

The Role of Co-Curriculum in Enhancing Students' Soft Skills: Communication Skills

Azizah Md Yusof¹, Norzilah Aziz¹, Nor Hasimah Ismail¹, & Mardzelah Makhsin¹

¹ Universiti Utara Malaysia, Sintok, Malaysia

Correspondence: Azizah Md Yusof, Universiti Utara Malaysia, Sintok, Malaysia. E-mail: azizah@uum.edu.my

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Abstract

This study attempts to highlight issues related to soft skills, namely communication skills among students of Universiti Utara Malaysia. Soft skills that include communication skills, problem solving skills, teamwork, leadership skills and social responsibility, are important elements that are highly emphasized and essential in addition to academic skills. The co-curriculum courses offered at ever public university in Malaysia, among others, aim to shape and develop the personality of students as well as provide them with various components of soft skills. Students with good soft skills will easily adapt to their working environment. Employers prioritize soft skills especially communication skills and social responsibility in employees' selection sessions. Thus, this study was conducted with a major focus on communication skills. The three objectives of this study are to identify the level of communication skills among UUM students; to identify the significance of co-curriculum courses in influencing students' communication skills and to identify the role of attitude in improving communication skills among UUM students. The primary data were gathered using questionnaires distributed to UUM students who are undertaking co-curriculum courses. The data will then be analyzed using Structured Equation Model (SEM), as well as descriptive analysis. A communication indexes has also been developed to identify the level of communication skills among UUM students. The findings show that the communication index for UUM students were between 0.70 (lowest score) and 0.78 (highest score) and the average score is 0.74. The score is normal since the value is above 0.5. Both the independent variables; co-curriculum courses and attitude were positively significant in developing students' communication skills in UUM at the significant level of less than five percent.

Keywords: soft skills, communication skills, communication index, confirmatory factor analysis, structural equation modelling

1. Introduction

Soft skills such as communication skills, problem solving skills, leadership skills and teamwork skills are among the necessary skills that every student must possess, in addition to their academic skills. The soft skills act as a value added for students especially when they wish to obtain better jobs. Employers are concerned regarding soft skills and will give priority to those with good soft skills, specifically communication skills. This is because, they can reduce the in-house training for employee's soft skills enhancement purposes.¹ Soft skills are important assets to produce graduates who are able to compete, are confident, able to communicate well and can contribute to local and international prospective employers. The skill has become an element identified by the Ministry of Higher Education (MOHE) as very critical in the world of work. Nowadays, having a degree is not a guarantee for students to secure a job. Failure to produce students with the necessary soft skills is a failure of the university in general. However, at Universiti Utara Malaysia (UUM), the co-curriculum center takes full responsibility and plays a role in supplying and equipping students with elements of soft skills, especially communication skills, through co-curriculum courses offered for the duration of four to six semesters to the students. During the interview session, employers will prioritize candidates with better soft skills especially communication skills. This does not mean that academic skills are not important. However, having employees with good soft skills will reduce the cost of training and at the same time can further increase the productivity of the company. At UUM, co-curriculum courses are divided into two main units, namely the uniform unit and the non-uniform unit. The non-uniform unit consists of Mechanical/Survival Skill,

¹ Haslinda, Muhammad Nubli and Zarina (2005).

Leadership, Art of Craft, Dance and Acting, Community Service, Agribusiness, Martial Art, Art of Music, Art of Voice, Sport Science and Recreation, Entrepreneurship, Creative and Technology Media while for the uniform unit consist of Reserve Army, Emergency Response and Success Corp.

Thus, it is important to know the effectiveness of the co-curriculum courses provided in enhancing students' communication skills, which is in line with the aims in offering it.

1.1 Problem Statement

Nowadays, graduate unemployment is not a novel issue. It is being seriously debated among the universities, the producer of the graduates as well as the policy makers. The number of unemployed graduates is increasing every year. The rate of graduates growing faster than the job creations, will worsen the situation. Graduates have to compete not only with their peers from local universities but also with overseas' graduates. In order to compete in a working environment, graduates must have better qualities to market themselves. Equipping the graduates with the required soft skills, especially communication skills will help them to enhance their personal quality. The question is, how can we help them to improve their communication skills? Would taking co-curriculum courses help? There are two kinds of learning activities conducted in each co-curriculum courses, which are in-doors and out-doors activities. Among the in-doors learning activities are face to face lectures, discussions and oral presentations while outdoors activities include students' exposure to community services program (a compulsory for some units), a serial talk and marching. Since co-curriculum courses is a must in every public universities, all graduates have equal opportunity to be exposed to an experience that will help them to enhance their communication skills. However, the level of communication skills differs among them. Why do this happen? Does attitude play a significant role in influencing the level of communication skills among graduates? These questions highly motivated us to study this issue.

