

MANAGEMENT OF STUDENT AFFAIRS IN FACED WITH CURRENT EDUCATION CHALLENGES IN MALAYSIA

GESTÃO DE ASSUNTOS ESTUDANTIS FACE AOS DESAFIOS ATUAIS DA EDUCAÇÃO NA MALÁSIA

Rosmawati binti Yusof Othman

Universiti Sultan Zainal Abidin (UNISZA), Malaysia

rosmawati.othman@moe.gov.my

Zuraidah Juliana Mohamad Yusoff

Universiti Sultan Zainal Abidin (UNISZA), Malaysia

zuraidahjuliana@unisza.edu.my

ABSTRACT

The school was created to systematically implement the education process based on the National Education Philosophy (FPK) to develop the potential of students in a holistic and integrated manner. School is also a place to shape the personality, discipline and potential of students through systematic student affairs management (HEM). Each individual in the school organization is given responsibilities that need to be carried out as best as possible. Nevertheless, the Malaysian Ministry of Education (KPM) found that there is an issue among educators, which is the problem of role ambiguity which has had an impact on the level of student discipline and school achievement in the academic field. Therefore, this study was conducted to identify the role and scope of tasks of the HEM unit through a new approach which is the HEM Management Model which was formed as a result of the combination of two approaches introduced by the KPM namely the Malaysian School Governance (MySG) and the second wave Education Quality Standard (SKPMg2) in order to be a reference for all school members. With this model in place, the school management can reduce the ambiguity in the implementation of HEM duties in various aspects including student discipline management, hygiene, safety and health (3K) management, scholarship management, guidance and counseling management, Textbook Loan Scheme (SPBT) management and so on. A clear level of understanding for each task of the HEM unit in addition to the implementation of regulations and specialized circular letters (SPI) by the Ministry of Education and Culture will create an efficient management structure to face various educational challenges today.

Keywords: HEM management, Education challenges, MySG, SKPMg2.

RESUMO

A escola foi criada para implementar sistematicamente o processo educativo baseado na Filosofia Nacional de Educação (FPK) para desenvolver o potencial dos alunos de forma holística e integrada. A escola é também um local para moldar a personalidade, a disciplina e o potencial dos alunos através da gestão sistemática dos assuntos dos alunos (HEM). Cada indivíduo na organização escolar recebe responsabilidades que precisam de ser desempenhadas da melhor forma possível. No entanto, o Ministério da Educação da Malásia (KPM) descobriu que existe um problema entre os educadores, que é o problema da ambiguidade de papéis, que tem impacto no nível de disciplina dos alunos e no desempenho escolar no campo acadêmico. Assim sendo, este estudo foi conduzido para identificar o papel e o âmbito das tarefas da unidade HEM através de uma nova abordagem que é o Modelo de Gestão HEM, que foi formado como resultado da combinação de duas abordagens introduzidas pelo KPM, nomeadamente a A Governação Escolar da Malásia (MySG) e o Padrão de Qualidade da Educação de segunda vaga (SKPMg2) para ser uma referência para todos os membros da escola. Com este modelo em vigor, a gestão escolar pode reduzir a ambiguidade na implementação das funções do HEM em vários aspetos, incluindo a gestão da disciplina estudantil, gestão de higiene, segurança e saúde (3K), gestão de bolsas de estudo, gestão de orientação e aconselhamento, Esquema de empréstimo de manuais escolares (SPBT). Um nível claro de compreensão de cada tarefa da unidade HEM, para além da implementação de regulamentos e circulares especializadas (SPI) pelo Ministério da Educação e Cultura, criará uma estrutura de gestão eficiente para enfrentar os vários desafios educativos atuais.

Palavras-chave: Gestão HEM, Desafios da educação, MySG, SKPMg2.

Introduction

The success of a country depends on the success of schools in producing a generation of moral, knowledgeable and skilled people in line with the KPM's vision of 'Quality Education, Educated People, Prosperous Nation'. KPM has set the ministry's mission which is translated in the second wave Malaysian Education Quality Standard (SKPMg2) which is comprehensive and realistic to ensure that educational institutions have a standard that can be recognized by foreign countries. Standard 3 in SKPMg2 focuses on the effectiveness of curriculum, co-curriculum and HEM management. The document is the main reference for the school management system so that it can be managed effectively and produce balanced students (SKPMg2 Document, 2017). KPM also launched Malaysian School Governance (MySG) to be used as a guide to overcome the issue of teacher role ambiguity and to ensure that teachers carry out their duties based on the scope of assignments, regulations and SPI (MySG Document, 2021). The implementation of SKPMg2 and MySG has shown that KPM focuses on four main components of school management, one of which is HEM management. The component is given emphasis because it can

shape the discipline, personality and becoming of students and a quality school (Mohd Yusoff, N.A. 2020).

Therefore, school members need to establish a quality education management system by deepening knowledge in HEM management (Kasimun, S. 2020) so that they can perform tasks efficiently (Saidin et al., 2019 in Komarudin, F.M., 2024), improve competence and personal expertise as well as being able to help the school in planning and implementing activities (Yunus, J., 2018). The implementation of HEM management based on rules and SPI becomes a fortress to deal with various challenges in the management of student discipline (Mohd Yusoff, N.A. 2020; Mohd Ismail, R.A., 2020) and even becomes a guide in carrying out a task to enable the school to function effectively and with quality (Hamzah, N., 2018). Therefore, this study will help educators to understand in more detail about the duties and responsibilities in each HEM management unit in order to be able to deal with challenges in discipline management and subsequently improve student performance.

Methodology

A qualitative approach has been used in this study which involves content analysis to analyze text data in various formats and categorized to provide an understanding of the phenomenon being studied (Hamid, Z., 2019). Through the method of content analysis, researchers have the opportunity to make realistic conclusions related to the data collected (Bengtsson, 2016 in Hamid, Z., 2019). The method is very appropriate and seen as more relevant (Rashidi, M.N., 2014) to identify aspects that need to be emphasized in efficient HEM management. For that purpose, a content study was conducted to gain a deeper understanding of the aspects of HEM management that are focused on in the MySG and SKPMg2 approaches that have been introduced by the KPM. The effectiveness of both approaches was also studied through the highlights of several related articles that have been published from 2017 to 2024. Therefore, the researcher has used the keywords "HEM management", "HEM guidelines" and "challenges in HEM". Among

the forms of articles used are proceedings, official documents and handbooks to identify important aspects that need to be emphasized in efficient and systematic HEM management in schools.

