

Rescripting the Future of Juvenile Education Program: Implementation and the Challenge for Juvenile Trainers

Mohd Al'Ikhsan Ghazali¹; Siti Salwa Md. Sawari² & Raihana Mohdali³

¹Islamic Civilization Academy, Faculty of Social Sciences and Humanities, Universiti Teknologi Malaysia.

²Kulliyah of Languages and Management, International Islamic University Malaysia.

³Third Razak Faculty of Technology Information, Universiti Teknologi Malaysia.

Abstract:

The existence of the juvenile education program in collaboration between the Ministry of Education Malaysia (KPM) and the Malaysian Prison Department proved the implementation of National Philosophy of Education (NPE) as practical. Opportunities in education surrounded by these barbed fences and high walls are an intellectual step in ensuring education, and that justice can be harnessed by all levels of society. Although this educational system has existed since long, many people are still not aware. Thus, this article intends to discuss the implementation of juvenile education program and educational challenges for juvenile prison officer trainers in the Malaysian Prison Department. The outcome is expected to be an improvement and harmonization of the education system for juvenile trainers.

Keywords : Education, Juvenile, Management.

1. Introduction

Juvenile issues in Malaysia are becoming hot topic among academics (Kuthoos, Mydin, Endut, Azmawati, Hashim, Hashimah, & Selamat, 2016, Mustafa, 2017). This is because of the increasingly acute problem that had many negative effects on the development of youngsters in Malaysia. The fall of a civilization is closely linked to the achievement of youth regardless of race and place. This statement proven by exploration in the past history. The great names of ancient times such as the Sultan Muhamad al-Fatih also the greatness of Ashab al-Kahfi in the Qur'an until modern times such as Mark Elliot Zuckerberg also recognized the greatness of young people in contributing to the progress of a nation. Juvenile is also one of the big

groups of youth. In discussing juvenile cases, they are also conferred with their own strengths, but the path they choose to deviate from what is said to be thruth Road. Therefore, these groups should be helped to ensure that they do not continue to slip from the truth path and thus help in the development of the country.

2. Causes of Juvenile Delinquency

Uncover the cause of a problem is one of the wise ways to deal with the problem. Based on the research conducted by Kamal (1998), juvenile delinquency arises from the low level of education, lack of education and care of the family, especially in terms of religious education, family background, family behavior, economic opportunity, emotional stress, media influence, environmental stress, perceptions of self, family and society. Thus, the above statement proves that lack of knowledge is a major factor of juvenile problems and is indirectly one of the solutions to assist these groups. Hence, providing relevant platforms is important in helping the juvenile whether to build self-esteem and self-esteem and self-reliance.

Azizi, Yow and Amir Hamzah found that Vocational, Religious Science and Counseling Program were able to rehabilitate adolescent behavior compared to Academic and co-curriculum programs. Roughly, the results of their studies support the importance of knowledge in rehabilitate adolescent behavior. Other then this factor, social economic income also found significantly can contribute towards rise of juvenile delinquency problems. According to Hasan (2004),

"In this study, it appears that juveniles coming from low socio-economic families are more vulnerable to commits crime than juveniles who have high-income guardians. The majority of juveniles are involved in stealing, drug trafficking, escape from home and others related to socio-economic families. "(p. 10).

Referring to the above study, it is evident that the family socio-economic status (SES) is important for

the development of self-identity and youth, in other words a good socio-economic family is one of the solutions to help the juvenile. Additionally, authorities can concrete to improve of citizen SES in order to decresed juvenile delinquency problems.

Despite of this, Husin (2011) found that peer influence was a major factor in the decline of morals among youth. Although Husin's study (2011) refers to the causes of adolescent moral decadence in general, it does not place juveniles outside the group. By knowing the cause of the problem (peer influence), it can also contribute in helping the juvenile, who can directly help them improve the overall quality of life.

Nevertheless, Husin (2011), and Othman and Norazmah (2011) found that self-esteem is the most important factor in influencing teenagers involved in social problems rather than peer and environment influence. This result based on study done at Tunas Bakti School, Lereh River, Melaka. Their study can be a benchmark for helping the juveniles and improving morals is a fundamental thing for self-development.

Other than mention factors, there are few studies discover that religions understanding play a role in influencing people behavior. Among the studies that highlight this is, Norfadilah and Zakaria (2014) on the development of spiritual al-Muhasibi (Sufi figures) who are trying to be one of the ways to deal with social problems. In addition, the moral education of Ibn Miskawayh's views by Rokhim (2009) and the approaches discussed by al-Ghazali on morality in the Salasiah (2008) at the Negeri Sembilan Islamic Religious Council Counselling Centre. Sequence from this, it is understandable that education is one of the key platforms in helping youngsters upgrade their lives in a more positive direction.