1.2 Research Question

- What is the level of UUM students' communication skills?
- What is the role of co-curriculum courses in enhancing UUM students' communication skills?
- What is the role of attitude in enhancing UUM students' communication skills?

1.3 Research Objectives

- To develop UUM students' communications indexes.
- To identify the role of co-curriculum courses in enhancing UUM students' communication skills.
- To identify the role of attitude in enhancing UUM students' communication skills.

1.4 Research Methodology

This study uses primary data, which was collected randomly through questionnaires sent to UUM students undertaking co-curriculum courses. The questionnaire consists of 4 sections. The first section collects the background information of the respondents. The second section asks students regarding their agreement on the role of co-curriculum courses in enhancing their communicative skills. The third section relates to their attitude towards communication skills and the final section is on improving the level of students' communication skills after taking co-curriculum courses at UUM. The data is in the form of a Likert scale which consists of 10 scales; scale 1 for strongly disagrees and scale 10 for strongly agrees. The data were then analyzed using a structural equation model (SEM) to answer research question 2 and 3, while in the first research question, communication skills' indexes has been developed to measure a level of communication skills among UUM students.

Communication skills' indexes are developed using this formula¹:

$$\text{Indexes } A_i = \frac{A_i - A_{\min}}{A_{\max} - A_{\min}}$$

Where, A_i is the real score for every item, A_{\max} dan A_{\min} are the maximum and minimum score for that particular indicator for the whole data set. The indexes score is free from any measurement unit.

Structural equation modelling is the best method to be used for the research which has a latent construct in the model. Confirmatory factor analysis (CFA) will be conducted prior to the structural equation model (SEM). In this study, we used a pooled confirmatory factor analysis instead of an individual CFA. Among the advantages of using pooled

¹ Cummin et al, 2002

CFA is that the system can still calculate and estimate the data, to obtain the factor loading for every item and construct and also to fit the model, even though the number of items for any construct is less than 4.¹

Two hypothesis statements have been developed to test the last two objectives in this study, which are:

H1: there is a relationship between co-curriculum courses and communication skills among UUM students.

H2: there is a relationship between attitude and communication skills among UUM students.

1.5 Conceptual Framework

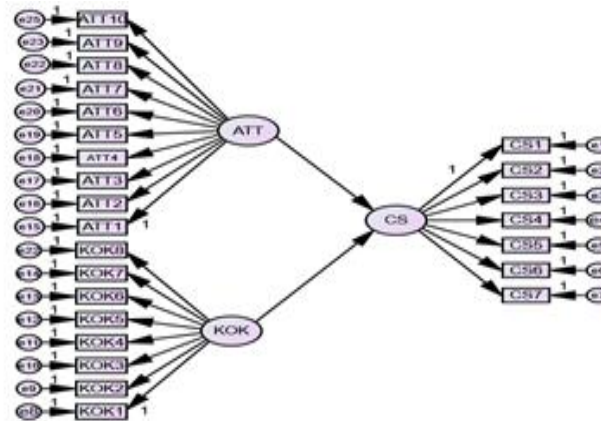


Figure 1. A partial diagram of factors influencing communication skills for UUM students

Figure 1 is the framework used in this study. There are three latent constructs which are communication skills (CS), co-curriculum courses (KOK) and students' attitude (ATT). CS is an endogenous construct while KOK and ATT are the exogenous constructs. All constructs are a latent construct and has at least seven items each. Latent construct CS has seven items which are CS1, CS2, CS3, CS4, CS5, CS6 and CS7 while latent construct KOK has eight items which are KOK1, KOK2, KOK3, KOK4, KOK5, KOK6, KOK7 and KOK8. Latent construct ATT has 10 items which are ATT1, ATT2, ATT3, ATT4, ATT5, ATT6, ATT7, ATT8, ATT9 and ATT10. The KOK and ATT construct are hypothesised to have an influence on the CS construct.