Next, the content analysis study of the data and information obtained was analyzed inductively in which the process was carried out from general to 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). The researcher also used an inductive and thematic approach to combine aspects of HEM management found in the two KPM approaches namely MySG and SKPMg2 to produce a more comprehensive approach.

Background of the management of student affairs in school

The KPM places HEM management in Standard 3 SKPMg2 which needs to be managed efficiently to produce balanced students (SKPMg2 Document, 2017). Carefully managed HEM management can improve school performance, discipline and student character as well as develop the potential of students as a whole as found in FPK. A school will be successful if HEM management supports the leadership of the Principal or Principal (PGB) by displaying a clear vision and highly dedicated work (Mohd Yusoff, N.A. 2020). According to Akbal, M. (2013), HEM management also plays a role in promoting cooperation and high discipline among teachers to manage students towards academic excellence and personal character.

Therefore, HEM management has four general responsibilities. First, the responsibility in the management of student self-development (Mohd Yusoff, N.A. 2020) to form a commendable student's character and personality (Jalal, F.H., 2015). Second, coordinate and monitor the tasks of all units under the management of HEM so that the planning and coordination of the program meets the school's goals and complies with SPI by KPM. Third, solving disciplinary problems and rehabilitating troubled students with the cooperation of School Guidance and Counseling Teachers (GBKSM) through counseling sessions and motivational programs (Mohd Yusoff,

N.A. 2020). Fourth, ensure that the positions of authority related to student welfare and safety create a safe school environment because although it is considered a low-risk premise, it does not mean that the school is free from accidents and injuries (Awang, M., 2017). According to Akbal, M. (2013), the HEM's management duties and responsibilities are too broad, which includes discipline management, SPBT, scholarships, aid and welfare, student health, student safety, guidance and counseling, school fun, school canteen, dormitory, student moral development and much more. For this reason, HEM management needs to be implemented in a systematic and planned manner in order to be able to face various challenges in schools (Mohd Yusoff, N.A. 2020).

Challenges in the management of student affairs

The biggest challenge that has to be faced by school management is the problem of role ambiguity involving almost 36.9% of educators which certainly has an impact on school achievement (KPM, 2016) and causes disciplinary misconduct among students. This is because teachers are not competent and do not play a proper role in shaping the character of students (Jantan, Y., 2017). Teachers who are faced with role ambiguity will have low self-confidence because they doubt their ability to perform tasks well. This is due to the transformation process in the world of education that requires them to move quickly in performing administrative tasks, especially in relation to HEM management (Mohd, A., 2016). Due to the ambiguity of the teacher's role, HEM management is faced with various disciplinary issues involving students in crimes and misbehavior such as fighting, gangsterism, smoking, drug addiction, vaping and hitting teachers. When disciplinary offenses occur, parents often place the blame on the shoulders of teachers who are considered unsuccessful in playing a role in educating their children well. This leads to many issues of parents' misunderstanding of teachers. For example, the action taken by the discipline teacher against a student of the teacher was attacked without a motion to examine. The event happened in Pasir Mas, Kelantan which resulted in

a male teacher being punched by the father of a year four student causing an injury to the teacher's left cheek (Mohamad Razman, N.A., 2022).

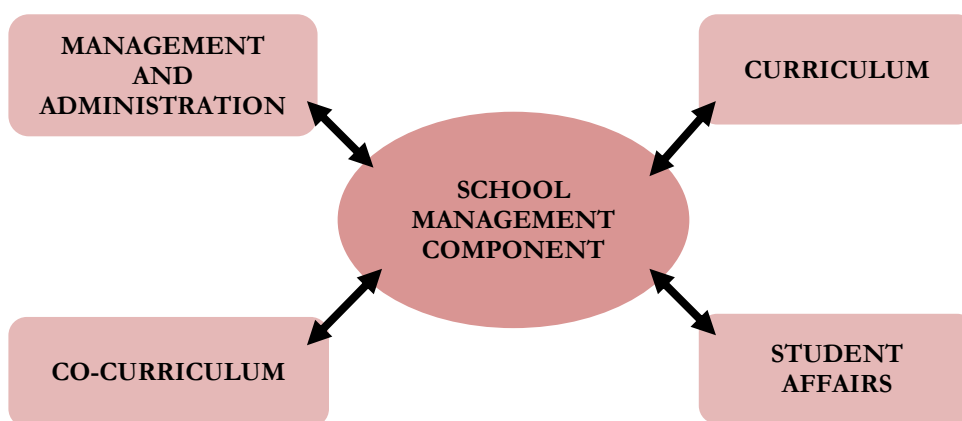
Not only that, teachers who do not carry out their role perfectly will result in many negative implications as happened in a boarding school in the state of Terengganu on April 26, 2015. The school management is seen to be very negligent in controlling the boarding school despite the fact that there is a duty warden schedule that has been organized by the school. The school is also seen to be negligent in carrying out its responsibility to take care of the welfare of the school community, especially the safety of students, resulting in a student becoming a victim of bullying in the headmaster's dormitory room (Baharin, H.B., 2019). The school should carry out the responsibility of ensuring the safety of students is always maintained (NUTP Official Portal, 2024). This incident caused the Malaysian government, the Director General of the Ministry of Education, the former Principal, GPK HEM and the five bullies to be ordered to pay a claim of RM616634.20 to the victims of bullying (Baharin, H.B., 2019).

In addition, the management of HEM also faces difficulties in forming the attitude of students because they are faced with various challenges to apply good values in themselves (Mohamad Razman, N.A., 2022). This is because, students in adolescence experience many biological, physical, mental and emotional changes that cause many conflicts (Hussin, H., 2020) related to their identity whether in their personality, career, feelings, gender, politics and religion (Hussin, H., 2020; Mat Daud et al, 2021 in Ismail, A.I., 2021). Therefore, teachers need to be competent or have skills in various fields and fully understand their role so that they can motivate and discipline students who will eventually become role models for them. This is because teachers who have a high level of competence are able to improve the understanding and practice of good values among students (Jantan, Y., 2017). Therefore, MySG and SKPMg2 are needed to build teacher competence in all aspects, especially in the field of HEM management.

