the scatter plot of dependent variable versus regression standardized residual used to diagnose the homoscedasticity assumption. The normality assumption was observed through the histogram of dependent variable versus frequency and normal P-P plot while autocorrelation was detected by analyzing Durbin-Watson statistics, D.

The last assumption was assessed using the measure of Tolerance and Variance Inflation Factor (VIF). The statistical significance of the regression model can be explained by evaluating coefficient of determination (R²), F-ratio and significance test of regression coefficient (p). R² shows the model fit or the percent of variance in dependent variables that can be explained by the independent variables. The significance of t-value (p) would indicate the significance level of independent variables related to dependent variables. If $p \leq 0.05$, that means the t value is significant. This indicates that there is a significant relationship between the independent and dependent variable. Thus, the hypotheses should be accepted.

To test the relationship between co-curricular activities among student's leadership, standardized regression coefficient (Beta) was used. A higher Beta value represents a stronger impact of co-curricular activities. Coefficient of the regression equation (B) would indicate the expected change in customer satisfaction for each unit change in the associated non-verbal communication cues. Based on the value of regression coefficient, the Multiple Regression equation was formulated as below:

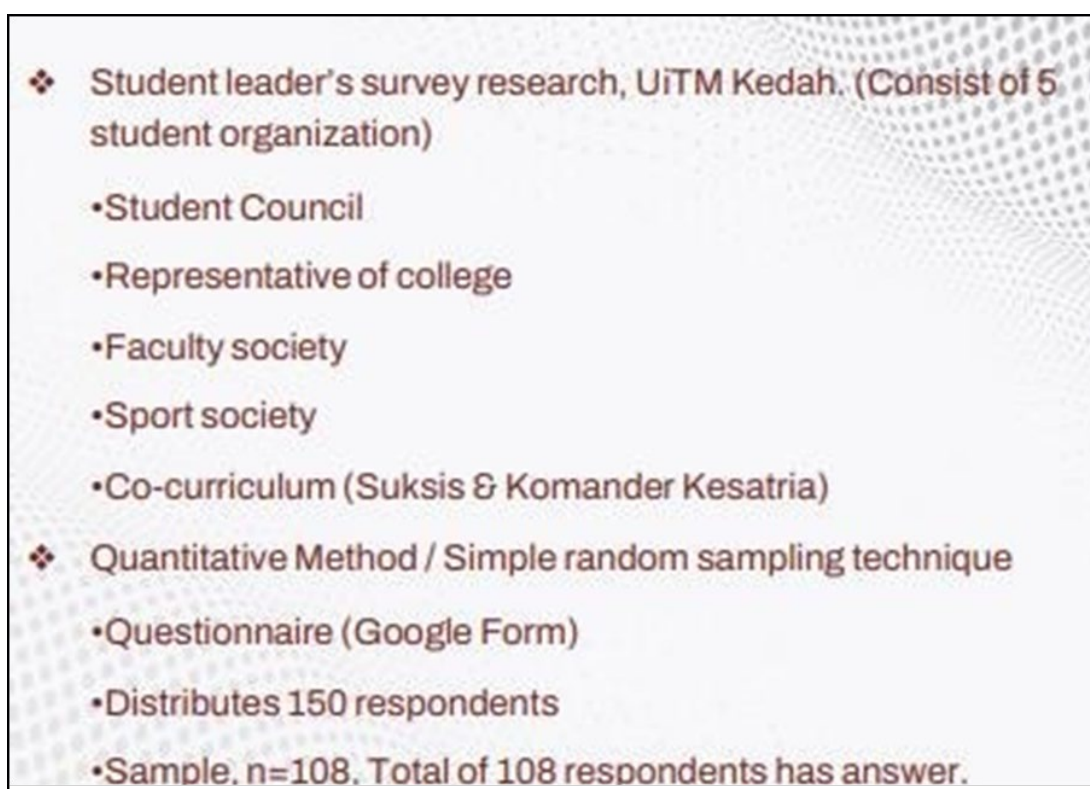
$$Y = a_0 + a_1X_1 + a_2X_2 + \dots + a_pX_p + e$$

Where Y = dependent variables
 a_i = regression coefficient X_i
 = independent variables
 e = random error term

FINDINGS

According to Shabiha Anjum (2021), asserts that kids who actively engage in school-based extracurricular activities do better academically. This occurs because of ECA's facilitation of improved interpersonal skills and more enthusiastic school affiliation. The development of kids' brains via participation in extracurricular activities contributes to improve their mental and physical health. Additionally, it aids them with long-term academic performance reinforcement. Activities outside of the classroom also lessen behavioral and disciplinary issues.