2. Literature Review

Many studies have been conducted on the effectiveness of co-curriculum in helping to enhance the personality of students and at the same time, improve their academic performance. Che Aziz Jaafar and Aminuddin Yusof (2002) stated that co-curriculum activities are activities that can develop students' soft skills such as social skills, interpersonal skills, leadership skills and other positive personality such as responsibility to nature and the community. The combination of curriculum and co-curriculum will help students to be more organized in planning their daily activities. This is because, the combination of cognitive, affective and psychomotor skills will make them a better person and be able to lead in the future. Only those with good personal quality is able to lead in the challenging world (Wardatul Aishah et.al., 2014). Producing a balanced personality and developing the potential of an individual as a whole is embedded in the National Education Philosophy that has been outlined by the national education system. The goal of this National Education Philosophy is in balancing between the knowledge, physical, moral and contribution to national harmony factors (Othman, et.al, 2016). In 1956, the Razak Report devised a national education system that secured a place in schools for all children regardless of ethnicity or socioeconomic background and provided a learning environment that valued unity in diversity. In 1979, the Cabinet Committee Report examined the implementation of the education policy. This report also reaffirms Malaysia's goals for a holistic education system that focuses on student education to prepare the country for the future (Malaysia Education Development Plan 2013-2025).

¹ Zainudin Awang (2015)

Thus, the role of co-curriculum as one of the holistic human capital development agents requires a balance between academics and personality traits. An excellent student is a student with a good package in term of academic, co-curriculum activities, sports and self-discipline. Mohd Fazli Hassan (2013) in his study stated that co-curriculum activities are important in helping students to perform in the class and will have better control over their behavior and emotions. The role of curricular activities is very clear and important in adding experience and skills to the students besides its significant impact on student's behavior (Zainal Ariffin et al, 2016). Co-curriculum activities allow students to use all available skills to carry out an activity and at the same time, allow them to highlight their talents and potential to compete with experienced peers (Wardatul Aishah Musa, 2014). Students who are actively involved in any co-curriculum activities will have an opportunity to develop their talents and skills outside the formal classroom (Ahmad Esa, et.al., 2015).

Co-curriculum activities are not only emphasized in the teaching and learning in Malaysia but also in other countries. Kingston International College in Australia as an example, provides a variety of co-curriculum activities for its students to participate during the semester break. This means that the learning process takes place throughout the learning period even during the holidays. These will help students to enhance their skills and knowledge that cannot be learned in the classroom during the holidays without feeling stressed while eschewing from unproductive activities during the holidays (Esa Ahmad et al., 2015). Learning is not only in the classroom. Students should be given freedom to explore and interact with the environment to ascertain their role and responsibility as an individual to the community and country. Students grade ratings, written examination-oriented system and a passive learning process (teacher-centered) are said to be an obstacle in the process of effective learning and mastery of soft skills (Othman, N. et al., 2016).

Attitude is something that is embedded in a person but has a very significant influence on their lives. A study conducted by Nyumbi (2016) found that students' performance in English is positively related to the attitudes they have towards learning the language. The whole test result has moderate but positive correlation coefficients across the two attitude types, namely interest attitudes and utilitarian attitudes. This indicates that students' mastery of the language is facilitated by the attitudes they have towards the language. In general, attitude towards a language is an important element in improving language learning (Mapunda, 2013). It is also argued that learners' attitudes towards the language they are learning determine their performance, especially if they are in smaller classes and when teaching and learning materials as well as qualified teachers of the language are present (Persson, 2013). Awang, Jindal-Snape and Barber (2013) also concur that there is a strong association between individuals' attitudes towards education and their academic performance and commitment. Students with negative attitudes towards education activities are found to exhibit challenging behavior including anti-social and off-task behaviors. According to Abdullah and Ainon (2002) communication is an interpersonal skill such as listening skills, questioning skills, speaking skills, skills and feedback, language elements, changing attitudes and behaviors, appearances and non-verbal communication.