Malaysian School Governance (MySG)

MySG is published by the KPM as an initiative in support of the government's desire to ensure that school management is always relevant and effective with current needs. This MySG publication becomes an official reference for educators related to work process procedures and responsibilities that are more organized to reduce ambiguity in the implementation of tasks and subsequently improve the performance of education delivery (Mohd Yusof, Y.S., 2021). MySG is also published by bringing together various sources of power to be used as a guide at all levels of schools to help in understanding and carrying out tasks systematically. A clear knowledge of duties and responsibilities is very important to produce quality education services in order to empower each school. Furthermore, mySG is very useful in improving the quality of school management and administration (Talib. A., 2021). Therefore, MySG is organized based on the National Philosophy of Education (FPK) by systematically implementing educational activities to develop students' potential holistically. In order to achieve these goals, school management focuses on four main components namely Management and Administration, Curriculum, Student Affairs and Co-curriculum as shown in Figure 1.

Figure 1 – Four Main Components of School Management



Source: MySG Document (2021)

Figure 1 shows that HEM management is one of the most important components in school management. This HEM management component has its own sub-components that are subject to changes in national policies and operations from time to time. Among the sub-components found in HEM management are class management, student registration, student discipline management, cleanliness, health and safety management (3K), student welfare and assistance, guidance and counseling, textbook management, Drug Prevention Education (PPDa), hostel management, human capital development and Home System Management - Boarding School (SBP) (MySG Document, 2021).

Second Wave Malaysian Education Quality Standards (SKPMG2)

SKPMg2 was introduced in 2010 as an evaluation instrument for clear and comprehensive education quality standards to continuously evaluate education quality. SKPMg2 has been developed to serve as a guide for school administrators and citizens to ensure improvement in the effectiveness of management and the education delivery process. Not only that, it 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 has 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: Becoming a Student (SKPMg2 Document, 2017). In relation to that, HEM management has been placed in Standard 3.3 which involves evaluation related to 6 aspects namely:

Table 1 – Standard 3.3 SKPMg2

ASPECT	CRITICAL CRITERIA
3.3.1 HEM Management Regulations	Regulations are made to ensure compliance and coherence in the implementation of HEM
3.3.2 Student Discipline Management	Student discipline is managed to form a positive attitude and behavior in the development of the student's character
3.3.3 Student Safety Management	Student safety is managed to ensure that students are safe and foster the practice of maintaining safety among students
3.3.4 Student Health Management	The student health service program is managed to improve the quality of health and practice a healthy lifestyle
3.3.5 Student Learning Assistance Management	Student learning assistance is managed to help meet physical, mental and emotional needs
3.3.6 Management of Guidance and Counseling Services	The management of guidance and counseling services is managed in a professional and planned manner

Source: Second Wave Malaysian Education Quality Standards Document (2017).

Aspects of HEM Management Based on MySG and SKPMg2

HEM management is the main thing that helps Principal and Headmaster (PGB) to succeed in quality school management and shape the development of students. The quality management of this HEM unit will be able to influence the improvement of student discipline and character and create an effective school. With a solid HEM management, every plan can be implemented effectively. Therefore, GPK HEM needs to control and manage all aspects under the jurisdiction of HEM by strengthening the leadership of the teachers involved (Mohd Yusoff, N.A., 2024).

Class Management

Class management is under the responsibility of the class teacher who acts as a model and mentor to his students in creating a moral community and fostering discipline and moral culture among students (Jantan, Y., 2017). Class teachers also become parents and partners to students at school in instilling and forming high character and spirituality in students. In fact, the class teacher also plays an important role as a discipline teacher for the students in his class which of course requires them to have skills on how to identify problematic students in the class.

This is because the problematic students can be helped or referred to Full Time Guidance and Counseling Teacher (GBKSM) so that they can express whatever is hidden in their hearts to be helped by GBKSM (SPI Number 8/2001).

Based on SPI Number 8/2001: Strengthening School Discipline Management, class teachers are responsible for streamlining student profiles from the first day of school such as student photos, personal and family details, discipline records, academic performance, interests, hobbies, career choices and social skills possessed by students. When a student moves class or school, the student profile needs to be moved securely according to the student's movement. However, the Student Database Application (APDM) introduced by the KPM in 2012 has simplified the school data management process. Class teachers need to update student information online according to needs such as basic student information, parent information, student co-curricular information, assistance received by students and so on (Mohd Nuin, N.F., 2019).

Next, the class teacher is responsible for coordinating class management such as taking student attendance, preparing class organization charts, preparing timetables and cleaning duty schedules as well as ensuring facilities such as chairs and tables in the classroom are sufficient and in good condition, the classroom environment is always clean and conducive and has books class control. The class teacher also needs to ensure that all electrical equipment in the class is in good condition and safe to use. In the event of any damage, the class teacher must report to the administrator. In addition, the class teacher is also responsible for recording all disciplinary actions imposed on students such as Warning I, Warning II, Warning III and expulsion from school. This is very important to be given attention by class teachers in order to control the problem of discipline violations among school students (Mohd Yusoff, N.A., 2024).

Student Registration

HEM management is responsible for keeping student records and managing student exchanges, school leaving certificates, new student registration records or changing schools (Mohd Yusoff, N.A., 2024). For that purpose, the school fully uses

the APDM system in student registration matters by ensuring that the student's name is fully registered in the system. This system requires teachers to update all student information to ensure that the system always displays accurate and up-to-date details for each student in order to create a conducive learning environment. Not only that, student data that is updated regularly will support an organized education ecosystem and will even meet the needs of each student. This will also provide ease of communication to all parties, especially the school, parents and education authorities. In addition, it also enables new data to be uploaded smoothly into all systems used by KPM (KPM Official Portal, 2023).

