

## ANALYSIS OF DEVELOPMENT STRATEGIES OF THE MALAYSIAN MINISTRY OF EDUCATION IN STUDENT DEVELOPMENT IN MALAYSIA

### *ANÁLISE DAS ESTRATÉGIAS DE DESENVOLVIMENTO DO MINISTÉRIO DA EDUCAÇÃO DA MALÁSIA NO DESENVOLVIMENTO ESTUDANTIL NA MALÁSIA*

---

**Rosmawati binti Yusof Othman**

Universiti Sultan Zainal Abidin (UNISZA), Malaysia

[rosmawati.othman@moe.gov.my](mailto:rosmawati.othman@moe.gov.my)

**Zuraidah Juliana Mohamad Yusoff**

Universiti Sultan Zainal Abidin (UNISZA), Malaysia

[zuraidahjuliana@unisza.edu.my](mailto:zuraidahjuliana@unisza.edu.my)

---

#### **ABSTRACT**

The education system based on the National Education Philosophy (FPK) is the backbone of national development that provides knowledge and skills to each generation to drive economic growth and prosper the country. Therefore, Malaysia needs to implement major changes in the education system to improve the holistic development of students. However, this desire is faced with the decline of discipline among school students which is a major challenge in the world of education in Malaysia. Hence, this study was carried out to examine the strategy or approach of the Malaysian Ministry of Education (KPM) in shaping the development of students to reduce discipline problems in schools. KPM as a ministry managing the education system in Malaysia has implemented several strategies such as the Specialized Circular Letter (SPI), Student Excellence Personality Program (SUMUR), Student Database Application (APDM) and so on to shape student development and curb student discipline problems. Nevertheless, the issue of disciplinary misconduct involving students continues to occur mandating this study to be carried out to identify the effectiveness of the strategy by KPM based on the findings of previous studies. In addition, this study also provides a new approach through the Student Development Model which is formulated based on the combination of two ideas, namely the idea of IMS and the idea of Flexible Education with Soul (FlexS) which is aligned with FPK.

**Keywords:** Development strategies, Student development, Student Development Model.

#### **RESUMO**

O sistema educacional baseado na Filosofia Nacional de Educação (FPK) é a espinha dorsal do desenvolvimento nacional que fornece conhecimento e habilidades a cada geração para impulsionar o crescimento econômico e prosperar o país. Portanto, a Malásia precisa implementar grandes mudanças no sistema educacional para melhorar o desenvolvimento holístico dos alunos. No entanto, esse desejo é confrontado com o declínio da disciplina entre os alunos, o que é um grande desafio no mundo da educação na Malásia. Portanto, este estudo foi realizado para examinar a estratégia ou abordagem do Ministério da Educação da Malásia (KPM) em moldar o desenvolvimento dos alunos para reduzir os problemas de disciplina nas escolas. O KPM como um ministério que gerencia o sistema educacional na Malásia implementou várias estratégias, como a Carta Circular

Especializada (SPI), o Programa de Personalidade de Excelência Estudantil (SUMUR), o Aplicativo de Banco de Dados Estudantil (APDM) e assim por diante para moldar o desenvolvimento dos alunos e conter os problemas de disciplina dos alunos. No entanto, a questão da má conduta disciplinar envolvendo alunos continua a ocorrer, exigindo que este estudo seja realizado para identificar a eficácia da estratégia do KPM com base nas descobertas de estudos anteriores. Além disso, este estudo também fornece uma nova abordagem por meio do Modelo de Desenvolvimento do Aluno, que é formulado com base na combinação de duas ideias, a saber, a ideia de IMS e a ideia de Educação Flexível com Alma (FlexS), que está alinhada com FPK.

**Palavras-chave:** Estratégias de desenvolvimento, Desenvolvimento do aluno, Modelo de desenvolvimento do aluno.

## Introduction

Education plays an important role in realizing Malaysia's desire to become a developed and modern country through the application of positive values in society. The national aspirations translated through FPK have become the basis of the education system in Malaysia by focusing on the formation of good, comprehensive and integrated students (Chua, S.S., 2024). FPK's intention "*Education in Malaysia is a continuous effort towards further developing individual potential in a comprehensive and integrated manner to create a balanced and harmonious person in terms of intellect, spirituality, emotion and body (JERI) based on faith and obedience to God. This effort aims to produce Malaysians who are knowledgeable, skilled, of noble character, responsible and capable of achieving personal well-being as well as contributing to the harmony and prosperity of the family, society and country*" can explain that the former education that emphasized excellent academic achievement has shifted to the direction of the formation of a balanced student from the JERI aspect (Puteh, A., 2017).

Therefore, all the efforts to shape student development carried out by the schools support the KPM's efforts in ensuring that all students are evaluated based on three main aspects, namely academic development, co-curricular development and student personality development (KPM, 2016). The role of KPM is very necessary in the process of shaping students' development in order to produce a quality generation. KPM is a government agency whose role is to bear the responsibility of shaping the superior personality of students (Musa, N.A., 2022) by launching various strategies at the national level (Zakaria, I., 2021) such as the

Circular Letter (SPI), the Student Excellence Program (SUMUR), Student Database Application (APDM) and many more. This is aligned with the KPM's goal which always strives to implement various prevention programs involving disciplinary issues to provide awareness and guidance towards becoming excellent students (Sahaludin, A., 2023). The positive action from the KPM reflects its earnestness in supporting FPK's wishes and the national education vision of "Quality Education, Educating the People and Enriching the Nation" (KPM, 2017; Etum, S., 2021).

Nevertheless, the country's education system is still facing difficulties in shaping student development because the issue of student discipline continues to occur and is a topic of discussion for many parties. The evidence is that there is an increase in crime rates and cases involving youth social issues as well as moral decay involving young people (Syamila, 2020; Musa, N.A., 2022) and KPM data shows that student misbehavior is still high (Musa, N.A., 2022). Therefore, a Student Development Model based on elements of student development in FPK combined with the idea of IMS and the idea of Flexible Education with Soul (FlexS) needs to be implemented in line with the strategy by KPM.

## **Research Method**

This study was conducted using a qualitative approach which involves content analysis. The method is used to analyze text data in various formats and categorized in order to provide an understanding of the phenomenon being studied (Hamid, Z., 2019). In addition, content analysis allows the researcher to draw realistic conclusions related to the data collected (Bengtsson, 2016 in Hamid, Z., 2019). The method is seen as relevant and very appropriate (Rashidi, M.N., 2014) because this study aims to identify the elements of student development in FPK that are found in every strategy implemented by the KPM. The content study was carried out to gain a deeper understanding of the student development criteria contained in the FPK and its importance in improving the level of student discipline. The understanding of each KPM strategy in shaping the student's development and its effectiveness was also studied through the highlights of several relevant articles.

The selected articles were published from 2017 to 2024. The researcher used the keywords "KPM strategy", "KPM approach", "student development" and "student discipline issues". The researcher also highlighted articles in the form of proceedings, official documents and handbooks to identify the strategies that have been implemented by the KPM in shaping the student's development.

Next, the data and information obtained from the content analysis study are analyzed qualitatively, which is inductive and thematic. In the inductive approach, the process is done from the general to the specific. The inductive approach begins with detailed observations in general situations and then moves towards formulating more specific views or conclusions when the study is completed (Mohamed Yusof, M.F., 2019). Researcher also combine inductive and thematic approaches to categorize data and form matching themes (Mohamed Mokhtar, M., 2018). A thematic analysis was carried out on general information related to the KPM's strategy by identifying its relationship with the 13 elements of student development in FPK that are applied in each strategy.

### **Student Development**

The main goal of FPK towards student development is to focus on the holistic achievement of students (Chua, S.S., 2024). Based on these goals, the development of students in a holistic and integrated manner becomes the main focus of the national education system by emphasizing the development of students in various aspects (Rosli, S., 2022). Student development is a process of forming student success that can be evaluated based on behavioral changes after undergoing a learning session whether formally or informally (George Jette, J., 2020). Student development can also be termed as 'outcome' or the production of a perfect human form as stated in FPK (Rashed, Z.N., 2021). According to Lee (2016) and Rashed, Z.N. (2021), the level of achievement of a school is assessed based on the achievement of students highlighted through excellence in examinations. Nevertheless, Rashed, Z.N. (2021) stated that student achievement is not assessed through academic achievement alone but involves the assessment of effectiveness in academic, co-

curricular and character development aspects as stated in the Malaysian Education Development Plan (PPPM) 2013-2025.