The importance of communication skills among students is to ensure that the organization continues to move forward, human skills are a concern of employers when looking for qualified candidates in accordance with the criteria required such as candidates who can conduct the public, work among people and communicate with the public. In order to spread information, the communities prefer oral communication than in writing. This is because; when information is given by talk, it will reduce the delivery time, does not require a computer, recopying and distribution. Nowadays, the importance of effective communication has caused organizations to hire employees with communication skills, training and have already served in a company so that they can improve their communication skills (Salleh and Noah, 2000).

The higher learning institution plays important roles in order to create social development by emphasizing the importance of effective communication among students, as a process of interaction, collaboration and building self-confidence. When teaching becomes attractive and fun, students feel at ease to share their ideas and opinions. When students can communicate effectively, it makes it easier for individuals and groups in the company to play their roles and responsibility as an organization or community. Effective communication skills in fact require enthusiasm, experience and interest in the profession or field that they will be involved in, in the future. In addition, it will increase positive values to enhance students' social and emotional skills (Ivy Deirde Mangkau, 2012).

Communication skills are important elements that must be mastered by all students, whether they are studying, preparing for the future nature of work or social interactions. Research was performed to identify the level of communication among education students. The survey involves a total of 152 students. The findings showed that the communication skills among students in English language are very low. There was a difference between the levels of

skills according to gender. Communication skills have significant relationships with student's achievement in academic. Parties involved should pay attention to ensure that students know both the Malay and English language well. This will increase communication among future teachers in Malaysia. (Nurul Salmi Mod Dazali & Mohd Isha Awang: 2014)

Rodiah Idris, Siti Rahayah Ariffin and Noriah Mohd Ishak (2009) explained in their research the influence of generic skills in critical thinking skills in solving communication problems in UKM. Generic skills are the skills needed by students other than academic, employment and in daily living. Generic skills are integrated in teaching and learning in the context of subjects and transferable skills. The assessment of generic skills in higher learning institutions (IPT) was prioritized when the Malaysian Qualification Framework (MQF) was implemented in 2006. The purpose of this study is to identify the influence or key indicators of generic skills on critical thinking skills, problem solving and student communication. The study employed the generic skills of higher education (GeSIHE), which was built by a group of researchers in Universiti Kebangsaan Malaysia (UKM). The instrument of GeSIHE consists of 13 elements with 102 items and is administered to 1,262 undergraduate students at 12 selected faculties in UKM. The reliability of the GeSIHE is high from 0.98 to 0.99. The superwise-regression analysis showed a significant leadership skill in the aspect of creating an idea and interacting for a short time as the main indicator causing UKM students to be skilled in communication. While life learning skills or long-time learning capabilities are the key indicators that cause university students to be skilled in critical thinking skills and solving problems.

The study follows a learning strategy with information and communication technology literacy, the correlation study on the challenge of IR 4.0 (Yaw Peng Liong, Su Luan Wong, Ahmad Fauzi Mohd Ayub & Shu Ling Wong, 2020) in the face of the challenges of 4.0 information and communication technology. The study was aimed to determine the relationship between the uses of learning strategies with TMK among undergraduate students. The findings showed that the use of learning strategies is high among students on positive relationships with the modest strength of correlation between the user's learning and study's TMK. In the description strategy, critical thinking is the best predictor for TMK. The implications of this study reflect the use of learning strategies in the TMK literacy learning where it is not optimal and can be increased by expanding the use of critical thinking strategies in the TMK learning

Research by Nathasaha Muridan (2013) was implemented to identify the interpersonal communication skills of students in learning which include oral communication, non-verbal communication, speech skills, listening skills, feedback skills and writing information skills in the university, involving 74 respondents from first year Master's degree in technical and vocational education at Universiti Tun Hussein Onn. The methodology includes descriptive and inferential form using a questionnaire with five points scale. The value of Alpha Cronbach coefficient for this study was 0.937. The software used to conduct the research analysis was SPSS version 16.0. The analysis findings found that oral communication recorded a high mean score value of 4.01 while non-verbal communication recorded a mean score of 3.82. Other aspects of communication skills also recorded a high score of speech skills with a value of 3.91, listening skills of 4.03, and feedback skills of 3.92 and the information writing skills recorded a score of 4.02. Overall, the level of interpersonal communication skills in the students is high and the results of the study also found a significant difference in interpersonal communication skills based on educational background. In future studies, it is suggested that the research instrument was diversified as an interview and case study to see the difference between these two. Research on communication is very important as it will determine the level of communication of a person. Moreover, communication is used in everyday life.

