

## The role of non-government organization to enhance school discipline: A case study in Padang Terap district, Kedah, Malaysia

Kamarul Azman Khamis\*, Ainuddin Iskandar Lee Abdullah, Muhammad Afifi Abdul Razak, Rusdi Omar

*School of International Studies, College of Law, Government and International Studies, University Utara Malaysia, Malaysia*

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**Abstract:** Students are an important asset to the country. They are the future leaders who will carry out development programs in order to achieve Vision 2020. What is worrying today is the declining of their discipline in school despite of existence of laws and regulations in school. This study aims to examine and explain the role of non-government organization with a special reference to Gabungan Pelajar Melayu Semenanjung (GPMS) in enhancing discipline among students in school by taking on the case of schools in Padang Terap district in Kedah, Malaysia.

**Key words:** Non-government organization; GPMS; School; Student discipline; Malaysia

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### 1. Introduction

In the developing country like Malaysia, Non-Government Organization (NGO) has played a very important role to help government to achieve the national goals. Establishment of Gabungan Pelajar Melayu Semenanjung (GPMS) on 14 and 15 August 1948 is the starting point of weakness and downs of the Malays in the three (3) court life that is economically, socially and politically; Setbacks in this field three strong impetus towards the establishment GPMS and with this in mind to improve the lot of the Malays especially in rural area towards the important of education.

According Ezaruddin Abd Rahman (2010), although GPMS was established more than 60 years, but the fight never goes GPMS. GPMS kept trying and trying to develop Malay children's education. GPMS struggle of the classes starting in the 1950s, and then explore new activities until the Torch Movement Project. There GPMS has organized various programs such as the Association 'Sedaq' 1Malaysia Motivation Tour squad, GPMS Lion Camp, Discourse 153 Pocket Money Fund, the Association of Malay Entrepreneurs Carnival ICT and various other programs.

GPMS leadership today faced with four major responsibilities, namely to overcome the deterioration of interest in learning, to address disparities in academic achievement, moral decadence students solve problems and change their negative views toward the government. In addition to the challenges in education, GPMS also faced with the challenge of modernization, economic and social challenges dramatically. The question is how much can and Will GPMS to continue to face the challenges that lie ahead in this rapidly?

GPMS is a national student association was first established on the peninsula. GPMS struggle starting

from pre-independence to become part of the nationalist movement in the country. 'Learning to learn' is the slogan used since 1948 are retained and supplemented with the latest slogan of 'Lion GPMS National Struggle' (Gabungan Pelajar Melayu Semenanjung, 2012).

This paper examines the role of non-government organization with a special reference to GPMS in enhancing school discipline. The primary case study is in schools in Padang Terap district, Kedah, Malaysia. In particular, this paper aims to accomplish the following objectives – to assess the trend and pattern of discipline of high school students by the year 2004-2008 and 2009-2014; to assess the extent of the role of GPMS in reducing discipline problems in high schools; to assess the GPMS role in assessing the effectiveness of cooperation with the school; to evaluate the effectiveness of GPMS's role in student development in leadership; and to evaluate the effectiveness of GPMS role in economic development activities and career.

### 2. The problem

Students are an important asset to the country in the future because they will be the leaders of the country and carry out development programs in order to achieve Vision 2020. However, what is worrying today is misconduct (disciplinary problems involving secondary school students) increased despite laws legal regulations exist in every school discipline (1klik Portal, 2014). Student discipline is declining school (online).

Excellent results can only be heard during the release of the examination results UPSR, PMR, SPM or STPM. But discipline is often influence student achievement. Therefore, in view of the correlation problem are stored and academic achievement, the problem in this research is to see the effectiveness of the program conducted by GPMS in 10 years of

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\* Corresponding Author.

education and career development for students especially in the districts of Padang Terap.

The issue of school discipline is not a new issue especially among the Malay students. Each year the issue raised and discussed by the public whether in the mass media, electronic media or social media. Aimless youth issues, to have a job incompatible, unemployed, hanging out, fix and engage with social problems also often be heard. Based on information to date, as well as engaging in misconduct and misbehavior school disciplinary minor offense, students are also involved with criminal wrongdoing. According to figures released by the Royal Malaysian Police (PDRM), participation of school children in the act of crime has increased in 2013 compared to 2012 (Table 1).