This research being conducted on few groups of students that joined to be members either as the Student Council (Majlis Perwakilan Pelajar), Representative (Jawatan Perwakilan Kolej/ Jawatankuasa Perwakilan Kolej RPTU), Faculty Society (Ahli Jawatankuasa Fakulti), Sport Society (Jawatankuasa Sukan Pelajar) or CO- CURRICULUM (Suksis & Komander Kesatria). Extracurricular activity involvement directly improved the results of leadership development. This result is in line with Juhee Kim's (2022) earlier investigation of the value of joining extracurricular student organizations. They observed a significant correlation between participation in these activities and the growth of leadership. College students who participate in extracurricular activities and clubs throughout their studies tend to regard leadership development in their groups and communities more highly than those who do not. Particularly, shared purpose and citizenship revealed significant variations between groups.



- ❖ Student leader's survey research, UiTM Kedah. (Consist of 5 student organization)
 - Student Council
 - Representative of college
 - Faculty society
 - Sport society
 - Co-curriculum (Suksis & Komander Kesatria)
- ❖ Quantitative Method / Simple random sampling technique
 - Questionnaire (Google Form)
 - Distributes 150 respondents
 - Sample. n=108. Total of 108 respondents has answer.

Students groups survey

The demographic features of the respondent were reported in this section as results. Since the purpose of the respondent may impact the questionnaire's results, the demographic profile of the respondents is critical to the study. All of the respondents in this study are from UiTM Kedah. There were 108 responders in all. Basic data from the survey was analyzed, including gender, age, and group types. The respondents' demographic details are shown in Table 1 below.

Table 1: Profile respondent

❖ Demographic details of respondents : ☐ Male= 66 (61.1%) ☐ Female= 42 (38.9) (Various age - Majority 21 years old) ☐ 18 Years Old = 8 (7.4%) ☐ 19 Years Old= 13 (12.0%) ☐ 20 Years Old= 16 (14.8%) ☐ 21 Years Old= 31 (28.7%) ☐ 22 Years Old= 22 (20.4%) ☐ <23 Years Old= 18 (16.7%)	☐ Student Council = 15 (13.9%) ☐ Representative of college = 26 (24.1%) ☐ Faculty society = 16 (14.8%) ☐ Sport society = 25 (23.1%) ☐ Co-curriculum (Suksis & Komander Kesatria = 26 (24.1%)
---	--

Table 2: Reliability analysis

Results of Reliability Analysis			
Variables	Total Items	Items Deleted	Cronbach's Alpha
Student Leadership	6	None	0.569
Skill Enhancement	2	4	0.753
Self-Development	5	1	0.600
Employability Skill	6	None	0.674
Ability to Meet Challenges Effectively	6	None	0.698

Firstly, 4 items need to be deleted from skill enhancement to increase the Cronbach's Alpha value from 0.526 to 0.753. Moreover, it also was found that an item needs to be deleted from self-development to increase the Cronbach's Alpha value from 0.552 to 0.600. Hence, as evidenced by the other variables having significantly acceptable readings (above 0.6).

Table 3: Multiple regression analysis

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.587 ^a	.345	.319	.238	.345	13.429	4	102	<.000

R² value is 34.5% indicating the independent variable that contributes in describing the variance of the dependent variable.

Table 4: Anova data table

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.043	4	.761	13.429	.000 ^b
	Residual	5.779	102	.057		
	Total	8.822	106			

Table 5: Coefficient data table

Coefficients ^a						
Model		Unstandardized B	Coefficient Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	2.222	.380		5.851	<.000
	SEE	-.169	.109	-.197	-1.555	.123
	SDD	.396	.113	.405	3.503	<.000
	ESS	.077	.087	.100	.878	.382
	AMCEE	.226	.100	.310	2.252	.026

Table 6: Summary of hypotheses.