3. Data Analysis

This section will discuss the step by step analysis of data, including the descriptive analysis of the data.

3.1 Demographic of Respondents

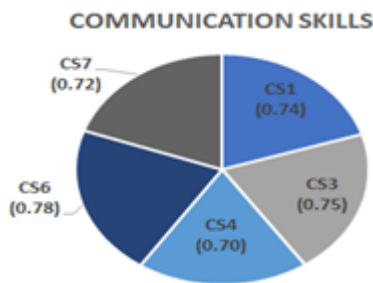
The total number of respondents who responded to this survey was 443 students. Of that total, 79.4% are female and the balance of 20.6% are male. The respondents are 76.5% Malay, 13.6% Chinese, 8.3% India and the balance is from other races. A total of 63.8% of the respondents were from College of Business (COB), 19.1% were from College of Law, Government and International Studies (COLGIS) and the remaining 17.1% were from College of Arts and Sciences (CAS). Almost half of the respondents were fourth semester's students, while the other half were second semester's students (41.4% and 41.2% respectively). Respondents from the Community services unit and Agribusiness unit represent 60% of the total number of respondents (39% and 20.6% respectively) while the remaining 40% were from other units.

3.2 Communication Skills Indexes

This index is used to measure the level of communication skills among UUM students, after taking co-curriculum

courses. The higher the index score, the higher the level of their communication skills. The study found that, communication skills' index for UUM students is between 0.70 (lowest score) to 0.78 (highest score) with the overall average score of 0.74. According to Cummins (2002), the score is normal since it is in the range of 'agree' in the 'disagree – agree' continuum. That is on a scale of 0 to 1, where 0 represent strongly disagree and 1 represent strongly agree. The score for normal individuals is in the range between 0.5 to 1¹. The score shows that students feel that their communication skills are above 70% of the maximum level (100%). A total of five components represented the students' communication skills, namely CS1, CS3, CS4, CS6 and CS7, where each component represents how the students' agreement on these skills has increased.

Items CS4, 'nervousness decreases' has the lowest score (0.70) while item CS6 'happy to do a group presentation' scored the highest index (0.78). The score index for items CS1, CS3, CS4, CS6 and CS7 are 0.74, 0.75, 0.70, 0.78 and 0.72 respectively. Students noticed an increase in their communication skills which are at least 70% from the maximum score after taking co-curriculum courses, and they feel happy because of that.



Hints:

CS1: communication skill increases

CS3: confident to talk

CS4: nervousness decreases

CS6: happy to do a group presentation

Figure 2. Communication skills indexes for UUM student by its components

3.3 Structural Equation Model

This section will present the data analysis using structural equation model (SEM) approach which consists of a confirmatory factor analysis (CFA) and structural model. From the framework (figure 2), there are 3 latent constructs which are communication skills (CS), co-curriculum courses (KOK) and attitude (ATT) but only one measurement model (CFA). We prefer pooled CFA than individual CFA to allow the system to analyse the model even though the items in any construct is less than four. The system cannot analyse construct with less than 4 items because the degree of freedom will become zero.²

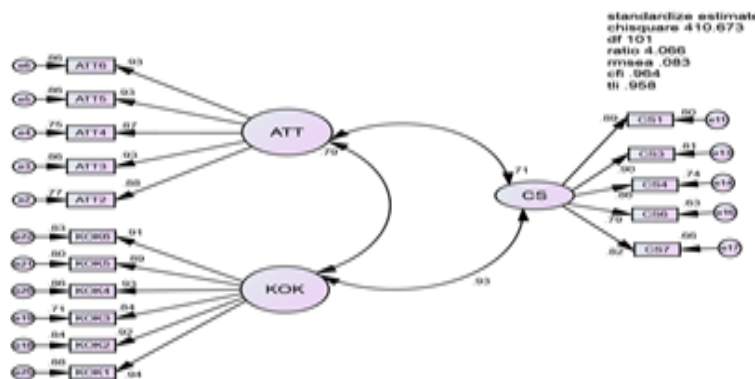


Figure 3. A confirmatory factor analysis for the relationship between co-curriculum courses, attitude and communication skills for UUM students