**Table 1:** Participation of school children in the act of crime

| Years | Total case (% extra) |             |                |                  |
|-------|----------------------|-------------|----------------|------------------|
|       | Crime                | Murder      | Rape           | Causing injuries |
| 2012  | 368                  | 10          | 113            | 244              |
| 2013  | 542<br>(47%)         | 12<br>(20%) | 218<br>(92.9%) | 700<br>(186.8%)  |

### 3. Literature review

Asmah Suboh et al. (2011) conducted a study on three types of errors that misconduct school student misbehavior, misconduct physical and verbal misconduct. The most common actions performed by students are the fault of vandalism. This error, however, is done at a low level. In terms of physical misconduct furthermore, this study shows bullying is the most common mistake made by students and these errors are at a moderate level. Next to verbal offenses, offenses against the study shows teachers are the highest offense committed students and it also is moderate.

Jamaliah study (1998) on the students of SMK Syed Mohamed Al-Bukhary Kota Setar, show discipline problems of fraud and the nature of time is the highest made by the students. Factors such as age, gender, family income, number of siblings and peers influence a pattern of discipline problems often done by students. The study also shows that more male students commit disciplinary offenses when compared with female students, aged thirteen years doing more disciplinary problems compared with other age, has a number of sisters and so many families whose income is less than RM 600.00 a month do a lot more discipline problems.

Review Asmah Suboh et al. (2011) attempted to link the misconduct parenting style. Results showed that there are different parenting styles practiced by people such authoritative. Authoritative style is the style most commonly practiced by parents, followed by permissive parenting style and the style was abandoned at least temporarily autotarian style practiced by parents. The study found there is a

direct proportional relationship between parenting style and parental involvement in their children's activities in school.

Review by Zulkifli and Azrinawati (2006) showed excellence academic performance is dependent on the values of discipline among students. Review by Idris Kadir (1998) found that teachers' motivation to teach is subject to discipline and working environment. If students behave negatively the teachers were eager to teach. Conversely, if students behave and pay attention to the learning of the teachers will be eager to teach. Similarly, the work environment, if the work environment is in good condition, then it affects the motivation of teachers to teach the contrary, if the work environment is in bad condition, so it does not motivate teachers to teach.

Meanwhile, the analysis made by Joop Hartog (2000) showed that human capital can be used as a tool to examine the relationship between education and the labor market. Human capital investment is invisible to distinguish people who have higher education and primary education. Highly educated people have higher incomes than people with low education. Joop Hartog said that human capital can be measured by the academic qualifications, if the demand for labor is higher graduates of post-primary school leavers workers, the demand for human capital can be said to have increased.

In the context of national development, balanced human development, especially in the cultivation is a guarantee to the development of economic and political power continued. The implementation of various policies, systems, programs and plans related to education are the efforts and commitments of the government in the development of a balanced society generation (Azhar Ahmad Abd Halim Tamura, 2007).

### 4. Methodology

This study is qualitative. Based on the methodology of this study will review the information obtained through four methods, namely interviews, document analysis, focus groups and literature review.

The study took secondary school students in Kedah as the study population. In Kedah, there were 189 secondary schools with a student population of 169.145 people. The selection was made based on the school GPMS involvement in secondary schools concerned within the year under review. According to a report issued by the state each year GPMS schools will be visited by GPMS and the focus is on schools from rural and poor areas and schools problematic in terms of student discipline and student development program. One area of focus is the area of GPMS Padang Terap district.

Two major sources has become a reference for the study of secondary data and primary data. Secondary data collected in the library and search the web (internet). In the library, a place to find

information is Library University Utara Malaysia (UUM) and Kedah Public Library.

The purpose of collecting data is to enable researchers get substances that give to the subject being studied and could provide a clearer picture of the concept study and allows the researcher to obtain appropriate materials to support the subject of this study. Secondary data will be collected from journals, books, magazines, newspapers and others. While primary data was collected through interviews and focus groups. Collecting data through interviews made up of students, teachers and leaders GPMS. Primary data will be obtained from the analysis of official documents GPMS, the annual report of the Ministry of Education, Education Department and schools. The focus groups were made with GPMS leaders to discuss thoroughly the problems that occurred and recommendations to overcome them.

The interview will be conducted for students, teachers and leaders GPMS. Interviews with students, teachers and leaders GPMS made to collect information on students and GPMS. Three ways to use the interview are formal interviews, informal interviews and open interviews.

To reinforce the findings, this study will also conduct focus groups or discussion groups. The focus groups were made by targeting leaders and teachers GPMS school discipline to sit down together and discuss the issue of school discipline and student development program.

