

# Methods to Overcome Disciplinary Problems in Southern Johore Giat Mara Center

Nor Aishah Abdul Aziz, Mohd Zolkifli Abd Hamid, Ismail Saliyan

**Abstract:** *One of the primary challenges faced by Skill Training Institutions in Malaysia is finding appropriate cure for disciplinary problems among trainees. Therefore, the objective of this research is to identify disciplinary problems in Skill Training Institutions, such as Giat MARA Center in the state of Johore and methods implemented by the trainers to address the problems. The research used a qualitative approach based on multiple case studies design. The samples for the study based on purposive sampling were selected trainers who have served 10 years or more. Data were gathered via episodes of in-depth interviews, direct observation during theoretical and practical teaching sessions of trainers and document review of trainees' wrong behaviors. Data were analyzed inductively by applying thematic analysis through open, axial and selective coding. Data showed that trainers implemented various methods such as being considerate, giving advice and motivation through value attributes and religious aspects and punishment method where necessary to address these problems. Further analysis of the findings produced themes that were used to develop several approaches based on religion, humanity and punishment method. The role of religion in moulding the characters and personalities is seen as an important resource with emphasis on programs that educate the soul to be obedient to God. Meanwhile, humanistic approach emphasizes the inculcation of moral values in the life of the trainees while the punishment approach is meant as an educational process to be more responsible for all offenses committed. The approaches can be used to aid trainers in overcoming the disciplinary problems among trainees of Johore Giat MARA Centers, in accordance with the nature of the problems.*

**Index Terms:** Skill Training Institutions, disciplinary problems, trainers, trainees

## I. INTRODUCTION

### A. Research Background

Kamarulzaman [1] stated that the skills-based education system or better known as Technical and Vocational Education (PTV) is a system capable of producing innovative, productive, creative and well-respected workforce. However, PTV is no exception in facing various

of problematic trainees especially when dealing with disciplinary problems in skill based training centers. Students' attitudes nowadays are very indifferent and some act out of normal behaviors. Minghat, et al. [2] stated that initially, PTV is an educational system that provides specialized training for technical skills. But today, PTV also emphasizes on producing trainees with noble characters and good behaviors.

Teenagers' disciplinary problems as well as efforts to deal with them should be the key agenda in managing Skills-based Training Centers. Giat MARA Center is also not excluded from facing disciplinary problems amongst trainees. Some examples of research on issues of disciplinary problems among Giat MARA trainees were carried out in previous studies [3-5]. Among the issues highlighted by the researchers are disciplinary problems amongst trainees as well as negative perceptions of the community at large towards Giat MARA Centers regarding those problems. Among the disciplinary problems are vandalism, truancy, smoking, drug abuse and involved in various unpleasant social activities.

### B. Research Backgrounds

1. To identify types of disciplinary problems, factors contributing to the achievement among trainees at Southern Johore Giat MARA Centers.
2. To identify problems faced by trainers and current strategies implemented to overcome the problems of trainees' discipline during the Teaching and Learning process at Southern Johore Giat MARA Centers.
3. To produce an appropriate approach to address disciplinary problems amongst trainees at Southern Johore Giat MARA.

### C. Theoretical Framework

In the Research Theoretical Framework (Fig.1), researcher used adolescent Theory of Deviance, Philosophy Education of MARA and Integrated Education Models as main guidance to the research.

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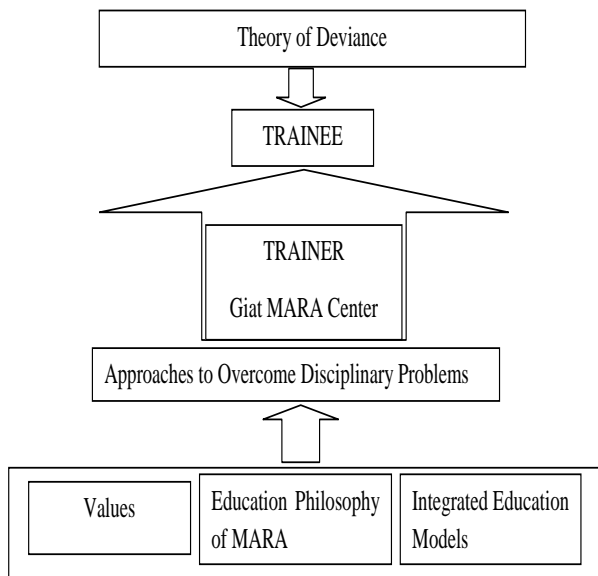