¹ Cummins et al., 2002

² Zainudin awang, 2015

All the data collected has been processed for a confirmatory factor analysis prior to a regression process, using the structural model. A confirmatory factor analysis is used to categorize the items by its components. Figure 3 is the final model for a confirmatory factor analysis. The figure shows that the model is the first order construct where every construct has at least 5 items. Before the pooled factor analysis is conducted, every construct has more items, but all the items with factor loading lower than 0.6 were dropped from the model. All items in construct ATT have a very high factor loadings, ranging from 0.87 (ATT4) to 0.93 (ATT3, ATT4 and ATT6). For KOK construct, all the items also have a very high factor loadings, ranging from 0.84 to 0.94. The factor loading for items in the CS construct ranges from 0.79 to 0.90. All items can represent the construct very well. The model has achieved its goodness of fit where, the rules of thumb for every criterion was met. The ratio is less than 5 (4.006), rmsea is less than 0.09 (0.083) and the value for cfi and tli are greater than 0.9 (0.964 and 0.958 respectively). The measurement model now can be a model for the structural equation model for regression purposes, as figure 4.

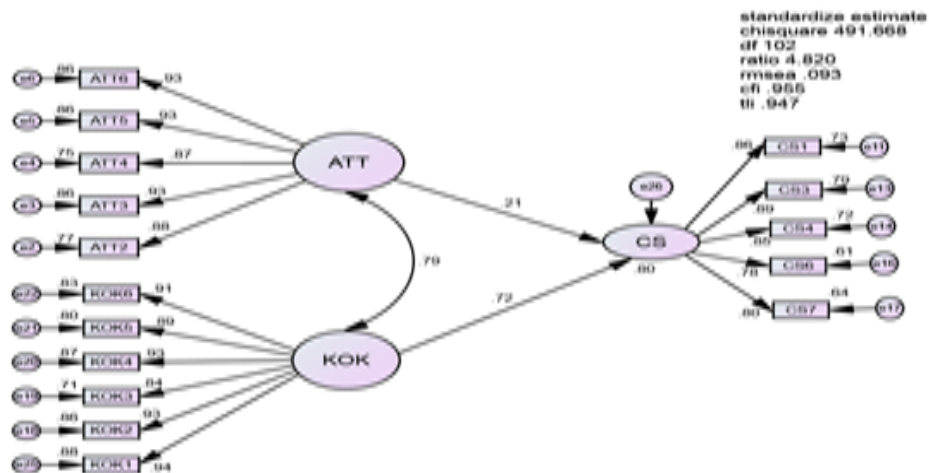


Figure 4. A structural equation model for the relationship between co-curriculum courses, attitude and communication skills of UUM students

Figure 4 is the structural equation model for this study. This model is used to conduct the regression analysis in order to answer research question 2 and 3. The model displayed a standardized output which is a loading factor and cannot be used for hypothesis testing and regression. From the diagram, all the loading factors are very high and has met the minimum requirements of the model. The goodness of fit (GOF) model shows that the model is sufficient to explain the data. The ratio is 4.820 (less than 5), rmsea is 0.093 (less than 1), cfi and tli are 0.955 and 0.947 respectively, which is greater than 0.9.

3.4 Analysis of the Relationship between Endogenous and Exogenous Construct

This section will validate the hypothesis of this study which is to identify the relationship between the endogenous and exogenous construct in the model. The following table explain about the Hypothesis of Acceptance & Rejection

Table 1. Acceptance and rejection of hypothesis

Hypothesis statements	estimator	P value	Results
H1: co-curriculum courses have a significant influence on communication skills	0.550	***	supported
H2: attitude has a significant influence on communication Skills	0.189	***	supported

***significant at 1 percent.

Table 2. Regression weights

Coefficient path			Estimate	S.E.	C.R.	P	Label
CS	<---	ATT	.189	.031	6.066	***	significant
CS	<---	KOK	.550	.040	13.75	***	significant

***significant at 1 percent.

Table 2 shows that attitude and co-curriculum courses significantly influence communication skills. The estimate is 0.189 which means that if attitude changes by 1 unit, communication skills will also change in the same direction, by .189 unit. On the other hand, if co-curriculum courses changes by 1 unit, communication skills will also change in the same direction, by .55 unit.