Summary of hypotheses	
Hypothesis	Results
H ₁ : There is a relationship between skill enhancement and student leadership.	Rejected
H ₂ : There is a connection between students' self-development and student leadership.	Accepted
H ₃ : There is a relationship between employability skills and student leadership.	Rejected
H ₄ : There is a relationship between the ability to meet challenges effectively and student leadership.	Accepted

These variables are accepted in the present study that are closely linked to student leaderships and shows that it is important for students to understand their self- development, if not large, a little impact to student leaderships. These variables are accepted for UITM Sungai Petani students that they can develop their self- development through their student leaderships. Moreover, the ability to meet challenges effectively also shows a relatively large impact on students at UITM Sungai Petani because they accept the variable to develop through their student leadership. Meanwhile, there are two rejected hypotheses, the first one is a relationship between skill enhancement and student leadership and second is, there is a relationship between employability skills and students' leadership.

CONCLUSION

According to Am (2019), the leadership competencies curriculum mapping exercise was effective in identifying gaps in coverage and depth of coverage, discrepancies in course goals correctly representing coverage of leadership subjects and competencies, and co-curricular leadership development issues. The empirical findings from the current study revealed two of four dimensions of the relationship between curricular activities among student's leadership (skill enhancement, self- development, employability skills and ability to meet challenges effectively) contributed to the relationship between curricular activities among student's leadership. It indicated that there was a strong relationship between student leadership and all these independent variables.

The result of the present study provides useful implications in terms of theoretical and managerial aspects. The theoretical implication entails important theory generated from the findings of this study with regards to the relationship between curricular activities among student's leadership. Student discipline's implication of the present study provides sufficient insights into the aspects of student leadership that need to be enhanced and the strategy to be forced by decision makers to increase student marketability rates.

There are some suggestions for future study on the similar topic. Since the scope of the respondents are not quite wide and too mainstream, it is quite difficult to collect data. To verify that the sample is taken as representative of the community and that the statistical result may be extrapolated to a broader population, statistical tests typically call for a bigger sample size. It is a good idea to be familiar with how to choose an adequate sample size using scientific calculation tools; in fact, many journals now demand that such an estimation be included in every paper that is sent out for review. Moreover, due to the value of the standard coefficient data being less than zero, Skill Enhancement and Employability Skill demonstrates a negative link with the relationship between curricular activities among student's leadership. As a result, the association between this variable and its strength is the weakest. This scenario happens because some of the respondents might not experience and have their own opinion regarding that variable. When this happens, it is important to dig out and choose the best independent variable to avoid unrelated variables for the research. So, there is a need to revise and study what variable suites the research. As a conclusion, students should have the option to select from a range of initiatives that provide them the chance to exercise leadership through substantive civic involvement. Moreover, lifelong morals the likelihood of civic participation among students is highest when they have the chance to put the required abilities into practice and gauge the results of their initiatives.

ACKNOWLEDGEMENT

Thank you to the team Aqilah,Hasyim,Adilah,Nabiilah,Syifa,Syarifah for conducting the data collection stage, literature review search and analyses. The effort and time dedicated in completing this paper is greatly appreciated.

REFERENCES

- Abdelhafidh, S., Abdelhafifh, S., & Moussa, A. (2022). To What Extent Extracurricular Activities Affect the Behaviours and School Grades of Primary Schools' Pupils. *Open Access Library Journal*, 9(3), 1-14.
- Anjum, S. (2021). Impact of Extracurricular Activities on Academic Performance of Students at Secondary Level. *International Journal of Applied Guidance and Counseling*, 2(2), 7-14.