GPMS as an NGO with a vision in the development of Bumiputera community particularly in socio-economic development is compatible with the Resource Mobilization Theory (RMT). RMT is defined as:

"The result was a new paradigm, resource mobilization theory, which posits that the availability of resources and the ability to assemble and coordinate them for use, to mobilize them - influences the likelihood that a social movement will form and will succeed. A resource is something that can potentially be used by a movement to further its goals (Edwards and McCarthy, 2004).

**5. Findings and discussion**

**Table 2:** Total misconduct disciplinary SMK Padang Terap 2005-2009.

| SMK Padang Terap District |          |                  |          |                  |                  |                |       |
|---------------------------|----------|------------------|----------|------------------|------------------|----------------|-------|
| Year                      | SMK Pedu | SMK Padang Terap | SMK Naka | SMK Kuala Nerang | SMK Lubok Merbau | SMK D.S. Ahmad | Total |
| 2005                      | 38       | 56               | 38       | 20               | 44               | 15             | 211   |
| 2006                      | 32       | 59               | 45       | 17               | 66               | 14             | 233   |
| 2007                      | 35       | 65               | 62       | 13               | 64               | 12             | 251   |
| 2008                      | 25       | 53               | 94       | 15               | 92               | 13             | 292   |
| 2009                      | 29       | 67               | 60       | 13               | 87               | 11             | 267   |
| Total                     | 159      | 300              | 299      | 78               | 353              | 65             | 1,254 |

Source: Disciplinary report SMK-SMK Padang Terap District

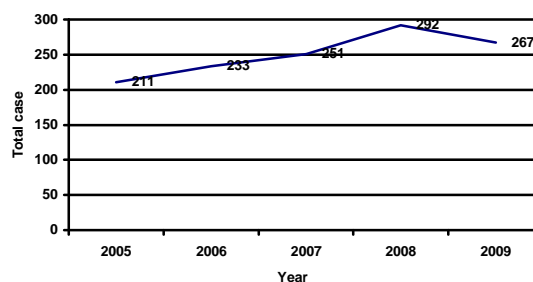
The overall results of the study as shown in Table 2.1 show that 1,254 students are involved in disciplinary cases at SMK Padang Terap for the period 2005-2006. Among the six (6) schools, the most disciplinary offenses recorded by the SMK Lubok Merbau (353 cases), followed by SMK Padang Terap (300 cases), SMK Naka (299 cases) and SMK Pedu (159). SMK Dato 'Syed Ahmad recorded cases of misconduct lowest price discipline with 65 cases and followed by SMK Kuala Nerang (78 cases).

**Table 3:** Total misconduct disciplinary SMK Padang Terap 2010-2014.

| SMK Padang Terap District |          |                  |          |                  |                  |                |       |
|---------------------------|----------|------------------|----------|------------------|------------------|----------------|-------|
| Year                      | SMK Pedu | SMK Padang Terap | SMK Naka | SMK Kuala Nerang | SMK Lubok Merbau | SMK D.S. Ahmad | Total |
| 2005                      | 39       | 82               | 49       | 12               | 68               | 14             | 264   |
| 2006                      | 54       | 56               | 42       | 11               | 52               | 8              | 223   |
| 2007                      | 43       | 34               | 40       | 8                | 41               | 10             | 176   |
| 2008                      | 40       | 47               | 38       | 12               | 58               | 9              | 204   |
| 2009                      | 24       | 43               | 35       | 9                | 57               | 7              | 175   |
| Total                     | 200      | 262              | 204      | 52               | 276              | 48             | 1,042 |

Source: Disciplinary report SMK-SMK Padang Terap District

Meanwhile, from 2010-2014, the cases of students involved in disciplinary cases at SMK Padang Terap totaled 1,042 cases. SMK Lubok Merbau recorded the most cases at 276 cases, followed by SMK Padang Terap (262 cases), SMK Naka (204 cases) and SMK Pedu (200 cases). SMK Dato 'Syed Ahmad Kuala Nerang recorded cases of misconduct disciplinary record low of 48 cases and followed by SMK Kuala Nerang (52 cases) (Table 3)



**Fig. 1:** Trend misconduct disciplinary SMK Padang Terap 2005-2009.

Overall, the study found trend disciplinary SMK Padang Terap an upward trend from 2005-2008, however it showed a decline in 2009. In 2005 disciplinary misconduct only 211 cases and this number increased to 233 cases last year 2006, 251 cases in 2007 and 292 cases in 2008. In 2009 the number of cases decreased from 292 cases to 267 cases (Fig. 1).