Based on the PPPM 2013 - 2025, there are six characteristics of student development that are to be formed which are knowledgeable, thinking skills, leadership skills, bilingual skills, ethical and spiritual as well as national identity (Rashed, Z.N., 2021). These features are parallel with the criteria of student development in the Malaysian Education Quality Standard wave 2 (SKPMg2) which focuses on academic development, co-curricular development and student personality development (KPM, 2016; Rashed, Z.N., 2021). According to the Islamic perspective, the student development will form human capital that appreciates pure, ethical and highly disciplined values. The element of discipline is prioritized in the life of Muslims as shown by the Prophet SAW. His life was full of discipline and was considered an example of a great leader by his followers. The Word of God in the Quran (33:21); "*Indeed, the Messenger of God (Muhammad) has a good example for you who hopes for (a meeting with) Allah and the Hereafter and remembers Allah a lot*" (Musa, N.A., 2022).

Therefore, the student development needs to meet the criteria of a real Muslim and make the teachings of Al-Quran and As-Sunnah as a guide for life (Wan Abdullah, W.N., 2016). This is in line with the efforts of the Malaysian government which has given priority to elements of faith and tauhid in education (Rajikal, W., 2020). This effort can be seen through the Philosophy of Islamic Education (FPI) which is "*Islamic Education is a continuous effort to convey knowledge, skills and appreciation of Islam based on the Quran and the Sunnah. Islamic education aims to produce perfect human beings who have attitudes, skills, personality and outlook on life as servants of God who are responsible for building themselves, society, the environment and the country towards achieving goodness in the world and eternal well-being in the afterlife*" (Proceedings of the International Conference on Humanities Studies, 2019). Therefore, it can be seen that the goal of education in Islam is in harmony with the intention of FPK which covers the balanced development of the entire human personality (Makkah World Muslim Education Conference, 1977; Sembiring, I.M., 2020). It also attaches importance to the

education of aqidah, morals, intellect, physical, spiritual etc. based on Islamic principles found in Al-Quran and As-Sunnah (Lubis, M.A., 2016).

Furthermore, the creation of student development based on the wishes of FPK by strengthening the elements of belief in the learning process will develop the student's monotheism that everything in this world does not happen by itself but has been created by Allah SWT. Monotheism will be able to form a student who surrenders his obedience to the Creator in every act and activity. This obedience will form noble morals through self-awareness as a servant and practicing pure values as a sign of gratitude for all the gifts of Allah SWT. As a result, the formation of high spirituality in a student will prevent them from committing crimes or vices called integrity and courtesy (Rajikal, W., 2020). Not only that, the development of students who are formed based on the elements of belief and monotheism can produce a student who benefits the well-being of mankind. They will also develop into His obedient servants by abandoning all evil. This is because of their belief that every deed will receive its reward in the afterlife (Wan Abdullah, W.N., 2016). The words of Allah SWT in Surah al-Zalzalah (99:7-8); *"So whoever does a particle's worth of good, he will surely see (the reward). And whoever commits an evil of the weight of a particle, he will see the (retribution)"*.

Next, the student development will form students with humanitarian spirit, who care more about others in society, think critically and play a full role as human beings. This is important to instill in students in the face of the challenges of the 21st century world development, especially involving Artificial Intelligence (AI) technology which has caused the spirit of humanity to be lost (Guo, S.G.H., 2023; Chua, S.S., 2024). Therefore, the aspect of student development is used as a shield so that students can develop into citizens who have mastery of knowledge and skills, have noble character, are responsible and have the ability to achieve personal well-being as outlined in the Fifth Standard in SKPMg2. Students also need to be exposed to the Islamic environment in order to produce students who have a way of life, a way of thinking and a way of acting according to the true teachings of Islam. This can be applied through an efficient school management and a conducive school

environment so that students become more educated and able to reach their full potential (Mohd, R., 2019).

### **Kpm's Strategy In Student Development**

The Malaysian Ministry of Education (KPM) is always committed to supporting the trust to ensure that the country's education system continues to move forward. The Education Act 1996 has clarified the roles and responsibilities that need to be carried out by people in education and even the PPPM 2013 - 2025 also outlines several initiatives to ensure that students are aligned with the wishes of FPK. Therefore, KPM has implemented various approaches in an effort to shape the student development through its role as an educational tool for schools (Hamzah, N., 2018).

### **Student Excellence Personality Program (Sumur)**

A high level of self-respect requires students to practice a way of life based on religion and have a consistent identity regardless of the student's age, religion or background. Therefore, KPM has taken a proactive step by intensifying efforts to shape the personality of students by introducing the SUMUR program. This program has a modular activity concept to meet the needs of students throughout schooling at the secondary level and is accompanied by an assessment aspect that will be able to help towards increasing the student development index (Musa, N.A., 2022). The SUMUR program was introduced by the KPM in 2004 which was the brainchild of Hishamuddin Tun Hussein, the former Minister of Education Malaysia and was welcomed by the Department of Islamic and Moral Education (JAPIM) or now known as the Islamic Education Division (BPI). The program aims to produce students who have commendable personalities which could then be emulated by other students (BPI, 2014).

According to Musa, N.A. (2022), the SUMUR program was first introduced in ten pilot schools of the National Secondary School of Religion (SMKA) and

Government Aided Religious School (SABK) through various modular activities that become additional activities for students. This is so that their free time can be filled with a beneficial learning experience thus preventing them from getting involved with unhealthy activities. In addition to that, the SUMUR program was extended to all SMKA and SABK according to the zones which are North Zone, Central Zone, South Zone, East Zone, Sabah Zone and Sarawak Zone. As a result, a total of 56 SMKA and 159 SABK managed by BPI have successfully implemented SUMUR and this number continues to increase in SABK to reach 226 schools in 2014 (Mat, K., 2018). Next, from 2017 to 2019, the SUMUR program has expanded to National Secondary Schools (SMK) on a pilot basis involving 80 daily SMK to increase the student development index (KPM 2020; Musa, N.A., 2021) and continued to be expanded to 44 selected secondary schools under the management of the Sports, Co-Curriculum and Arts Division (BSKK), Vocational Technical Education and Training Division (BPLTV) and Special Education Division (BP KHAS) (KPM Professional Meeting No. 22, 2020).

In order to realize the goals of the SUMUR program, BPI has issued a Handbook for the Implementation of the Student Excellence Personality Program (SUMUR) in 2014 which explains in detail the four main modules of SUMUR as shown in Table 1.

Table 1 – Contents of the SUMUR Module

<b>STUDENT EXCELLENCE PERSONALITY</b>			
<b>Module A Mutadayyin</b>	<b>Module B Good Language</b>	<b>Module C Selfidentity</b>	<b>Module D Self Appearance</b>
Quality prayer Al-Quran recitation/tadarrus Daily zikr/prayer practice	Respect Help each other Remembrance Appreciate Confident Adjust language	Confident Be patient/persevere Stand your ground Fighting spirit	Dress politely Polite manners Leadership Positive attitude Proactive attitude

Source: Islamic Education Division (BPI), KPM (2014).



Based on the details explained in each module, the Senior Assistant Teacher of Student Affairs (GPK HEM) in collaboration with the SUMUR program coordinator teacher at the school level appointed among Islamic Education teachers needs to carry out an evaluation process for each module and it is carried out in small groups of students. The student evaluation process is done four times for each module or once every two weeks during the two months each module lasts (BPI, 2014). In order to ensure the success of this SUMUR program, the SUMUR Committee at the school is given responsibilities as in Table 2.

Table 2- SUMUR Committee at The School

Position at School	Responsibilities in the SUMUR Program
Principal	Ensuring that each module can be implemented successfully through continuous support, monitoring and evaluation (Mat, K., 2018)
GPK HEM	Implement programs related to student development such as guidance and counseling, courses and motivation (Kasdi, H., 2016; Mat, K., 2018)
Senior Subject Teacher (GKMP)	Ensuring the SUMUR program is implemented in order to improve students' self-esteem and reduce misbehavior among students (Mat, K., 2018)
Coordinating Teacher (Islamic Education Teacher)	Hold SUMUR Committee meetings, plan SUMUR calendars, implement SUMUR main programs and coordinate SUMUR program evaluations (Mat, K., 2018)

### Student Database Application (APDM)

The Student Database Application (APDM) was introduced in 2012 as a result of KPM innovation to increase efficiency in student data management. Before APDM, administrators faced difficulties in obtaining complete student data and it took a long time to obtain information because the information management system was run manually. In order to overcome this weakness, KPM introduced the Student Information System (SSM) in 2005 to store the data of primary and secondary school students in Malaysia by using Database Software which is Microsoft Access, stand alone and used offline (Norin & Abdul Said, 2019). Along with the passage of time and the rapid development of technological sophistication, KPM has innovated by

replacing SMM with APDM in February 2012. This replacement was done to overcome the problem of student information that is not up-to-date and incomplete, also the duplication of information when using SMM (Saad, A., 2013). The APDM system requires teachers to update student information periodically to enable quick and accurate student data management. As a result, the education ecosystem becomes organized and able to meet the needs of each student and even new data can be uploaded smoothly into all the systems used by KPM (KPM, 2023). Not only that, this fully online system is also able to store all student data and allows all data to be shared with all teachers and parents (Mohd Nuin, N.F., 2019).