Fig. 1. Theoretical Framework

II. LITERATURE REVIEW

Noordin and Dan [6] said traditionally, the goal of education is to produce students who are intellectual, well verse in variety of skills and positive towards empowering knowledge. But the goal of this tradition is to be integrated with the goal of morality. The combination of intellectual potentials, skills, attitudes and noble characters will produce students who can utilize knowledge in order to draw closer to Allah SWT.

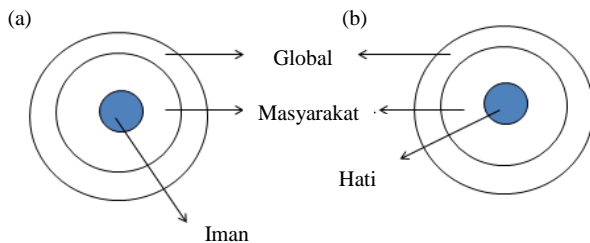


Fig. 2. The Nukleitic Model is based on (a) faith and (b) the kindhearted for the public at large [7].

This model is based on purification of the heart. It is related to the Islamic Philosophy of Faith in driving human to obey Allah SWT (Fig. 3). This model is also associated with 16 values in the National Philosophy of Malaysia Education as well as the elements of JERI (physical, emotional, spiritual and intellectual).

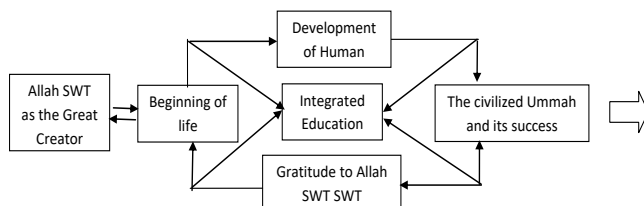


Fig. 3. Redistribution Model – Holistic Educational Concept [8]

Giat MARA Center is one of the well-known skill-based training center in Malaysia under the entity of Majlis Amanah Rakyat (MARA). Giat MARA provides

opportunities for dropout teenagers who are jobless by encouraging them to participate in these programmes. Currently there are 231 Giat MARA Centers throughout Malaysia and most of the teenagers study in Giat MARA Center in the year 2014 compared to other Malaysian skill-based institutions [9].

III. RESEARCH METHODOLOGY

Qualitative method on multiple case studies design is used to identify the actual disciplinary problems occurring in Southern of Johore Giat MARA Centers. The population of the study was the trainers in all nine (9) of Giat MARA Center, Southern of Johore amounting of 70 people. The researcher used purposive sampling techniques to choose participants. Participants comprise trainers of Electrical Wiring courses that have served for more than 10 years. Furthermore, researchers also use triangulation methods to improve the reliability of the research design and methods (Fig. 4).

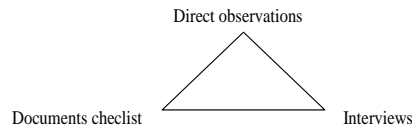


Fig. 4: Triangulation techniques carried out in the research [10]

IV. RESEARCH FINDINGS AND ANALYSIS

Based on the findings and data analysis through the Thematic Analysis method, the types of disciplinary problems at Southern of Johore Giat MARA Centers have been identified. Furthermore, the trainers’ approach were obtained to help in addressing the trainees’ disciplinary problems. Researcher discovered that the appropriate approach to overcome disciplinary problems among trainees is a holistic and integrated approach that include religious, humanistic and punishment approaches (Table 1).