In addition, KPM has opened the online registration of form one students from the 2013 school session through the APDM system which allows school administrators or coordinators to simply press the register button and the student will officially continue to register at the school automatically. This APDM system also provides facilities for students who want to change schools. School administrators or student data coordinators only need to register and apply for a change to the chosen school. Next, the District Education Office (PPD) will determine the decision regarding the student exchange. In addition to these facilities, the school also uses an e-attendance facility that enables class teachers to register or record students' attendance online every day. The class teacher will notify the parents and issue a warning letter to the student who skips school according to the established procedure (Mohd Nuin, N.F., 2019).

For this reason, periodic reviews need to be carried out to ensure that the number of students by level is correct and up-to-date because failure in the management of student data will affect many parties. This is because once student registration is done with complete data, the data will be imported and used in other systems that have been introduced by the KPM such as the School Examination Application System (SAPS), the School-Based Assessment Management System (SPPBS) and the Identity Management System (idMe). All of these systems make it easier for class teachers and subject teachers to fill in exam marks and assessments that are carried out in schools (Mohd Nuin, N.F., 2019).

Student Discipline Management

Student discipline management involves two important personnel, namely the HEM Senior Assistant Teacher (GPK HEM) and the discipline teacher. The special position of GPK HEM has been created to assist the PGB in managing student discipline matters as well as acting as a developer, builder, assistant, planner, facilitator, coordinator, guard and counselor to members under his supervision including students (Mohd Yusoff, N.A., 2024). Based on the SKPMg2 (2017) document, GPK HEM is responsible for ensuring Standard 3 of SKPMg2 which is stipulation 3.3.2.1-Pupil discipline is managed professionally and planned to be fully implemented and achieve the standard regularly, consistently and continuously. This means that every action taken must be based on the level of action and the level of quality that has been set in standard 3 SKPMg2.

Next, discipline teachers as a whole involve all teachers who play a role in assisting the administration (Patchaippan, K., 2012) as stated in SPI Number 10/2001: All Teachers Are Discipline Teachers (KPM official portal, 2024). However, in particular, discipline teachers are appointed from among teachers and given special tasks to deal with student discipline problems. The task requires them to have knowledge related to student discipline problems, the implementation procedures as stipulated in the Education Ordinance 1957, the Education (School Discipline) Regulations 1959, the school discipline procedure guide and SPI distributed from time to time (Patchaippan, K., 2012). Discipline teachers need to carry out their duties in planning, managing, directing and controlling resources efficiently in order to improve student discipline (Nobes, S.R., 2018).

In addition, discipline teachers play a role in managing the school's discipline management system by forming an effective discipline management system through the establishment of specific school rules. With a good management system, it will have an impact on building more positive student behavior (Offem Otu Odim, 2019 in Sire Etum, 2021). Therefore, discipline teachers need to clarify the disciplinary rules that are used in schools to form students' understanding of the consequences if they do something wrong (Ding, J., 2017). Since the task of being a disciplinary teacher is heavy, the number of teaching hours of the Head of Disciplinary Teacher

can be reduced by the PGB administratively so that they have enough time to prepare reports on student misbehavior and take appropriate action to rehabilitate problematic students (SPI Number 8/2001). This allows discipline teachers to focus more on managing discipline according to rules and reasonable justifications as well as clear evidence for each punishment imposed on students (Sire Etum, 2021).

In general, the GPK HEM and the disciplinary teacher are two personnel who work together in the management of student discipline through the Authority of the Disciplinary Board and the Authority of the Disciplinary Body. The Authority of the Disciplinary Board is responsible for determining the school's disciplinary policy based on SPI KPM and government policy and ensuring that all teachers are disciplined teachers as per SPI Number 10/2001. The position of authority needs to help the school disciplinary body to detect and confirm serious student offenses that can lead to punishment of suspension or expulsion from school (Mohd Yusoff, N.A., 2024) which is guided by SPI Number 9/1975: School Regulations for Students (KPM School Division, 2024). This position of authority will hear and examine disciplinary cases according to the procedure of hearing the accused's appeal, deciding the sentence, announcing the sentence and preparing a report. The Disciplinary Body Authority position is responsible for helping the PGB to draft school rules, enforce the rules and represent the PGB in implementing actions against student misconduct. The authority will work with GBKSM to rehabilitate students who break the rules and patrol with teachers on duty to detect truant students (Mohd Yusoff, N.A., 2024).

In addition, the Disciplinary Body Authority is also responsible for inspecting students to ensure that students wear a complete school uniform (Mohd Yusoff, N.A., 2024) in compliance with KPM Circular No. 2/2024: Regulations on Uniforms for Lower School Students from the Ministry of Education Malaysia Starting Calendar Academic Session 2024/2025 as well as SPI Number 4/2020: Enforcement of Wearing Black or White Shoes and Socks by School Students Ministry of Education Malaysia Starting Year 2021 (KPM Official Portal, 2024). When a student is found to be violating school rules, the authority is responsible for imposing educational punishment such as students without badges, neckties and name tags are ordered

to buy them while students with long nails are given nail clippers to cut their nails. The authority also inspects students with long hair and fashion (Mohd Yusoff, N.A., 2024) and ensures that they comply with SPI Bill. 2/1976: Pupils' Haircuts (KPM School Division, 2024). Not only that, the authority is responsible for conducting surprise inspections of female students in private with a focus on inappropriate clothing, jewelry or items that cannot be brought to school. The authority will take and record confiscated items and call the parents of the students concerned to the school to be given advice and return the items (Mohd Yusoff, N.A., 2024).

In relation to that, the management of student discipline will be assisted by School Prefect from among students selected based on certain criteria who are responsible for assisting the school in the management of student discipline. The selection is carried out carefully from various angles before making a decision to select or not a student as a School Prefect. The selected School Prefect consist of dedicated, skilled and potential students because they are considered the eyes and ears of the school in helping to control the discipline of other students who are their peers or older than them. Therefore, the appointed s School Prefect will be guided by teachers and the school by providing motivation and guidance so that they gain high self-confidence and are able to perform their duties with excellence (Che Ahmad, A., 2015). Based on SPI Number 9/1975: Discipline in Schools. The School Regulations for Pupils explain that School Prefect must get support from teachers and PGB in carrying out their duties and responsibilities because the purpose of their appointment is to help the school authorities. Therefore, appointed School Prefect need to show positive skills and personality in order to be able to teach other students as stated in the School Prefect's Guidebook published by the Daily School Management Division, BPSH (2017). Among the duties of school supervisors stated in this book are:

- i. Responsible for carrying out the trust with dedication and sincerity in line with the Prefect's vision which is "Outstanding Prefect generate a distinguished generation" and the Prefect's mission which is "Producing disciplined, skilled, proactive and dynamic Prefects".