Therefore, the APDM system was further improved with the addition of e-attendance in 2013. Malik M. (2019) has ordered the full use of the e-attendance system to facilitate teachers, the District Education Office (PPD), the State Education Department (JPN) and KPM in collecting and analysing the percentage of student attendance at school on a daily, weekly, monthly or yearly basis. Further to the announcement, KPM has issued related instructions through SPI Number 1/2019: Guide to the Management of Student Attendance System Records in Schools of the Ministry of Education Malaysia. With the existence of this e-attendance system, KPM can obtain the percentage of student attendance without information leakage (Jidin. R., 2021). Moreover, the administrators with the help of class teachers and discipline teachers can identify students who skip school without reasonable reasons and action can be taken immediately (Mohd Nuin, N.F., 2019). KPM (2023) through its official portal has explained that e-attendance is an important tool in student attendance management because it helps educational institutions in efficiently recording, managing and analyzing student attendance data at school every day.

## Specialized Circular Letter (SPI)

The Malaysian Ministry of Education (KPM) has gazetted several directives and regulations in education as a guide to all parties to create a quality education system and to shape the development of students in school. SPI is a medium for the KPM to convey the latest information related to education, especially regarding student discipline issues that need to be controlled so that schools can carry out their functions effectively in shaping the character of students (Hamzah, N., 2018). According to the Dewan Bahasa dan Pustaka (DBP) website (2021), SPI is one of the Government gazettes issued and distributed from time to time by the KPM which aims to channel instructions and guidelines in carrying out a task or service. SPI is also a source of power that is a rule that all education parties must obey (DBP Dictionary, fourth edition, 2024). Accordingly, SPI is one of the laws that is practiced and is the main source of reference in all schools in Malaysia including the Education Regulations (School Discipline) 1959 and the discipline management handbook published by KPM (Nor Muhamad, N.H., 2017). KPM has issued SPI from time to time as a guide to school management to deal with discipline problems in schools as shown in Table 3.

Table 3 – List of Specialized Circular Letter (SPI), Ministry of Education Malaysia

No.	Specialized Circular Letter (SPI)	Date Issued
1	SPI Number 6/1968: Expulsion of Students from Schools for Misconduct	10 September 1968
2	SPI Number 8/1968: Discipline in Schools	18 September 1968
3	SPI Number 1/1972: School Discipline Regulations	04 February 1972
4	SPI Number 6A/1975: Discipline: Students Smoking Cigarettes	05 September 1975
5	SPI Number 7/1975: Drug Abuse - Guidelines for Teachers and Headmasters	19 August 1975
6	SPI Number 9/1975: Discipline at School - School Rules for Students	04 November 1975
7	SPI Number 9/1975: Serious Disciplinary Matters	04 November 1975
8	SPI Number 1/1976: Exhibition/Lecture on Prevention of Drug Abuse in Schools	05 January 1976
9	SPI Number 2/1976: Students' Haircuts	07 January 1976
10	SPI Number 11/1976: Banning All Kinds of Gambling Games in Schools	09 October 1976
11	SPI Number 2/1979: Report of students at risk of drug abuse who need help	26 Mac 1979
12	SPI Number 1/1983: Anti-Smoking Campaign Guidelines in Schools	25 February 1983
13	SPI Number 8/1983: Imposing Normal Punishment on Students Who Commit Misdemeanors Not Specified in the Lesson Regulations	07 November 1983
14	SPI Number 7/1986: Measures of School Discipline Effectiveness	01 August 1986
15	SPI Number 8/1986: Inhalant Abuse	29 December 1986
16	SPI Number 3/1993: Report to the Police Criminal Misconduct	15 February 1993
17	SPI Number 6/1995: Addressing the Problem of Truancy at School	05 September 1995
18	SPI Number 7/1995: Procedures for Imposing Actions and Punishments on School Students	05 September 1995
19	SPI Number 4/1996: Implementation of Disciplinary Power and Punishment in Schools	03 September 1996
20	SPI Number 4/1997: Punishment for Smoking Students	22 May 1997
21	SPI Number 5/1997: Schools as No-Smoking Areas	22 May 1997
22	SPI Number 16/1998: Dealing with Gangster Activities in Schools	06 August 1998
23	SPI Number 18/1998: Use of Discretion when Taking Action	02 September 1998
24	SPI Number 6/2000: Addressing the Problem of Security, Drugs and Gangsters	14 Mac 2000
25	SPI Number 11/2000: Fighting Crime Among School Students	05 July 2000
26	SPI Number 8/2001: Strengthening Discipline Management in Schools	19 July 2001
27	SPI Number 6/2001: Warning About the Negative Influence of Cybercafes and Video Game Centers on School Students	06 June 2001

28	SPI Number 9/2001: Student Involvement with Negative Activities	23 July 2001
29	SPI Number 10/2001: All Teachers Are Discipline Teachers	24 September 2001
30	SPI Number 4/2002: Implementation of the Safe School Program	14 June 2002
31	SPI Number 7/2003: Teacher's Power to Cane Pupils	29 October 2003
32	SPI Number 8/2003: The Use of Log Books to Monitor Vandalism Among School Students	29 October 2003
33	SPI Number 3/2004: Strengthening Drug Prevention Education in Schools	11 Mac 2004
34	SPI Number 11/2005: Guidelines for the Use of Mobile Phones by School Students	23 December 2005
35	SPI No. 1/2006: Cancellation of Circular No. 11/2005: Guidelines for the Use of Mobile Phones by School Students	20 January 2006
36	SPI Number 5/2006: Establishment of Crime Prevention Clubs in All Government Primary and Secondary Schools and Government Assistance	30 May 2006
37	SPI Number 2/2009: Enforcement of the Prohibition on Carrying and Using Mobile Phones by Students at School	25 Mac 2009
38	SPI Number 4/2010: Implementation of Urine Tests for School Students	08 February 2010
39	SPI Number 8/2010: Guidelines for Preventing and Dealing with Bullying Among Students at School	29 July 2010
40	SPI Number 3/2011: Regulations Regarding Hair and the Wearing of Steel Bangle (KARA) by Students of Sikh Descent	27 April 2011
41	SPI Number 7/2011: Implementation of Standard Operating Procedure (SOP) 1:3:7 Reporting and Dealing with Student Disciplinary Issues	June 2011
42	SPI Number 12/2023: Implementation of Bullying Misbehavior Management Guidelines in Educational Institutions Under the KPM	03 November 2023
43	SPI Number 13/2023: Implementation of Guidelines for the Management of Sexual Misbehavior in Educational Institutions Under the KPM	03 November 2023

Source: School Division, Ministry of Education Malaysia, KPM (2024).

### Student Self Personality System Version 2.0 (SSDM Version 2.0)

The Student Disciplinary Misconduct System (SSDM) is a system used to record and collect data on student disciplinary misconduct with easy and effective access that is carried out at the school level (KPM Press Release, 2016). This system has four levels of users, namely schools, PPD, JPN and School Daily Management Division (BPSH) which allows relevant parties to record cases of student misconduct, store student personal information in detail, display misconduct

reports statistically and generate warning letters for truancy. Nevertheless, SSDM was improved and replaced with SSDM Version 2.0 which was announced by KPM through KPM Press Release dated 10 May 2016 which is "Implementation of Student Self Personality System Version 2.0 in Schools of the Ministry of Education Malaysia".