Table 3. Correlation between co-curriculum courses and attitude

Construct	Path	Construct	Estimator
KOK	←→	ATT	0.79

Table 3 shows the correlation between exogenous construct, attitude and co-curriculum courses which is 0.79 which is less than 0.8 but greater than 0.2. No multicollinearity was found between these two constructs. The correlation value was greater than 0.8 which is an indication of the existence of multicollinearity.

Table 4. Square multiple correlation (SMC), R²

Construct	R ²
CS	0.80

Table 4 shows the R² value for the model used in the study which is 0.80. It shows that 80% of the variation in communication skills can be explained by the variation in co-curriculum courses and attitude, while the remaining 20% can be explained by other exogenous constructs outside the model.

4. Discussion

The findings of this study demonstrate that co-curriculum courses offered by the co-curriculum center, in Universiti Utara Malaysia provide positive impacts to students' communication skills. Co-curriculum courses is compulsory to every student in UUM as part of the requirements to graduate, with a hidden agenda. Students will be exposed to a variety of skills in addition to academic skills. On the part of the university, offering co-curriculum courses is part of their responsibility to equip students with soft skills that are difficult to acquire in class settings. Soft skills such as communication skills, teamwork skills, leadership skills and problem-solving skills are among the important and necessary skills in the workplace. Thus, this study was conducted to examine the effectiveness of offering co-curriculum courses to students of Universiti Utara Malaysia, in enhancing their soft skills, specifically communication skills. The results found that, after enrolling to the co-curriculum courses offered, the level of their communication skills increases. This can be seen from the value of the communication skills' index score. Respondents concur that their communication skills increased by taking co-curriculum courses. Recognizing the need to take co-curriculum courses to all students as their level of communication skills are different, the attitude element has been taken into account as one of the influencing factors. It is proven from this study that attitude has a positive and significant influence on enhancing communication skills, but the influence of co-curriculum courses taken, is more dominant.

As a conclusion, the co-curriculum center in Universiti Utara Malaysia has played an excellent role in equipping students with essential soft skills needed in their workplace, especially communication skills. This is in line with the initial goal of establishing a co-curriculum center which is to offer various courses for the sake of enhancing students' personal quality and soft skills. Even though students' attitude plays a role in improving students' communication skills, but the role of co-curriculum courses outweighs the role of attitude. Therefore, the co-curriculum center of

Universiti Utara Malaysia should continue to strengthen and improve its center in order to continue to improve students' soft skills; not only communications skills but other soft skills too.

4.1 Suggestions for future research

Since the component of soft skills is not limited to communication skills, studies should be conducted to examine the effectiveness of co-curriculum courses offered, to other soft skills. It is interesting to show and compare its effectiveness among the specific soft skills. Co-curriculum courses offered under the co-curriculum unit of UUM consists of the uniform and non-uniform unit. Comparing the level of students' soft skills after they have completed all courses is also worthwhile to study. Research should be done to help the co-curriculum center of UUM, in strengthening their role in equipping students with these soft skills.

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Appendix

Regression weight

Coefficient path		Estimate	S.E.	C.R.	P	Label
CS	<--- ATT	.189	.031	6.066	***	significant
CS	<--- KOK	.550	.040	13.75	***	significant
CS1	<--- CS	1.000				
CS3	<--- CS	1.181	.044	26.606	***	significant
CS4	<--- CS	1.224	.050	24.312	***	significant
CS6	<--- CS	1.054	.051	20.815	***	significant
CS7	<--- CS	1.310	.060	21.818	***	significant
KOK1	<--- KOK	.965	.025	37.959	***	significant
KOK2	<--- KOK	1.000				
KOK3	<--- KOK	.992	.036	27.361	***	significant
KOK4	<--- KOK	.965	.026	36.989	***	significant
KOK5	<--- KOK	.984	.030	32.373	***	significant
KOK6	<--- KOK	1.003	.029	34.217	***	significant
ATT2	<--- ATT	.958	.032	29.869	***	significant
ATT3	<--- ATT	1.025	.029	35.367	***	significant
ATT4	<--- ATT	.990	.034	29.122	***	significant
ATT5	<--- ATT	1.012	.028	35.736	***	significant
ATT6	<--- ATT	1.000				

*** significant at 1 percent

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