- ii. Practicing high discipline and self-identity and always being devoted to the school.
- iii. Maintain and improve the image of the school at all times.
- iv. Assist the teacher in ensuring that all students obey and appreciate the school rules.

Cleanliness, Health and Safety Management (3K)

3K management is given the responsibility to deal with national issues related to hygiene, health and student safety (KPM Official Portal, 2024). Cleanliness involves the excellent personality of school members and a clean, beautiful and conducive school environment in helping the teaching and learning process (PdP) to be quality and effective. Health, on the other hand, involves students being healthy, fit and intelligent in terms of physical, emotional, spiritual and intellectual to help them improve academic achievement and personal development. While safety involves a safe atmosphere inside or outside the school that can increase confidence and strength in students from any external influence and threat (KPM, 2025). For the cleanliness aspect, 3K management performs its role by preparing the school landscape or holding a landscape competition as stated in SPI Number 17/2003: Initiative to Improve School Safety, Health and Happiness. Compliance with the SPI has also encouraged the school to carry out various activities that can improve the level of cleanliness in the school area such as holding a class cleanliness competition every week and a fun corner by providing prizes or certificates for the winning class to be presented during the school assembly (Mohd Yusoff, N.A., 2024).

As for the health aspect, the KPM has launched several programs with complete guidelines as a guide for schools in dealing with issues related to student health by introducing the School Health Plan (RKS) in 1967, the School Health Team in 1975 and the Healthy Schools Integrated Program (PBSS) in 1996. Based on the KPM program, 3K management in schools can coordinate all health-related activities to produce healthy and quality school members and environments (Selangor State Health Department, 2023). The management of 3K can implement various health programs such as visits, exhibitions and talks by medical officers from the district

health center, manage students who need treatment, injections and dental check-ups (Mohd Yusoff, N.A., 2024) which is guided by the School Dental Health Service Guidelines. In addition, 3K management also manages treatment rooms by providing complete medicine chests, treatment room usage rules, treatment room usage books and duty schedules (Ministry of Health Malaysia (KKM), 2022). According to KPM (2025), among the programs that can be implemented by the 3K management in dealing with health-related issues are the Dental and Oral Care Program, Tick-Free Program, Hand-Washing Program and Dengue-Free Program as well as making the school a No-Smoking Area.

Next for safety management, the school needs to pay serious attention to various factors that can lead to inappropriate incidents such as accidents and crimes. This may be caused by the structure of the physical space of the school which is not conducive causing the school to become a place where criminal behavior takes place (Betare, R., 2021). Based on SPI Number 4/2002: Implementation of the Safe School Program, all members of a school need to feel safe to carry out teaching and learning activities as well as carry out co-curricular activities without interference from any party either from the outside or from the inside. The Safe School Aspiration makes the school a place where the cultural differences and values of each individual or group are appreciated by all parties, in addition to the practice of keeping safety as a culture in everyday life. Among the responsibilities of the school to ensure that the level of safety is maintained is to establish a Safe School Authority which is made up of school members, community representatives, government and non-government agencies and appoint GBKSM as the secretary who will mobilize the Safe School Program. The school also needs to give exposure to all school members about the meaning and purpose of the program and hold a briefing session for government and non-government agencies so that they can participate and help in improving school safety.

Student Welfare and Aid

KPM always prioritizes student welfare by working to improve the aid distribution system so that the educational gap can be bridged through reducing the dropout rate of poor students, rural students, students with special needs and minority groups. For that purpose, KPM has introduced various forms of assistance that are coordinated by several authorities in schools so that it reaches the deserving students. Among them is the Scholarship Authority Office which is responsible for examining the KPM's guidelines or scholarship sponsors such as the Federal Small Scholarship Guidelines (BKP) Year 2024 (KPM, 2024) before making a scholarship application for students online. The authority has to review the application, contact the parents of students who get scholarships and keep records of scholarship recipients according to type and level. The position of authority also needs to ensure that the exchange of scholarship holder students is managed perfectly (Mohd Yusoff, N.A., 2024). During the selection for BKP recipients, the student selection decision must be decided in a meeting based on a merit calculation based on parents' income of 40%, academic achievement of 50% and involvement in co-curricular activities of 10%. This process is implemented to ensure that decisions made are transparent and have integrity and need to be noted in meetings and filed for record, monitoring and auditing purposes (KPM, 2024).

Next, the Poor Students Trust Fund Committee (KWAPM) which is responsible for ensuring that the management of KWAPM complies with the KPM's Poor Trust Fund Management Guidelines (KPM, 2023). The committee needs to identify poor students who are eligible to receive aid by holding a meeting with form teachers, distribute application forms, process and review applications and keep records of KWAPM holders (Mohd Yusoff, N.A., 2024). The committee will select eligible students based on the Household Income (PIR) according to the National Poverty Line Income (PGK) 2019. The list of selected students must be updated in APDM by the class teacher and filed for record, monitoring and auditing purposes (KPM, 2023). The Welfare, Takaful and Savings Committee is responsible for providing information on students who are eligible for assistance and orphans. The authority also manages the welfare affairs of students who need special help such

as glasses, school clothes, accidents and deaths by collecting donations (Mohd Yusoff, N.A., 2024).