In relation to that, the improvement found in SSDM Version 2.0 allows teachers to record good practices as well as student misbehavior compared to the previous SSDM which could only record information on student misbehavior. The approach implemented through SSDM Version 2.0 can increase the level of student character (Shukor, M.A., 2018) and facilitate the work of generating warning letters and letters of punishment (KPM Press Release, 2016). SSDM Version 2.0 provides facilities for teachers to access student data for the process of recording student good practices taken directly from the APDM system quickly, effectively and efficiently (Rosli, S., 2022). This system can also help the school's disciplinary authority manage disciplinary matters more firmly and can easily detect students who commit disciplinary offenses because the data of students with disciplinary problems can be obtained quickly (Manual of Use of SSDM, 2017).

However, the school must comply with the misbehavior reporting procedure which begins by checking the student's information in the APDM. Then, the GPK HEM and the discipline teacher conducts an investigation, proposes punishment if the student is guilty, takes action, manages a notification letter to parents and finally the student is sent to undergo a counseling session. As for good practice reporting, it involves the activity of processing the student's good practice score in the system and then issuing the student's character status as either commendable, very good, good, needs attention or needs serious attention. This kind of assessment is expected to encourage students to improve themselves and strive to become people of noble character as well as curb discipline problems at school (Manual of Use of SSDM, 2017).

## Malaysian Education Development Plan 2013 – 2025 (PPPM 2013 - 2025)

The Malaysian Education Development Plan 2013 – 2025 or PPPM 2013 - 2025 is the result of a review of the country's education system and is a comprehensive manifestation of the government for a period of 13 years. PPPM 2013 - 2025 was designed specifically to improve education management for pre-school students up to higher education centers and create an effective, dynamic and relevant learning system at all times (Yassin, M., 2021). This plan provides a holistic development framework to achieve an effective and sustainable transformation of the education system until the year 2025 (Razak, N., 2013) by applying elements of pure values across the curriculum through teaching and learning activities (Mohd Kamal, S.K., 2021).

In relation to that, PPPM 2013 - 2025 has set a vision for the national education system and six student aspirations, namely knowledge (1), thinking skills (2), leadership skills (3), bilingual skills (4), ethics and spirituality (5) and national identity (6). Based on the content of PPPM 2013 - 2025, the fifth student aspiration which is *"The education system will foster ethics and spirituality in each student to face the challenges that will be faced in adult life, so that they can resolve conflicts harmoniously, make wise judgments, adhere to principles when in critical situations, and dare to do something right. The education system also aims to form caring individuals who can contribute to the well-being of the community and the country"* has shown that KPM is very committed to the application of superior values in forming disciplined students (Ministry of Higher Education (KPT), 2021). Based on the fifth student aspiration, it can be seen that the approach of ethical and spiritual values across the school curriculum is an important focus in education today. This is in line with SKPMg2 which outlines several criteria for measuring the level of student development by focusing on aspects of academic development, co-curricular development and student development (KPM, 2016; Rashed, Z.N., 2021).

## Malaysian Education Quality Standard Second Wave (SKPMg2)

The Malaysian Education Quality Standard (SKPM) was introduced in 2010 as an assessment instrument for clear and comprehensive education quality standards. This instrument is used to evaluate the quality of education towards the achievement of high standards that are carried out continuously. The school has used SKPM as a guide in school operation to identify strengths and weaknesses to improve school performance. Nevertheless, the implementation of the PPPM 2013 - 2025 has caused the need for SKPM to be revised because there have been changes in the national education policy. The re-enactment of the SKPM is based on subsection 117(a), Education Act 1996 which allocates the responsibility of the Chief Inspector of Schools (KNS) in ensuring that a satisfactory standard of education is maintained and created in educational institutions (SKPMg2 Document, 2017).

Therefore, SKPMg2 has been developed with a new format to be used as a guide for school administrators and teachers to ensure an increase in the effectiveness of management and the education delivery process. This latest format also aims to improve the existing school self-assessment. The SKPMg2 instrument requires the involvement of all school members to implement it throughout the year in an action-oriented, quality-oriented and evidence-based manner. This instrument also emphasizes the role of the Principal or Head Teacher (PGB) in carrying out leadership duties in the school as a leader. In addition, it also emphasizes the role of the teacher as a facilitator in the teaching and learning process (PdP). In this new format, there are five standards that are given focus, namely Standard 1: Leadership; Standard 2: Organizational Management; Standard 3: Management of Curriculum, Co-curriculum and Student Affairs; Standard 4: Learning and Facilitation (PdPc); Standard 5: Student Development (SKPMg2 Document, 2017). Based on the SKPMg2 document (2017), student development is placed as the fifth Standard which means that students need to be educated holistically in efficient school management in order to be able to reach their full potential and master knowledge and skills, noble character, responsibility and the ability to achieve personal well-being (Mohd Arifin,



R., 2018). In order to realize this goal, the focus is on academic development, extracurricular development and student personality development (SKPMg2 Document, 2017).

### **Let's go to School Program**

Student attendance at school is often linked to a student's success and is one of the most important elements in a student's success and achievement. The presence of students also affects the academic improvement and personality of students while preventing unhealthy influences from spreading. For this reason, KPM has put 95 percent of students' attendance at school every day as a Key Performance Indicator (KPI) because the attendance of students at school can have an impact on student development. A high percentage of student attendance will allow the learning process to be carried out at an encouraging level and students will be able to give full focus to the activities carried out by the teacher. This can prevent the issue of dropping out of school due to not attending school (Hasan, N., 2022). Therefore, the Let's go to School Program has been introduced to deal with student discipline and misbehavior through law enforcement efforts. This program is a collaboration between KPM and the Royal Malaysian Police (PDRM) which involves the involvement of the police in all KPM schools through School Liaison Officers (PPS). A strong bond between these two parties can form a more positive student personality and further reduce student involvement in disciplinary misconduct in line with the concept of Safe Schools and Compassionate Teacher Practices (BPSH, 2020).

### **School Liaison Officers Program (PPS)**

The Royal Malaysian Police (PDRM) is very concerned about social issues and criminal misbehavior involving the young generation, especially school students, by continuing to collaborate with KPM. PDRM has placed PPS in all KPM schools who are responsible for creating a safe and secure school environment by conducting

patrols, visits, lectures or dialogue sessions related to safety issues for school residents. PPS is also responsible for providing exposure and awareness to teachers, students and parents about the law. Not only that, PPS often cooperates with the Parents and Teachers Association (PIBG) in providing advisory services to the school regarding actions that should be taken in the event of any criminal incident involving students (PDRM, 2020). According to the Chief of Police, Abdullah A.S. (2023), the presence of PPS in schools is not only to prevent student discipline problems but also to take bullying cases in schools very seriously. Bullying behavior will not only promote gang culture or gangsterism in schools but also cause bullying victims to suffer injuries. Based on the statistics of 2022, a total of 10 224 KPM schools consisting of 7780 primary schools and 2444 secondary schools have been assigned PPS appointed from police members and officers from all districts. These appointed police officers will play a role in raising awareness about crime prevention as well as instilling negative feelings and hatred towards acts against the law.

### **Character Ambassador Program Catalyst for Character Formation Karamah Insaniah**

The launch of the Character Ambassador Program Catalyst for Character Formation Karamah Insaniah took place throughout the country on October 31, 2023. This program aims to shape the manners, morals and integrity of students in this country by appointing character ambassadors from among students with high character and noble personalities to become role models for other students. The rationale for the selection of character ambassadors from among students is that they are closer and know each other which makes it easier for them to educate their peers about the effects of bullying and sexual harassment. Appointed character ambassadors are responsible for disseminating the Guidelines for Sexual Harassment and Bullying at the school level (Ali Hussin, S., 2023).

In addition, they also play a role in helping the school in preventing student disciplinary misconduct such as being caught up in criminal activities and illegal

behavior (Ali Hussin, S., 2023). During the launching ceremony, the appointed personality ambassador delivers a community service message related to bullying and sexual harassment. Among the essence of the message is a call to stop bullying because this behavior will have a negative impact on society, especially on the mental health of the victim. The ambassador also called on all students to avoid sexual harassment by respecting the right of others to feel safe and respected. Sexual harassment is an act that can damage self-confidence, affect mental health and can lead to lifelong trauma (JPN Perak, 2023).

According to Sidek, F. (2023), the concept of karamah insaniah applied in the Character Ambassador Program emphasizes the formation of manners, morals and integrity. This concept has been raised as a pillar in developing the 2027 School Curriculum which is worked on in parallel with Rukun Negara and FPK alongside some of the country's main policies such as the National Education Policy, the National Children's Policy, the National Unity Policy and the Digital Education Policy. Through this new curriculum, students' active learning can be encouraged by providing more authentic and meaningful learning experiences and assessments. In addition, this curriculum is designed to produce prosperous people who are civilized and responsible and can practice a balanced life in all aspects, cultivate lifelong learning, respect diversity and appreciate racial unity.