Table 1: Research Findings

SUBCATEGORY	CATEGORY	THEMES
Truancy, late to classes and workshop, Smoking, drug abuse, fighting, stealing, disobey instruction,	Disciplinary problems	N/A
Previous negative experiences, family problems, Negative attitude of trainers, dislike attending religious classes, lack of motivational courses	Factors of disciplinary problems	N/A

Drop out from training Unsatisfactory results of performance Problems with employers of industrial training	Impact of disciplinary problems	N/A
Lack of knowledge of counselling, psychology and pedagogical knowledge	Problem of trainers	N/A
Pure value - kindness, love, tolerance, sympathy, motivation element, building rapport with trainees	Methods to overcome disciplinary problems	Humanistic Approach
Religious values - advice, <i>fardhu Ain</i> , <i>tazkirah</i> , preaching sessions Physical and emotional punishment- paying a little amount of money, running around the building, physical exercise and marching	N/A	Religious Approach  Punishment Approach

The Models of Integrated Education that have been selected as guidance are still relevant regarding the issues being studied as they are very close to the development of teenagers' potentials and the development of the soul for well being in life. This approach is best suited for severe disciplinary problems such as drug abuse, fighting, stealing, serious truancy, smoking, disobey instructions and attitudes as it rooted from mental problems and lack of proper guidance in life.

Fig. 5 starts with the main input to the Holistic Approach to address disciplinary problems through themes that have been produced from analysis. The input of the approach is in the form of religious, humanistic and punishment approaches. These approaches are further refined as shown in Figure 4. Religious approach emphasizes on the aspect of heart purification; humanistic approach emphasizes on the development of noble personalities while the punishment approach is for trainees to realize that every human being is subject to being responsible for any mistakes and wrongdoings that have been committed by them.

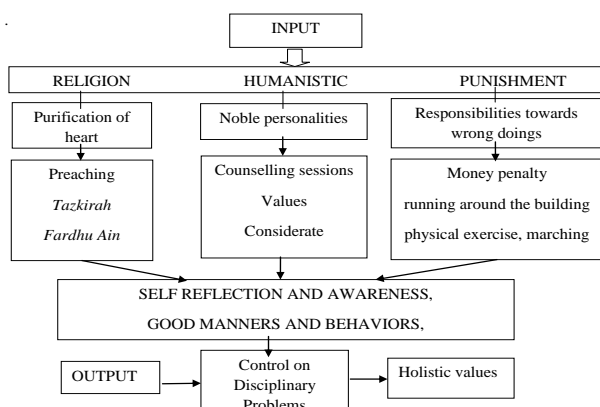


Fig. 5. Skill-based Educational Holistic Approach

### A. Religious Approach

The approach of religion in educating trainees is seen as an effective approach in the form of practice in everyday life.

Religious approach from Islamic perspective is recommended; considering that majority of the trainees at Giat MARA Centers are Muslims. Religious approaches should be practiced in accordance with the *firman* of Allah SWT in Surah An-Nahl, verse 125 which means:

"Call upon the Path of your Lord with wisdom and good advice and debate with them in a better way. Lo! Thy Lord is Best Guardian of those who are astray in His way. And He is the Best of those who are guided."

Through the above verse, Allah has taught mankind that there are three basic approaches to guide human kind towards goodness. The basic approach is by practicing gentleness, good advice, choosing speeches that touches the heart of the trainees and does not lead to conflicts and impairment of human relationships. Teenagers are full of stress and emotional disorders. A wise approach is needed to capture teenagers' attention towards positive changes in oneself. Trainers need psychological skills so that the approach has charms that touch the hearts and feelings of teenagers to appreciate the advices given.

According to Haridi [11], for decent teenagers, it is possible to carry out religious programs unlike the troubled teenagers. For example, teenagers today love art activities such as singing, acting, and reading. Therefore trainers must have the skills in planning programs to create psychological attraction for teenagers to participate in religious activities. In other words, in order to have positive impact in practising religious values by trainees, religious activities should be systematically and consistently planned so that the good values always remain within one's heart. In view of this, it can be seen that Southern of Johore Giat MARA Centers strives to organize periodic religious programs and activities so that trainees are educated with religious values and are not easily influenced by negative activities. Through this study, the trainers themselves agreed that religious programs and activities are the main methods that could assist trainees to practise religious aspects in their daily lives.