3. Education at Juvenile School

To assist the juvenile offenders to improve themselves in academic, co-curricular and personality aspects, Ministry of Education Malaysia (KPM) and the Malaysian Prison Department has established the Henry Gurney School (SHG) and the Integration School (SI). AT the begging, Henry Gurney School's General Policy is establishment based on (Borstal Institution - England) 1900 to shape the attitude of personality and the responsible attitude of the inhabitants towards the perfection of a prosperous and productive social life to the nation. Among its features is that the trainer has its own character and talent and can develop creativity and affection for a good life. Not only that the services are equally and according to the rules by the Officers and the Borstal system are mutually knit together and trust each other is the pillar of development within this school (Department of

Prison, 2017). In 2008, the establishment of this school has evolved into eight schools known as two Sekolah Hendry Gurney (SHG) and six Integration Schools (SI). Now the number of schools has increased to eight SIs and four SHGs nationwide (Ministry of Education, Malaysia, 2017).

The management and administration of these schools are regulated under the Education Sector and the Prisons Department of Malaysia. The Ministry of Education is responsible for managing the deployment of teachers and operations of all SI and SHG, they also manage Juvenile and Juvenile Technical Committee Meetings (Ministry of Education, 2017). Additional infrastructure and student learning needs such as textbooks are subject to requests from the Department of Prisons Malaysia (Ministry of Education, 2017). Education participation is mandatory for Juvenile trainees, which is intended to assist trainees with discipline, morals and excellence problems (Budin, 2014);

"The construction for prison school has been established since long and their development together with the challenges and needs. School civilization takes place physically, mechanically and in the management system. This is because the school needs to be ready to accept the juvenile diversity to be placed there. Juveniles placed in prison schools have disciplinary and moral problems. Prison schools have the objective of solving the problem as well as seeking excellence. The objective can be achieved because teaching and learning approaches are conducted in a fairly controlled environment "(p. 102).

Referring to the administrative system in each school, it is administered by a supervisor with three Assistant Supervisors (Assistant Academic Supervisor, Co-curriculum Assistant Supervisor and Assistant Student Affairs Supervisor). The education process is being implemented by eight Education Service Officers who are in charge of each subject and assisted by Counselling Teacher, Inhabitation Teacher and Religious Teacher (Prison Department of Malaysia 2009 taken from Budin, 2014).

The education system for Juvenile trainees is different with normal school when only five classes are required here, the classes are 3R classes, Pre PMR, PMR, Pre-SPM and SPM (Ministry of Education, Malaysia, 2017). The most basic class of 3R is created as there are still trainees who still fail to master reading, writing and arithmetic skills (Budin, 2014). According to him, trainees in Juvenile schools are required to sit for the he Malaysian Certificate of Education (SPM) examination. They are registered as private candidates and receive exemption privileges for examinations. Six core subjects and elective subjects will be taken by trainers (Budin, 2014).

Apart from academic mainstream, trainees are also offered with skills and programs of higher education (Mohamad Umbaik, 2012). The skills mainstream is a program under The Malaysian Skills Certificate (SKM). First level was operated by The Malaysian Skills Certificate and Competency Skills Certificate under the Construction Industry Development Board CIDB program. While the higher education program is a newly implemented program, it is a collaboration between University of Malaya (UM) and the Open University of Malaysia (OUM), involving seven young inmates. However, this higher education program is only implemented at the Kajang Integrity School. To ensure that juvenile trainees are able to enjoy a fair formal education system it is hope that this higher education program can be implemented in all SHGs and SIs across the country.

4. Challenge for Juvenile education

In implementing holistic and unbiased education system, there are some obstacles that need to be addressed. Among this obstacle are a confined and restricted environment within a prison fence that causes limited implementation of education. This is evidenced by interviews with a teacher in Juvenile School which was published in the news, Adrine (2017);

"Teachers need to give different motivation and approach because teaching and learning time is very much influenced by student backgrounds, teaching and learning methods that are different from outside. Approaches such as group work, presentation sessions and drills are continuously used for the teaching session".

Apart from that, the challenges faced by educators in implementing quality and fair education are the dilemma of low self-esteem feelings and the lack of confidence that will influence the learning process. This affects harmony and continuity in the education process (Adrine, 2017).

Not only that, the limitation of the area and the relationship with the outside world also contributes to a challenge and constraint to the implementation of competent education for juvenile trainees. The education restriction behind iron blinds has slightly differentiated the implementation of teaching and learning to trainees (Mohamad Umbaik, 2012). This difference requires teachers to work harder to make the teaching and learning process more creative and interesting.

Additionally, the educational challenge for juvenile trainees is their limited educational ability. Evidenced from the exam result, there are among the trainees who still fail to master the main 3R basis, read, write and

arithmetic. Although they have reached the age of 15, these students are categorized as illiterate, all of them are placed under the early educational stages (Utusan Online, 2012). This shows the importance of the implementation of formal education for these juveniles.

5. Conclusions

In conclusion, helping the juvenile is a big issue and requires support from all parties without any exception, therefore education for juvenile trainees is essential to ensuring fair self-development in the enjoyment of all life walks. Through education, various aspects can be dealt with frugally and carefully. Education will help reduce the severity of crime and ensure the peace and prosperity of the nation in the future.

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