### **School Transformation Program 2025 (TS25)**

The Malaysian Ministry of Education has implemented various initiatives to ensure the quality of education in Malaysia is comparable to other developed countries. Among the initiatives that have been introduced is the TS25 Program in June 2015 is to improve the quality of schools and to shape the development of students. The initiative is in line with the national education vision and mission contained in the PPPM 2013 - 2025 which is conceptualized to produce superior and competitive human capital on the world stage. This goal is expressed in the three objectives of the TS25 Program towards the development of students, which is to apply the best learning and facilitation methods, improve the professionalism of

teachers and create an effective environment. In addition, this program also emphasizes school leadership practices that are practiced to improve school quality because the success of a school depends on dynamic and dedicated PGB leadership (Soh, T.C., 2023).

In relation to that, the teachers at the school are held accountable as implementers of the TS25 program as well as educators to the students at the school in realizing the wishes of the PPPM 2013 - 2025. The teachers need to strive to provide an active learning atmosphere among the students by applying 21st century learning (PAK-21) in the classroom. This role is further strengthened by the monitoring and guidance of school leaders which will have an impact on the success and effectiveness of the school (Soh, T.C., 2023). According to Tika Wulandari (2022) in Zainal, S. (2022), PGB is the most important person in an educational organization in which they need to have the ability to think flexibly in every space and situation while also increasing the number of teachers who have consistent and committed work performance (Aziz et al, 2018 in Zainal, S., 2022).

In addition, the TS25 Program also emphasizes cooperation between parents, the community and the private sector widely to improve student learning (KPM, 2017 in Man, S.H., 2018). The community and the private sector can help the school by providing moral support, financial assistance and energy contributions for the safety of students at school. This is because the school faces constraints from the aspect of a conducive learning environment as well as a lack of equipment. Support from this community will make students more likely to be academically motivated, act ethically and develop emotional and social competence. The same is the case with the Parents and Teachers Association (PIBG) which is seen as playing an important role as a mediator between teachers and parents in devising beneficial programs for students. Under PIBG, the student education fund is created through the contributions of association members. This fund is used for the welfare of students and educational infrastructure in schools. Therefore, with the availability of all facilities and positive support from all parties, the TS25 Program will be able to realize the desire to develop students in Malaysia by 2025 (Man, S.H., 2018).

### **Good Smarter Children Program (ABC)**

The slogan "Anak Yang Baik Lagi Cerdik (ABC)" was the brainchild of the Ministry of Education when they saw the scenario of parents who spend money to see their children get excellent results in academics but pay less attention to the efforts to produce children with good character. This slogan is one of KPM's efforts to provide an understanding that is easily accepted by all levels of society in order to produce students who are not only clever but also have a good personality. This ABC concept educates all students to learn at school and become knowledgeable and noble human capital as heirs to the country in the future by emphasizing four main principles which are working from the heart, working as worship, trusting and inspiring one another, and always contribute (Ghazali, P., 2023).

Through the KPM Official Portal (2019), the KPM has published SPI Number 5/2023: Management of the First Week of School Beginning with the 2023/2024 Academic Session to provide guidance to school management in devising appropriate programs to be implemented in the first week of school. This SPI contains the desire of the KPM where every program organized must create a happy, friendly, safe atmosphere and should be able to form Good and Smart Children (ABC) thus creating an atmosphere of 'Happy Students, Happy Teachers, Bitara Schools and a Prosperous Nation'. All the programs organized in the first week will influence the manners, morals and motivation of the students, shaping students with kindness. Therefore, the content of the program needs to comply with the concept of creating a cheerful, safe, meaningful and planned atmosphere, having informative educational values, involving a learning and facilitation approach (PdPc) that fosters values, creating effective communication and building close cooperation between students, teachers, parents and the community, and foster unity between students with diverse backgrounds. The Ministry of Education, through this SPI, also reminded the school to continue the Year One Transition Program 2.0 which can educate students about school culture, curriculum, Student Affairs (HEM) and co-curriculum.

## Malaysian Teacher Standard 2.0 (SGM 2.0)

The quality of student development is influenced by the performance of teachers' work practices (George Jette, J., 2020 in Mohd Baharin, I.A., 2024) which encourages KPM to introduce SGM 2.0 to form the accuracy of teacher professionalism which is measured based on the competencies possessed by teachers (KPM, 2020 in Mohd Baharin, I.A., 2024). This is in line with PPM 2013 – 2025, which is to transform the teaching profession as a profession of choice by focusing on the core function of teaching based on competence and performance (SGM Document 2.0, 2023). This means, all teachers should be competent in their professional skills in order to achieve the goal of human development of each student (Zakaria, I., 2021). The teacher's ability to fulfill all existing competencies, especially in planning and implementing instructional practices, will be able to shape the emergence of students who have holistic self-potential (SGM Document 2.0, 2023).

In relation to that, KPM through SGM 2.0 tries to identify the level of teacher competence through the practice of self-reflection to ensure that all teachers in Malaysia always assess their own needs in order to achieve the set standards and in turn produce teachers with an educational spirit. This can help teachers to reflect on the effectiveness of professional practice in Continuous Professionalism Development (CPD) for the purpose of increasing personal potential towards shaping the student's development. In fact, it also serves as a guide to all educational institutions in providing training requirements to help teachers achieve the desired standards. In general, SGM 2.0 contains two main components which are Competency Standards and Teaching Ethics. The Competency Standard contains four domains namely Knowledge Orientation, Instructional, Community Involvement and Personal Quality. While Teaching Ethics has four cores which are Responsibility to the Profession, responsibility to Students, Responsibility to Parents and Responsibility to Society and Country (SGM Document 2.0, 2023).

## Views of previous study on the effectiveness of KPM's strategy

There are many previous studies that have been carried out by researchers related to the effectiveness of the KPM strategy in shaping student development. Among them is a study by Mohd Baharin, I.A., (2024) on the relationship between the emergence of student personality and the level of teacher professionalism through four components in the instructional aspect of the SGM 2.0 competency dimension. The four components that were tested, namely the respondent's knowledge of the student's potential development, the respondent's ability to plan PdPc, the respondent's skill in implementing the PdPc and learning assessment have given positive results which overall show that the level of teacher professionalism from the instructional aspect in SGM 2.0 is very high with a mean reading of 4.30, S.P = .409. This study proves that there is a significant relationship between the teacher's professionalism and the emergence of the student's personality which clearly shows that the level of the teacher's professionalism will influence and have an impact on the level of the student's personality. This is in line with the opinion expressed by Tamuri, A.H. (2021) in Mohd Baharin, I.A., (2024) i.e. the teaching style and attitude of the teacher influences the moral practice and character of students.

Although there are not many studies that specialize in the level of teacher professionalism through SGM 2.0 competencies, many studies have been conducted to test the relationship between the level of teacher professionalism and the level of student achievement. Among those studies is the study of Abdul Munir (2018); Razila Kasmin et al. (2019); Zakaria, I. (2021); Saharia et al. (2022). The findings of past studies as a whole have shown that teacher professionalism at a high level has a very strong link with the level of student personality development (Mohd Baharin, I.A., 2024). This is in line with the views of Habibullah et al. (2020); Tamuri, A.H. (2021) in Mohd Baharin, I.A. (2024) who stated that students' personality practices are more influenced by teachers than parents.

In addition, KPM's strategy in shaping student development is also implemented through the SUMUR module approach which focuses on shaping an individual's morals and personality. Among the studies that use the SUMUR module

approach is a study conducted by Mat, K. (2018) at a SMKA who found that the SUMUR module is very beneficial and important in building excellent human capital. The SUMUR module is also used in several other studies such as a study by Ab Aziz, M. (2018) entitled "Practice of Student Excellence Program on Students' Moral Appreciation: A Preliminary Review"; study by Nurul Nadirah's (2022) entitled "Superior Student Character Program in Interpersonal and Intrapersonal formation of students"; study by Musa, N.A. (2022) entitled "Student Personality Formation Through the Outstanding Student Personality Program in Malaysia". All of these studies found that the use of the SUMUR module has influenced the level of students' moral appreciation and has had a positive effect on the development of human capital.