### B. Humanistic Approach

Through interviews and direct observations in theoretical and practical classes by trainers, researcher discovered that some methods are being implemented by them in addressing the problems of trainees' disciplines. One of the methods is the inculcation of values applied by the trainers. The values inculcated by the trainers during the Teaching and Learning process are values of love, kindness, tolerance, sympathy, rationale and providing advice.

Through interviews and direct observations in theoretical and practical classes, the trainers' own experience is also important as they are always in conjunction with the trainees within a long period of time. Among the humanistic approach applied by the trainers of Giat MARA Centers are kindness, showing affection, tolerance, rational attitude, advice, motivation in the form of encouragement and support, building close relationships with trainees. The biggest challenge is when these trainees have been labeled as troublemaker



during school, including their stubborn attitude and breaking the rules.

Generally, trainers admitted the importance of values to be applied during Teaching and Learning process since these disciplinary problems rooted from school days before entering Giat MARA Center and also trainees who suffer from various family problems. Trainers deeply understand the importance of educating trainees with good values. However, they are having difficulties resulted from lacking of sufficient counselling and psychological methods to guide them especially when dealing with trouble maker trainees.

In the value of kind-hearted and compassionate, trainers tolerate with trainees, examples; in giving extra time for trainees to complete their practical tasks due to truancy cases. This is because there are trainees who work on part time basis to accommodate subsistence. Similarly with the tolerance and sympathy from the trainers towards trainees. Trainers are tolerant even though trainees came late to class. Vice versa, trainers show an open attitude with the problematic trainees to prevent conflict between them.

Regarding with giving motivational elements to the trainees, trainers basically practiced two methods; psychologically as well as through co-curricular activities. Through motivational methods, trainers applied psychological elements on trainees. This method is to avoid trainees from feeling inferiority complex with their previous achievement at school level and to enhance confidence so that trainees can achieve success in future. For the purpose of stimulating their enthusiasm during the learning period at Giat MARA Center, the trainers encourage trainees to enter skills competitions throughout Malaysia. Indirectly the trainees felt being appreciated because their trainers are supporting them with the competition.

Furthermore, there are also Giat MARA Center that motivate in terms of promoting outdoor activities that can stimulate trainees to be more enthusiastic to learn in their related field. They appreciate it, given the fact that they did not have such opportunity at school. Building close relationships or rapport with trainees is also one of the most effective ways to identify the problems of the trainees. This resulted in planning strategies to help trainees overcome their disciplinary problems. According to Yahaya, et al. [12], educators are important parties in educational institutions in addressing students' issues. Furthermore, educators need to develop good interaction and relationship with students so that students have faith in their educators to guide them [12]. Teachers themselves assert that close relationships with trainees will reduce the number of disciplinary problems.

### C. Punishment Approach

In addition, the trainers also sometimes carry out a system of punishment in disciplining the negative behaviors of the trainees. It can alert trainees for their mistakes as when skipping classes and not completing their practical and assignments. The findings of the study show that the methods of punishment can be categorized into two types, physical and emotional punishment. In the context of punishment approach, it is not in the form of tormenting such as public

caning or standing under the heat. Instead, it is about creating awareness among trainees to be more responsible for each of their mistake and be prepared to be punished if necessary. Examples of other punishments to create awareness are paying a little amount of money, running around the building, physical exercise and marching. However the amount of money collected will be spent by having dinner at the end of the semester. The exercises are meant for them to be physically fit due to waking up late in the morning.

### V. CONCLUSION

Obviously the trainers' role of Giat MARA Center plays very challenging duties. Prior to the needs for them to train trainees in mastering their skills as well as to solve their disciplinary problems to become a more better person in their everyday life and future, the trainers had to undergo intensive courses. In addition, trainers are dealing with a generation that lives in the sophisticated era of information telecommunications technology. They communicate more with current information and development of the world through smart communication tools rather than communicate with people around them.

Trainers also feel that it is important for them to educate trainees through religious methods as it is a major factor for trainees to transform themselves into noble human beings. Their obedience to Allah the All Mighty becomes the starting point in dealing with various problems in their life. This is because Islam comes to purify the cautious of mankind so that their life is guaranteed in the hereafter. By performing good deeds sincerely to Allah and avoid negative activities that will harm them, their life will become more pleasant and happy, thus reducing stress in advance.

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