Guidance and Counseling

Guidance and Counseling Unit Committee (UBK) that plays a role in negotiating ways and guidance for students experiencing personal problems and maintaining the confidentiality of information obtained from students. The committee is responsible for guiding students in learning problems and conveying information regarding guidance and careers to students. The committee is also involved in making the practice of caring teachers successful in encouraging student attendance at school and overseeing the implementation of the Peer Mentoring Program (PRS) by acting as a referral expert and PRS facilitator. The committee will select and train PRS members in carrying out their duties at school as well as being accompanying teachers in PRS courses organized by the district, state or national (Mohd Yusoff, N.A., 2024). The committee need to ensure that the implementation of the PRS program is based on the guidelines set in Psychological Management (Malaysian Public Service Department (JPA), 2022) and Peer Mentoring Module (KPM, 2024). The UBK committee also cooperates with the Compassionate Schools Committee, Compassionate Teachers and Cakna Pilgrimage who are responsible for implementing and monitoring the Compassionate Teacher Program based on the Guidelines for the Implementation of Compassionate Teachers (KPM, 2012). The Notice of Compliance with the Guidelines for Preventing and Dealing with Bullying Among Pupils in Schools (KPM, 2014) has explained the Guidelines for Dealing with Bullying Through Cultivating Compassionate Practices Among Students in Schools and Hostels.

Textbook Management

The textbook is a translation of all the basic principles of the syllabus and the description of the syllabus which is the main reference in the PdP process and is an important resource for teachers. From 2008, all Malaysian students are eligible to receive textbook loans regardless of household income and the number of eligible

children in all government schools, government-aided schools under the KPM and People's Religious Secondary Schools. In order to implement textbook management, a Textbook Loan Scheme (SPBT) committee has been created which is responsible for coordinating the Textbook Record Form (SPBT Form G), updating the SPBT stock book, receiving and checking the supply of textbooks from distributors, signing delivery notes and stamping book (Mohd Yusoff, N.A., 2024). The committee need to implement textbook management based on the SPI and the letter issued by the KPM such as the SPI KPM Number 5/2017: Textbook Loan Policy for Pupils Under the KPM Textbook Loan Scheme, SPI KPM Number 4/2017: Supply of Textbooks to Primary and Secondary School Teachers under the KPM Textbook Loan Scheme, Notice of Exception for Returning Primary School Activity Books and Notice of Transfer of Pupils in the Distribution/Usage Zone the Same Textbook (KPM, 2018).

In relation to that, the SPBT Committee needs to implement all instructions related to SPBT, prepare SPBT rules and calendars in schools and collect student enrollment data. This is important to make it easier for the committee to provide SPBT textbook order data before the order is placed (KPM, 2018). The committee will use the Online Textbook Management System or e-SPBT introduced by the KPM to facilitate the process of storing textbook stock information and placing textbook orders (e-SPBT Student Management Module, KPM). The committee need to ensure that all students have textbooks, especially new students (Mohd Yusoff, N.A., 2024) as instructed by the KPM through SPI KPM Number 5/2017: Textbook Loan Policy for Students under the Ministry of Education's Textbook Loan Scheme (KPM School Division, 2024). Among the important tasks of the committee are receiving and checking the supply of SPBT textbooks, signing the Handover Note or invoice, managing the replacement of SPBT textbooks that do not meet the criteria set by the Textbook Division (BBT) and ensuring that SPBT textbooks are stamped with the school's name, dated receipt and procurement number in the space provided (KPM, 2018). The committee is also responsible for ensuring that students' textbooks are neatly wrapped, taking action against students who damage or lose textbooks and inspecting textbooks left in the classroom from time to time (Mohd Yusoff, N.A., 2024).

Drug Prevention Education (PPDa)

The Drug Prevention Education Policy (PPDa) is a policy on the need for students, teachers, staff and parents to receive drug prevention education to ensure drug-free educational institutions. PPDa aims to provide knowledge, awareness and conviction to all school members so that they stay away from and are able to resist the threat of drugs through Early Prevention Education for cigarettes, drugs, inhalants, alcohol and HIV or Aids (KPM, 2025). According to the Education Department of the Federal Territory of Kuala Lumpur (2025), the school needs to ensure that the activities carried out comply with the SPI or the letter issued by the KPM, namely:

- i. SPI Number 7/1975: Drug Abuse – Guidelines for Identifying/Identifying People Who Use or Abuse Drugs
- ii. SPI Number 2/1979: Report of Students at Risk of Drug Abuse
- iii. General Circular Number 1/1985: Programs to Prevent and Eradicate Drug Addiction Activities in Government Agencies
- iv. SPI Number 8/1986: Abuse of Inhalants
- v. KPM Circular/1995: Implementation of the Just Five Minutes Anti-Drug Program in Primary and Secondary Schools
- vi. KPM Circular/1998: School Student Urine Test
- vii. KPM Circular/1998: Analysis of Students/Teachers/Employees Involved with Drugs/Inhalants/Cough Medicines

Next, the Anti-Smoking and Drug Committee is responsible for patrolling several locations such as men's toilets, women's toilets, stairs, the back of the building and empty classrooms as well as conducting surprise inspections of high-risk classrooms (Mohd Yusoff, N.A., 2024). The students involved will be referred to GBKSM for a rehabilitation program and action will be taken based on SPI Number 4/1997: Punishment for Students Smoking Cigarettes (KPM School Division, 2024). If a student is found to have committed a drug-related offence, the committee must make a report to the police (Mohd Yusoff, N.A., 2024) and comply with SPI Number 6/2000: Dealing with Security, Drug and Gangster Problems (KPM School Division, 2024). This committee will cooperate with the Truancy Committee to carry out

inspections and patrols in strategic places outside the school grounds to ensure that there are no students who skip class or school which could expose them to drug abuse and then take appropriate action against the students involved (Mohd Yusoff, N.A., 2024) based on SPI Number 6/1995: Addressing the Problem of Truancy in Schools and SPI Number 7/2003: The Power of Teachers to Cane Pupils (KPM School Division, 2024).