Next, KPM's strategy through the SSDM version 2.0 system is widely used as the subject matter of studies to test its level of effectiveness in curbing discipline problems and generating good practices among students. Among them is a study by Shukor, M.A. (2018) which showed that the use of SSDM version 2.0 contributed to an increase in students with commendable character status and student attendance at school and a decrease in student discipline problems. However, the findings of the study contradict the PPPM Annual Report 2013-2025 in 2018. Based on SSDM version 2.0 data, the report has shown that although only 0.6% of schools are in the High Disciplinary Problem Schools category, there has been an increase in cases of serious and light disciplinary misconduct by 2.25% compared to the previous year. It can be seen that SSDM version 2.0 cannot be implemented alone but needs to be combined with specific programs to have a positive impact. This is proven by a study by Rosli, N.S. (2022) who gave positive results based on the increase in student attendance when the Caring Teacher Kit program was combined with the use of SSDM version 2.0.

The next study is by Soh, T.C. (2023) who studied "Headmaster Leadership and the Implementation of the School Transformation Program (TS25) in Kuala Lumpur Federal Territory Primary Schools". The findings of this study show that the level of the principal's leadership practice and the level of effectiveness of the implementation of the TS25 Program are high. From the findings of this study, it can



be proven that the principal's leadership practices can succeed and achieve the effectiveness of the implementation of the TS25 Program. As a result, the creation of quality students and schools can become a reality by 2025 and the study can become a guide for school leaders in carrying out their duties to manage and administer schools. This study also emphasizes that the quality and competence of teachers, the active learning of students, the quality of school leaders as well as the support of parents, PIBG and the community need to be further improved so that efforts to realize the goals of KPM can be achieved in the end.

The next KPM strategy is the APDM system which has been beneficial in school management especially in the student information management system. This point has been proven through research conducted by Mohd Nuin, N.F. (2019) entitled "Teacher Acceptance with the implementation of Student Information System and Student Database Application in Student Data Management". The findings of this study show that APDM is an innovation of KPM that can simplify and smooth the school data management process. This is also in line with KPM's sharing in its official portal which lists some benefits of APDM online (KPM Student Management Module, 2024). Among the benefits are:

- i. Internet facilities allow teachers and administrators to access APDM anywhere
- ii. Fast, efficient data management and no errors in data processing
- iii. The process of recording student attendance in real time that can reduce teachers' and administrators' worries about student attendance at school
- iv. The school can manage various student academic achievements more easily such as assessments, exams and overall performance
- v. Referrals related to student information are easier and faster including school transfer matters, scholarship applications and special education assistance
- vi. Helping the school to meet the educational policy, especially in relation to monitoring and reporting student performance

- vii. Reduce data errors that commonly occur in the manual management of student data which will certainly have a negative impact on the education process
- viii. Student data management can be implemented better and safer and student personal information is more secure and the confidentiality of information can be protected
- ix. Parents can monitor their child's educational progress online such as attendance records, academic performance and other important information

### **Result And Discussion**

The goal of national education is expressed through FPK which hopes to develop students in a holistic and integrated manner that covers physical, emotional, spiritual and intellectual aspects. This desire can be realized through the unification of elements of student development contained in FPK with the student learning process. For that purpose, KPM has launched various strategies to shape student development (Rosli, S., 2022) which contain elements of student development in FPK. Based on the inductive and thematic analysis methods implemented, table 4 below has been obtained.

Table 4 – Checklist of FPK Student Development Elements in KPM Strategy

Student Development Elements in FPK / KPM's Strategy	Intellect	Spiritual	Emotions	Physically	Trust and obedience to God	Knowledgeable	Skilled	Noble attitude	Responsible	Able to achieve personal well-being	Contribute to the family	Contribute to the community	Contribute to the country
SUMUR	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
APDM									✓				
SPI	✓		✓	✓		✓	✓	✓	✓	✓			
SSDM Version 2.0	✓	✓	✓	✓		✓	✓	✓	✓	✓			
PPPM 2013 - 2025	✓	✓	✓	✓	✓	✓		✓			✓	✓	✓
SKPMg2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
Let's go to School			✓						✓				
PPS			✓			✓			✓	✓			
Character Ambassador	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
TS25	✓	✓	✓	✓	✓	✓		✓	✓	✓			
ABC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SGM 2.0	✓	✓	✓	✓									

Based on Table 4, it clearly shows that the strategy implemented by KPM does not cover the entire element of student development contained in the FPK and the combination of strategies implemented is less directed towards an intact spiritual development in the educational curriculum and co-curriculum. It becomes a priority in the development of educational programs to absorb all elements in FPK as the content of educational programs and strategies (Rosli, S., 2022).

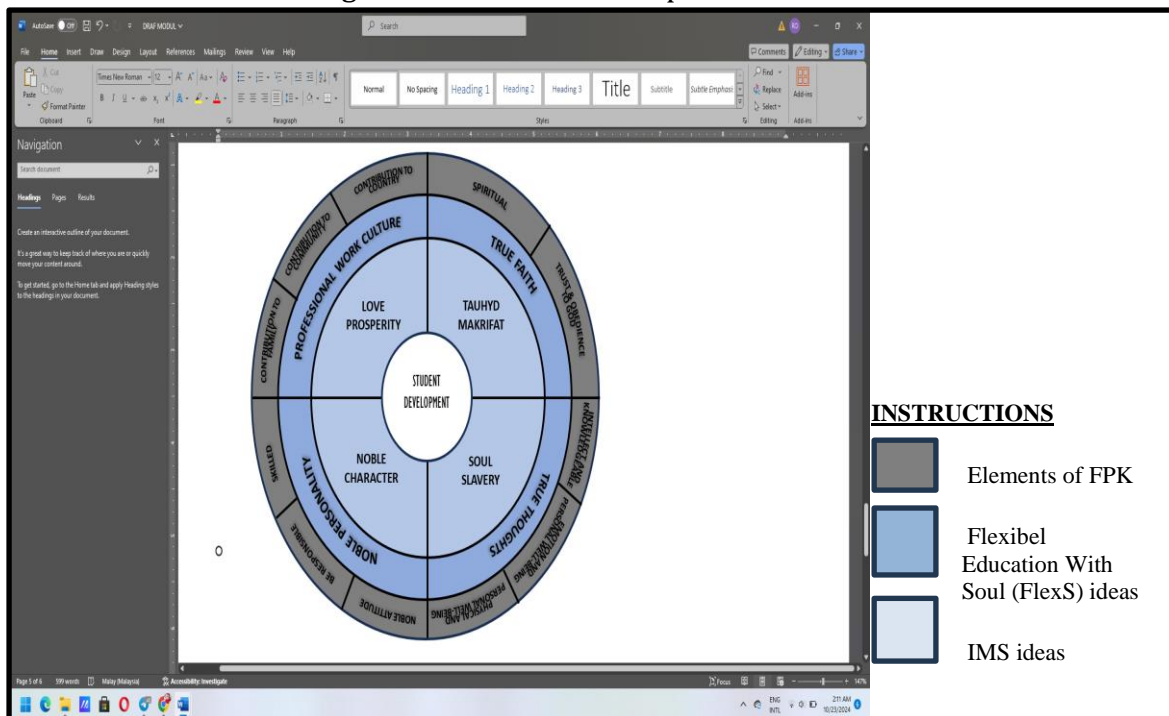
Although the KPM has worked diligently through the implementation of various strategies to shape student development to curb disciplinary problems, issues related to student development continue to occur to this day. The proof is that there is an increase in crime rates and cases involving youth social issues and moral decay involving young people (Mohamad Yatim, S.S., 2020 in Musa, N.A., 2022). Adding to the worry, the Ministry of Health (2019) released the Statistics of Pregnant Teenagers 2014 - 2018 which averaged of 300 cases per month and 10 cases per day (Mohammad Hanapi, N., 2021). Apart from that, KPM introduced the APDM system in 2013 which has e-attendance facilities to monitor truancy, but the system is still less effective in dealing with the issue of truancy (Mohd Nawawi, 2017 in Ismail, A.I., 2021). As evidence, Negeri Sembilan recorded a total of 10,154 disciplinary cases involving students in 2018. Out of these, truancy recorded the highest number of 7,709 cases while the rest were cases of indecent behavior, tidiness and vandalism (Ghazali, P., 2019). The report obtained from the SSDM data shows that Kinta Utara district, Perak has as many as 11,890 cases of school truancy (Hashim, H., 2020). This clearly shows that even though various efforts have been implemented, school truancy cases still occur and record the highest number compared to other misdemeanors.