- Bennis, W. (2020). *On becoming a leader* (4th ed.). New York, NY: Basic Books.
- Bodolica, V., Spraggon, M., & Badi, H. (2021). Extracurricular activities and social entrepreneurial leadership of graduating youth in universities from the Middle East. *The International Journal of Management Education*, 19(2), 100489.
- Bolender, R. K. (2019). Leadership: Social/professional networking and mentorship. Presentation given to the Knox National Management Association, November 5. Accessed 18 February, 2019, from <http://www.bolender.com/Dr.%20Ron/Portfolio/Presentations/Presentations.htm>.
- Carruthers, J. (2019). The principles and practice of mentoring. In B. J. Caldwell & E. M. A. Carter (Eds.), *The return of the mentor: Strategies for workplace learning* (pp. 9-24). Washington, DC: Falmer Press.
- Çetin, Münevver & Fayda-Kinik, F. Sehkari. (2019). Effects of Leadership on Student Success through the Balanced Leadership Framework. *Universal Journal of Educational Research*.
- Chang, P. P. W., Cohen, L., Pike, L. T., Pooley, J. A., & Breen, L. (2020). The Edith Cowan University School of Psychology Mentoring Programme: From reducing attrition to building learning communities. In F. Kochan & J. Pascarella (Eds.), *Global perspectives of the reconstruction of contexts, learning communities, and cultures through mentoring* (pp. 277-293). Greenwich, CT: Information Age Publishing.
- Cohen, L. (2019, February). ALTC fellowship: Building leadership capacity in undergraduate students. Unpublished progress report submitted to the Australian Learning and Teaching Council, Sydney, Australia.
- De Prada Creo, E., Mareque, M., & Portela-Pino, I. (2020). The acquisition of teamwork skills in university students through extra-curricular activities. *Education+ Training*.
- Dong, Y., Rahayu, A. P., & Qian, L. L. Q (2020). Based on Big Data Analysis on The Influence of Extracurricular Activities on the Character Education of High School Students in China and Indonesia.
- Donina, Irina. (2021). Development of Students' Leadership Qualities at the Contemporary University.
- Greenleaf, R. K. (2019). *Servant leadership: A journey into the nature of legitimate power and greatness*. Mahwah, NJ: Paulist Press.
- Kanar, A., & Bouckenoghe, D. (2021). The role of extracurricular activities in shaping university students' employment self-efficacy perceptions. *Career Development International*.
- Kim, J. (2022). The Empirical Study of Extracurricular Activity on Socially Responsible Leadership. *Journal of Leadership Education DOI*, 10(V21/I1).
- Lee, J. (2019). Leader-member exchange, perceived organizational justice, and cooperative communication. *Management Communication Quarterly*, 14, 574- 589.
- Munir, S., & Zaheer, M. (2021). The role of extra-curricular activities in increasing student engagement. *Asian Association of Open Universities Journal*.

- Pocek, J., Politis, D., & Gabrielsson, J. (2021). Entrepreneurial learning in extra- curricular start-up programs for students. *International Journal of Entrepreneurial Behavior & Research*.
- Rathore, K., Chaudhry, A. Q., & Azad, M. (2018). Relationship between Co-Curricular Activities and Exam Performance: Mediating Role of Attendance. *Bulletin of Education and Research*, 40(1), 183-196.
- Tan, Chengyoke & Kanesan, Abdul ghani & Ali, Abdul. (2019). the effects of soft skill integration on quality of college life of diploma business students: Evidence from Malaysian private higher education. *Journal of International Education in Business*.
- Thi Ngoc Ha, N. and Dakich, E. (2022), "Student internship experiences: areas for improvement and student choices of internship practices", *Education plus Training*, Vol. 64 No. 4, pp. 516-532.
- Veeraiah, P., & Ghavifekr, S. (2022). Management Strategies for Co-Curricular Activities among Primary School Students in Teluk Intan. *International Journal of Advanced Research in Education and Society*, 4(1), 41-52.
- Vilkinas, T., Shen, J., & Cartan, G. (2019). Predictors of leadership effectiveness for Chinese managers. *Leadership and Organization Development Journal*, 30, 577-590.
- Zada, N. Y. (2021). The Role of Co-Curricular Activities in Leadership Skills' Development among University Students. *Journal of Social Sciences Review*, 1(2), 38-52.