Hostel Management

The Malaysian Ministry of Education has provided conducive, safe and complete accommodation with various facilities to all students who are less able and live far from school. The dormitory facilities provided aim to produce students who excel in the intellectual aspects of the curriculum and co-curriculum as well as being balanced in terms of physical and spiritual aspects as expressed by the National Education Philosophy (FPK). Daily dormitory management under the Dormitory Committee carries out student activities based on the Daily Dormitory Management Handbook, Dormitory Pupil Daily Schedule Preparation Handbook KPM 2018, Dormitory Family System (SisKA), Dormitory Kitchen KENDIRI Program and many more (KPM, 2025). The Dormitory committee has also been created to manage the admission of students to the dormitory, establish a committee to smooth the management of the dormitory, prepare the dormitory timetable, implement sports and games activities in the dormitory and plan study tours. The committee also needs to ensure that the dormitory rules are fully obeyed by the students, that the food and drinks provided are clean and nutritious according to the set menu and that the dormitory equipment and equipment are sufficient (Mohd Yusoff, N.A., 2024).

Human Capital Development

Human Capital Development is the main core to form a society that is literate and can compete in line with the Sustainable Development goals that have been outlined by the United Nations 2030. The approach to developing human capital needs to start from the primary school level which requires the involvement of every

layer of society through participation, cooperation and integrated commitment (Zulkifli, N. 2022). In schools, the committee responsible for the development of human capital is the Dakwah and Bina Insan Committee, which is responsible for planning human development programs, Islamic appreciation programs throughout the month of Ramadan and programs to celebrate Islamic days of greatness. The committee also ensures that prayers are recited before starting school and after the end of school, that students do not skip congregational prayers and religious programs and ensure that the water supply is holy and sufficient. The committee also helps with the maintenance of the school prayer hall and prepares congregational prayer schedules and duty schedules at the prayer hall (Mohd Yusoff, N.A., 2024).

Home System Management - Boarding School (SBP)

The Home System is a system that has been practiced for a long time in SBP which is a proactive step of the Boarding School Management (BPSBP) department, KPM to achieve the mission and goals of SBP and realize the FPK. The House System is an implementation of student placement based on leadership under one roof (Home) to foster a sense of belonging and harmony among students who come from various socio-economic, environmental and cultural backgrounds. Among the components that must be present in the SBP Home System (KPM, 2022) are:

- i. Has at least four Homes but not more than 6 Homes
- ii. Homes are named accordingly
- iii. Every student and teacher have a Home except the Principal, Senior Administrative Assistant, GPK HEM and Senior Co-Curriculum Assistant
- iv. Home allocation for students and teachers remains the same throughout schooling or service at the school in question
- v. Each Home has an organizational structure
- vi. Head of Home and Assistant Head of Home are appointed from among the School Prefect
- vii. Each Home has an identity that includes colors, logos, mottos, flags and songs

In addition, the management of this Home System requires GPK HEM as Chief Warden to plan and coordinate the implementation of the Home System by holding discussions from time to time with the Home System Coordinator. GPK HEM will also conduct monitoring for its implementation by ensuring that all data is entered in the scoring system and obtain a detailed report on the latest score position from the Home System Coordinator. As a coordinator, there are several tasks that need to be carried out to ensure that the Home System runs smoothly, such as updating files, holding meetings at least three times a year, holding meetings once a month, ensuring that scores are included in the scoring system, sending reports to BPSBP according to the date that has been set and so on (KPM, 2022).

HEM Management Regulations

Schools need to make HEM management regulations that are more structured and strategic in order to achieve success in academic and non-academic fields, standardize the HEM Management Policy, become a guide document to deal with HEM management issues and disciplinary issues and become an additional printed document for existing school discipline management issued by KPM (Mohd Yusoff, N.A., 2024). It is a necessity for the management of HEM to develop various clear rules and guidelines for all students, teachers, staff and parents. Regulations cannot be implemented by the Principal or Head Teacher (PGB) and PK HEM alone without referring to the relevant policy or SPI because it can be considered void or invalid. Therefore, it is the responsibility of the PGB to create a valid and effective HEM management system by managing it in a systematic and planned manner (Mohd Yusoff, N.A., 2024).

Classroom Management Regulations

Classroom management regulations that require class teachers to appoint committees such as class leader, assistant class leader, treasurer and some committee members. The class teacher also needs to prepare an organization chart, time table, cleaning task schedule, position plan, inventory, cleaning tools, emergency route plan and reading corner in the class and make sure the student

attendance is written in the corner of the blackboard. The class teacher will be assisted by the class leader to ensure that chairs and tables are sufficient and labeled with serial numbers by the asset teacher while damaged furniture is replaced and stored in the school equipment store (Mohd Yusoff, N.A., 2024).

Disciplinary Management Regulations

Disciplinary management regulations involve teacher responsibilities, student discipline, truancy, class control record books, surprise inspections and assembly management. The first regulation related to the teacher's responsibility requires them to recognize each student's name to show the teacher's concern, especially for students who often cause disciplinary problems. The teacher is responsible for ensuring the cleanliness of the classroom before starting PdP and starting PdP when students are sure to have focused (Mohd Yusoff, N.A., 2024). Teachers are also responsible for identifying students who can be rewarded for their good behavior (Said, A., 2023) such as displaying a list of full attendance students on the HEM notice board (Mohd Yusoff, N.A., 2024).

The second regulation related to student discipline requires all teachers to ensure that students comply with school rules at all times as stated in SPI Number 10/2001: All Teachers Are Disciplinary Teachers (KPM Official Portal, 2024). All teachers have the role of giving advice to students who commit disciplinary offenses and inform the discipline teacher or GPK HEM. Punishment actions imposed on students must comply with the procedures set by the KPM such as SPI Number 7/1995: Procedures for Imposing Actions and Punishments on School Students; SPI Number 7/2003: Teacher's Power to Cane Pupils; SPI Number 7/2011: Implementation of Standard Operating Procedure (SOP) 1:3:7 Reporting and Dealing with Student Discipline Issues (KPM School Division, 2024). In addition, all teachers should be given a list of mild, moderate and severe disciplinary offenses so that they can deal with them promptly. Every student must have a school rulebook that they bring to school every day. The content of the book needs to be explained to students at the beginning of the school year and given reminders from time to time so that they can understand and obey (Mohd Yusoff, N.A., 2024).

The third regulation is related to truancy in which students are considered truant if they do not attend school and do not bring a letter from their parents or a sick letter the next day (Mohd Yusoff, N.A., 2024). Continuous truancy occurs when students do not attend school without permission for a long period of time and regular truancy involves students not attending school for a short period of time and is likely to repeat (Mat Daud et al., 2021). Students who are found to be skipping school may be subject to action according to table 1.