Not only that, JPN Perak (2022) has reported 38 cases of bullying in the first four months of 2022 and there has been a significant increase in bullying cases which is 42 cases until July compared to only two cases in 2021. Therefore, Jidin, R. (2022) has announced that KPM has collaborated with the Ministry of Home Affairs (KDN) by launching the Bullying Complaint portal on August 18, 2022. However, SSDM data related to bullying cases which is 326 cases in 2021 has increased to 3887 cases in year 2022 and continued to increase until 4994 cases in October 2023 (Lim, H.Y., 2023). In relation to that, it can be said that the misbehavior of discipline and social problems that occur today is caused by the lack of appreciation of religious knowledge among school students because they are only taught to memorize and not to understand religious teachings resulting in students who get high marks in exams but are trapped in drug symptoms (Ahmad Zaine, S., 2020). This situation can be clearly seen through the involvement of students from

religious schools in disciplinary misconduct such the bullying incident involving ten students at a religious secondary school in Pasir Puteh, Kelantan (Mohd Piah, A., 2019 in Ahmad Zaine, S., 2020).

For this reason, an alternative model that is more holistic and integrated needs to be developed to shape the student's development. The Student Development Model approach is formed based on a combination of two ideas, namely the idea of IMS and the idea of Flexible Education With Soul (FlexS) which is aligned with FPK. The approach through the Student Development Model allows the good and positive elements contained in FPK (Mohd Syaubari, 2019 in Mohd Kamal, S.K., 2021) to be absorbed into the combination of FlexS Ideas and IMS Ideas to students. The idea of FlexS was introduced by Universiti Sultan Zainal Abidin (Unisza) which aims to help its members to face challenges in managing the patterns of Industrial Revolution 4.0 (IR4.0) and 21st Century Learning (PAK21). FlexS is also worked to support efforts to produce holistic graduates who excel academically and have noble souls. The pillars of FlexS are based on knowledge and faith that is oriented towards education and training and then connected with four main pillars which are authentic beliefs, authentic thinking, noble character and professional work culture (Unisza, 2024). The Student Development Model is as shown in Figure 1.

Figure 1 – Student Development Model



According to Ibrahim, S., (2012) in the Book of Aqidah Ahli Sunnah Waljamaah, authentic aqidah is faith and monotheism in the heart of a person who holds firmly to the pillars of faith and is based on the Qur'an and the Sunnah. While Book of FlexS Ideas (2021) mentions that true faith is the heart of a being's self-building to the Creator. As a result, a student will stick to the true belief, understand the existence of oneself as His servant and always be sure that everything that happens is according to His will. True thoughts, on the other hand, refers to thinking that is related to the truth that leads to making the right decisions and actions as well as fostering a realistic and strong way of thinking based on naqli and aqli sources. Next, noble personality refers to good moral values such as honesty, patience, truthfulness and cooperation. The application of noble personality will create self-awareness to control negative attitudes and actions. Professional work culture refers to the culture of excellent and committed work that can form identity and integrity in carrying out entrusted responsibilities. As a result, work ethics can be preserved and a negative work culture can be eliminated, which in turn can produce quality professionals.

Next, the idea of IMS ا م س was inspired to rebuild the strength of the people and nation. I (ا) attributed to the whole faith of monotheism as in the story of Prophet Ibrahim a.s. namely 'Ilmu' and 'Ihsan'. In education, this aspect can be applied through a teaching approach that not only focuses on science but also instills awareness of the human relationship with God. M (م) is also attributed to the love of Prophet Muhammad SAW, namely Sharia, Morality and Love which are based on the customs and culture of the nation. Prophet Muhammad SAW became the symbol of sharia and morality and became the core of the formation of individuals with noble morals in education. In developing the curriculum, the values of sharia and morality can be used as a basis including the concepts of 'adab' and 'ihsan' to ensure that knowledge is not only understood in technical terms, but also understood in the context of ethics and social responsibility. Education that takes into account the customs and culture of the nation in line with the teachings of Sharia, will produce students who are able to maintain their cultural and religious identity while contributing to society in a positive way. While S (س) refers to a 'salaman' that means well-being as well as the prosperity and excellence of the civilization of Prophet Sulaiman a.s. namely Knowledge, Wealth and Power. Education that is based on those aspects needs to build students with strong knowledge, not only in the academic field but also practical skills that are relevant in the modern era. Economic development and the ability to innovate in technology and science also need to be based on the values of sharia and 'adab' (Ibrahim Al-Malik, 2022).

For this reason, IMS values need to be developed starting from self, family, community and also in education, economy, art, medicine, heroism and politics of Muslims to become a glorious nation. Without the values of monotheism and 'adab', the progress of a nation or country cannot be called civilization. Therefore, the progress of the West, China, Korea and others cannot be called civilization because it is not based on divinity and 'adab'. In the field of education, the idea of IMS is to build a civilization based on monotheism and 'adab' which can be used as an important framework in developing curriculum and learning in line with the concepts of monotheism, 'adab', and civilization. Education based on the principles of IMS not only plays a role in building knowledgeable, moral, and skilled individuals

but also ensures that the development of knowledge and technological progress is balanced with divine values and high manners. With this, the progress achieved is not only focused on material progress, but also spiritual and moral progress (Ibrahim Al-Malik, 2022).

In modern education, the idea of IMS needs to be applied in the formation of an integrated curriculum by combining religious knowledge and worldly knowledge together with the values of monotheism, sharia, and 'adab'. This is because religious education should not be separated from science, technology, and economics but needs to complement each other to produce balanced people. In addition, education in manners and morals also needs to be at the core of learning to ensure that students not only excel academically but also morally and socially. With that, the IMS Idea will be able to bring glory to Muslims because the idea offers a holistic framework in developing education that is capable of producing knowledgeable, moral, and civilized individuals. By taking inspiration from the monotheism of Prophet Ibrahim a.s., the sharia of Prophet Muhammad SAW and the civilization of Prophet Sulaiman a.s., education developed based on this idea will ensure that this nation develops with golden values based on divinity and manners, making them a glorious nation in the eyes of the world and in hereafter (Ibrahim Al-Malik, 2022).

Therefore, students who are formed through the Student Development Model approach will have an understanding of pure values and a strong foundation of monotheism thus opening their eyes to various moral issues (Mohd Kamal, S.K., 2021). The approach also emphasizes the application of religious education in each student so that they can know themselves and God and understand the purpose of life. An education system that focuses on knowledge and religious values will be able to deal with the symptoms of moral decay that occur today (Asmawati et. al, 2018 in Abdul Hatim, A.S., 2020). According to Al-Attas (1980), Islamic education aims to produce perfect human beings or 'al-insan al-kamil', knowledgeable, virtuous and faithful. While Imam Al-Ghazali in his work *Ihya Ulum al-Din* mentions the importance of teachers educating students to achieve emotional balance, through the concept of purifying the soul or 'tazkiyat al-nafs' which aims to control lust and build a positive and moral personality (Al-Ghazali, 2007).



## Conclusion

Disciplinary crisis has long been a hot topic of discussion. Teachers are more and more pressed with this problem to the point it interferes with their concentration in carrying out the PdP process. The responsibility of controlling and managing behavior problems among students is not easy. Sometimes it can be controlled and other times it is like a virus that spreads and can interfere with the PdP process in the classroom. Dealing with this issue requires a best formula such as the Student Development Model proposed in this study which is carefully arranged so that all parties benefit and the student's emotions are not affected. Armed with authentic beliefs, authentic thinking, noble values and professional work culture contained in the FlexS Ideas combined with IMS Ideas and aligned with FPK, the value of lifelong learning will be able to be formed (Flexs Unisza, 2021). The model is also supported by various approaches and strategies by KPM which will succeed in creating quality student development and will then be able to curb disciplinary problems from continuing to spread. This is because the strategy or approach by KPM cannot be implemented alone but needs to be combined with specific programs to have a positive impact (Rosli, N.S., 2022). Hence, it can be concluded that the Student Development Model needs to be implemented in line with the KPM strategy to ensure student development and the goals of FPK can be realized.