Within the next five years (2010-2014) disciplinary SMK Pedu downward trend appeared after 2011. In 2010, total of 39 cases of misconduct

increased to 54 cases in 2011. This number decreased in 2012 to 43 cases and in 2013 (40 cases)

and 2014 (24 cases)

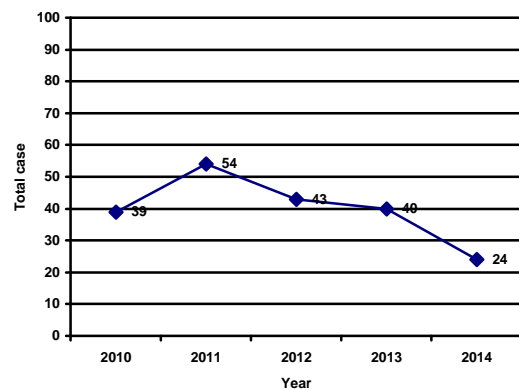
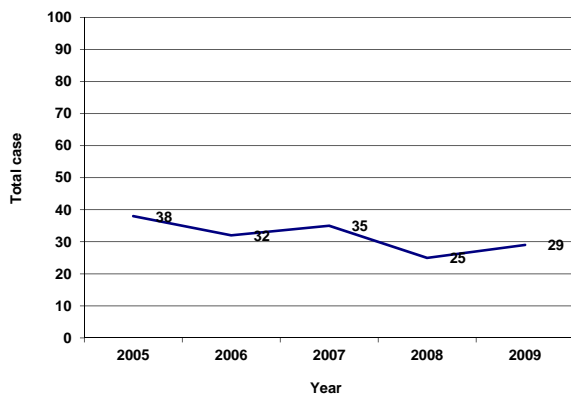


Fig. 2: Trend Misconduct Disciplinary Pedu School Students 2010-2014

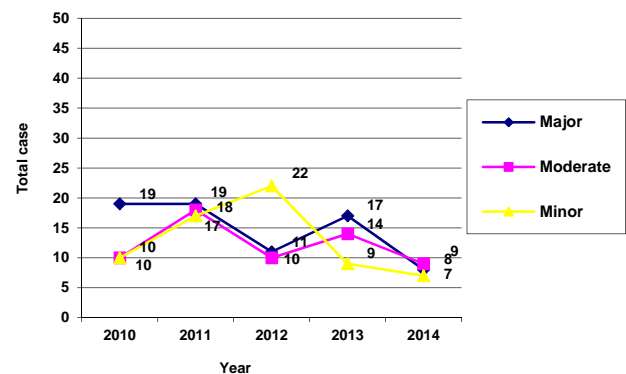
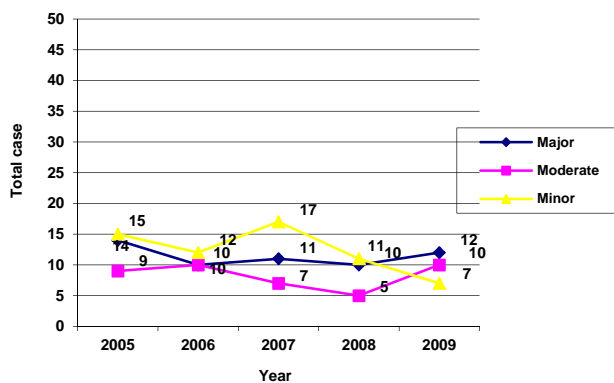


Fig. 3: Trend Category Misconduct Disciplinary Pedu School Students 2005-2009

Fig. 4: Trend Category Misconduct Disciplinary Pedu School Students 2010-2014

Trend Category Misconduct Disciplinary Pedu School Students 2010-2014.

In the years 2010-2014, the category in terms of disciplinary cases serious offense showed a downward trend despite an increase in 2013. While simple misconduct trend misconduct fluctuations while mild upward trend. This statement is based on the number of cases recorded. The number of cases of serious disciplinary cases in 2005 was 19 cases, and the number has decreased in 2014 to 7 cases only. For simple disciplinary he shows up and down trend from 2010-2014. In 2005 the number of cases for simple errors was 10 cases, it was later increased to 17 cases in 2006 and dropped to 10 cases in 2007 and increased again to 14 cases in 2008 and declined in 2009 to 8 cases. For light disciplinary case also showed an upward trend in 2010-2012 (10 cases, 17 cases and 22 cases) and a downward trend from 2013 and 2014 (9 cases and 7 cases).

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