## REFERENCES

A Ghani, M.F., Mohd Radzi, N., Khanayatullah, H.B., Siraj, S., Abdullah, Z., Elham, F., A Ghani, M., Ayub, A. (2017), Masalah Disiplin Murid Islam: Strategi dan Penyelesaian Terhadap Kurikulum Pendidikan Islam. *Jurnal Hadhari*, 9(1), 91-110

Abd Majid, M., Azman, N.Z., Mohd Yani, N.I. (2019), Faktor Penglibatan Remaja Dalam Salah Laku Seksual: Kajian Terhadap Remaja Hamil Luar Nikah di Pusat Pemulihan Akhlak Negeri Selangor. *Journal of Islamic and Contemporari Issues*, 4(2), 94-109

Ahmad Zaine, S., Ismail, I.H. (2020), Persepsi Pelajar Terhadap Masalah Sosial: Suatu Kajian di Politeknik Malaysia. *Jurnal Kejuruteraan, Teknologi dan Sains Sosial*, 1(1), 1-14

Chau, S.T., Mohd Radzi, N. (2023), Kepimpinan Guru Besar dan Pelaksanaan Program Transformasi Sekolah (TS25) di Sekolah Rendah Wilayah Persekutuan Kuala Lumpur. *Jurnal Kepimpinan Pendidikan*, 10(1), 41-54

Etum, S., Mydin, A., Abdullah, A.G.K. (2021), Hubungan Pengurusan Disiplin Sekolah dan Kualiti Kehidupan Murid di Semenanjung Utara Malaysia. *Malaysian Journal of Social Sciences dan Humanities*, 6(8), 173-182

Etum, S., Mydin, A., Abdullah, A.G.K. (2021), Pengaruh Pengurusan Disiplin Sekolah, Tingkah Laku Buli Murid dan Estim Kendiri Murid Terhadap Kualiti Kehidupan Murid: Suatu Pemerhatian Awal. *Malaysian Journal of Sosial Science and Humanities*, 6(10), 303-312

George Jette, J., Mohd Hamzah, M.I. (2020), Hubungan Kemenjadian Murid Dalam Proses Pembelajaran dan Pemudahcaraan (PdPc) guru: Penilaian Pentadbir Sekolah. *Jurnal Dunia Pendidikan*, 2(1), 171-179

Hamid, Z., Chew, F.P., Shaharom, M.S.N. (2019), Analisis Kandungan Kajian Teknologi Dalam Pendidikan Bahasa Melalui Artikel-artikel Terpilih. *Jurnal Kurikulum & Pengajian Asia Pasifik*, 7(2), 18-29

JURNAL KURIKULUM & PENGAJARAN ASIA PASIFIK April 2019, Bil. 7, Isu 2 [18] [juku.um.edu.my](http://juku.um.edu.my) | E-ISSN: 2289-3008 JuKu ANALISIS KANDUNGAN KAJIAN TEKNOLOGI DALAM PENDIDIKAN BAHASA MELALUI ARTIKEL-ARTIKEL TERPILIH \*Zanariah Hamid Chew Fong Peng Mohd Shahril Nizam Shaharom

Hamzah, N., A Ghani, M.F., Mohd Radzi, N., Amat Sehab, M. (2018), Reka bentuk

Profil Amalan Terbaik Pengurusan Disiplin Murid. *Jurnal Kepimpinan Pendidikan*, 5(1), 33-63

Ismail, S. (2015), Pembangunan Insan Dalam Falsafah Pendidikan Kebangsaan. *Journal of Human Capital Development*, 8(2), 83-99

Lubis, I., Lubis, M.A., Taib, S.H., Khairuddin, Zakaria, I., Mohd Nor, M.Y., Ismail, A., Abdul Rahman, Wan Abdullah, W.A. (2021), Dasar Falsafah dan Polisi Pendidikan Bersepadu: Pengalaman Malaysia. *ASEAN Coparative Education Research Journal on Islam dan Civilization*, 4(1), 1-19

Md Akhir, N., Matderis, N.S., Kamaluddin, M.R. (2019), Tingkah Laku Remaja Ponteng Sekolah. *Malaysian Journal of Youth Studies*, 50-67

Mohammad Hanapi, N., Omar, N., Samat, M.M., Mohd Kamal, M.M. (2021), Gejala Sosial di Kalangan Mahasiswa Universiti. *Journal for Social Sciences*, 24(3), 38-46

Mohd Ariffin, R., Mat Teh, K.S. (2019), Kemenjadian Pelajar Berasaskan Strategi dan Pelaksanaan Iklim Dini: Satu Konseptualisasi. *Asian People Journal*, 2(1), 54-63

Mohd Arifin, R., Mat Teh, K.S. (2019), Kemenjadian Pelajar Berasaskan Strategi dan Pelaksanaan Iklim Dini: Satu Konseptualisasi. *Asian People Journal*, 2(1), 54-63

Mohd Baharin, I.A., Omar, N., Nanawi, K., Kasmadi, N.D. (2024), Hubungan Profesionalisme Guru Pendidikan Islam (GPI) Dengan Kemenjadian Sahsiah Murid di Bahagian Samarahan. *International Journal of Future Education and Advance*, 1(1), 44-52

Mohd Kamal, S.K., Hamzah, M.I. (2021), Penerapan Elemen Nilai Murni dan Etika Dalam Pembelajaran Abad Ke-21 Dalam Kalangan Guru Pendidikan Islam Sekolah Rendah. *International Journal of Advanced Research in Islamic Studies and Education*, 1(4), 16-31

Mohd Nor, N.N.A., Zulkifli, H. (2022), Program Sahsiah Unggul Murid (SUMUR) Dalam Pembentukan Interpersonal dan Intrapersonal Murid. *QALAM International Journal of Islamic and Humanities Research*, 2(1), 10-28

Mohd Nuin, N.F., Ambotang, A.S. (2019), Penerimaan Guru Dengan Pelaksanaan Sistem Maklumat Murid dan Aplikasi Pangkalan Data Murid Dalam Pengurusan Data Murid. *International Journal of Education, Psychology and Counseling*, 4(32), 180-196

Musa, N.A., Ahmad, N.A, Othman, M.S. (2022), Pembentukan Sahsiah Murid Melalui Program Sahsiah Unggul Murid (SUMUR) di Malaysia. *E-Jurnal Penyelidikan dan Inovasi*, 9(1), 109-134

Nor Muhamad, N.H., A Rashid, A. (2017), Peraturan dan Undang-Undang Kawalan Disiplin Murid di Malaysia. *Malaysia Online Journey of Education*, 1(1), 1-11

Rashed, Z.N., Tamuri, A.H., Ihwani, S.S. (2021), Fungsi Kokurikulum dalam Kecemerlangan Kemenjadian Murid di Sekolah Rendah Agama. *Tinta Artikulasi Membina Ummah*, 7(2), 52-70

Rashidi, M.N., Ara Begum, R., Mokhtar, M., Pereira, J.J. (2014), Pelaksanaan Analisis Kandungan Sebagai Metodologi Kajian bagi Mengenalpasti Kriteria Pembinaan Lestari. *Journal of Advanced Research Design*, 1(1), 18-27

Sembiring, I.M. (2020), Pendidikan Islam Dalam Perspektif World Convergence on Muslim Education: Telaah Ontologis, Aksiologis dan Epistemologis. *Jurnal Ilmu Pendidikan*, 7(1), 723-736

Sien, C.S. (2024), "Pendidikan Emosi" dan Kecerdasan Pelbagai – Perbincangan Pendidikan Holistik di Sekolah Rendah. *International Research Journal of Education dan Science*, 1(1), 394-403

Wan Ismail, W.A.F., Abdul Mutalii, L., Nik Saleh, N.S.S., Baharuddin, A.S., Mamat, Z., Syed Husin, S.N.M., Alias, M.A.A., Abdullah Kahar, N.S. (2022), Permasalahan Keruntuhan Akhlak Dalam Kalangan Remaja Muslim di Malaysia: Isu, Cabaran dan Cadangan Penyelesaian. *International Journal of Islamic Studies*, 26(2), 47-61

Zainal, S., Abdullah, M.Y. (2022), Program Transformasi Sekolah 2025 (TS25): Hubungan Amalan Kepimpinan Transformational Pengetua dan Guru Besar Dengan Kepuasan Kerja Guru Sekolah Kohort 1 Zon Selatan. *Jurnal Kesidang*, 7, 224-236

Zakaria, I., Mat Yasim, J., Mohd Nor, M.Y., Alias, B.S. (2021), Hubungan dan Pengaruh Profesionalisme Guru Terhadap Kemenjadian Murid di Sekolah Menengah Negeri Sembilan. *ASEAN Comparative Education Research Journal on Islam dan Civilization*, 4(2), 112-128