Table 1 – Action on Truancy

Action	Continuous Truancy	Regular Truancy / Not Persistent
Warning I	3 days in a row	10 non-consecutive days
Warning II	7 days after the Warning	10 days after the Warning
Warning III	Letter I	Letter I
Expelled from school	7 days after the Warning	20 days after the Warning
	Letter II	Letter II
	14 days after the Warning	20 days after the Warning
	Letter III	Letter III
Total amount	31 days	60 days

Source: Mohd Yusoff, N.A. (2024).

Based on Table 1, students who received Warning Letters I and II must bring a response letter from their parents while students who received Warning Letters III must attend school with their parents to meet with the PGB. Pupils are allowed to enter class after PGB is satisfied with the guarantee given by parents through a letter of undertaking. While students who are subject to school expulsion must appeal and get approval from State Department of Education (JPN) to return to school. Class teachers need to record all actions against students in the school truancy record form and record the sending of letters to parents in the class file (Mohd Yusoff, N.A., 2024).

The fourth regulation is related to the preparation of a class control record book that must be filled in by the subject teacher every time they enter class to control class truancy (Che Kerma, F., 2016). Pupils are considered truant when they attend school but do not attend lessons at the appropriate time in the classroom (Abd Wahab, N., 2014). The class leader is responsible for taking and returning the

class control record book to the desk of the discipline teacher. The subject teacher needs to use the record book to record the number of students in class, students who leave class, late arrivals and skips during PdP time (Mohd Yusoff, N.A., 2024). Next, the discipline teacher will check the record book to identify students who are absent to be punished and sent to a counseling session (Che Kerma, F., 2016).

The fifth regulation related to surprise inspections by discipline teachers or teachers on weekly duty with the help of School Prefect which are carried out from time to time in accordance with PGB instructions to ensure that students do not bring prohibited items to school. The confiscation of prohibited items will be recorded and returned to the student or parent after the process of signing a letter of agreement not to repeat the offense (Mohd Yusoff, N.A., 2024). The sixth regulation relates to the assembly management that need to be based on SPI Number 4/1984: School Assemblies and SPI Number 4/2023: Guidelines for Invitations or Visits of Dignitaries and Politicians to Educational Institutions (KPM Official Portal, 2024). Assembly should be held once a week for 30 minutes which is included in the class timetable. The assembly will be managed by the teacher on duty every week and must be attended by all teachers and students unless they are unwell. GPK HEM needs to provide a record of teachers' attendance at assemblies so that teachers who attend can help supervise students and be role models (Mohd Yusoff, N.A., 2024). Next, filling the assembly conventionally needs to be added value with creative and innovative events that involve students and no long speeches (Malik, M., 2019).

Student Welfare Regulations

All forms of aid and student welfare must refer to data that is constantly updated. Based on SPI Number 4/2024: The Ministry of Education Malaysia's Poor Student Trust Fund (KWAPM), aid is given to students who are below the National Poverty Line Income (PGK) so that they do not drop out of school. KWAPM aid recipient data is determined from the eKasih Data of Social Welfare Department's (JKM), existing data from the Pupil Database Application (APDM) for students from Year one to form one, indigenous student data (KPM Portal, 2024). Next, SPBT

management needs to ensure that all students with citizen status have received textbooks on the first day of the school session and collected again at the end of the year. SPBT management procedures based on the 4th edition of the SPBT Management Guidebook (Official PPD Kubang Pasu Portal, 2024) and the Student Transfer Instruction with Textbook (Mohd Yusoff, N.A., 2024).

In addition, the school needs to focus on the welfare of students from the aspects of student personality development, improving discipline, career education and mental well-being as outlined in the KPM circular letter Number 12/2012: Guidance and Counseling Services in Schools and the Implementation and Compliance Service Policy letter Guidance and Counseling in KPM Primary and Secondary Schools in 2017. These aspects need to be given attention by GBKSM by providing individual guidance or groups that are conducted according to ethics in order to preserve the students' rights (Mohd Yusoff, N.A., 2024). While in class, the class teacher is responsible for identifying information on orphans, students from low-income families as well as assistance or scholarships applied for and received by students. Class teachers are also responsible for informing GPK HEM if there are students who have an accident or death in the family to launch a donation collection by the welfare unit (Mohd Yusoff, N.A., 2024).

Health Regulations

The HEM management needs to ensure that class teachers coordinate and keep student health record books and student dental cards that continue to be used from primary school to secondary school. If the student changes schools, the health record book and dental card must be brought together by the student along with their personal file (Mohd Yusoff, N.A., 2024). The school must always refer to the SPI issued by the KPM such as SPI Number 6/1998: Maintaining Student Health in Schools which emphasizes the overall health development of students. Therefore, the school, especially the class teacher, needs to be concerned with the health of the students. If there is a sick student, the class teacher needs to contact the parents while the teacher on duty needs to record the details of the students brought home by the parents. The office also needs to prepare a treatment letter if necessary for

students to use when receiving treatment at a government hospital or clinic (Mohd Yusoff, N.A., 2024).

School Cleanliness Regulations

All teachers are responsible for ensuring that the care of personal hygiene, classrooms, toilets, canteens, buildings and school grounds is implemented among students at school. Pupils need to be constantly reminded to create a clean and cheerful classroom to foster common behavior that always prioritizes cleanliness (Tamuri, AB. H., 2018). According to Mohd Yusoff, N.A. (2024), class teachers need to ensure that the classroom is cleaned before the first hour of school while subject teachers need to ensure that the classroom is clean before starting PdP and before leaving the class at the end of school.

School Canteen Management Regulations

The management of the school canteen is based on the document Guidelines for the Implementation of Healthy Eating in Schools (PPSS) issued by the Nutrition Division, Ministry of Health Malaysia (KKM) in 2012 which is a combination of two guidelines which are the Guidelines for Weight Management of School Pupils and the Guidelines for the Sale of Food and Drinks in the School Canteen. The purpose of the guidelines was issued to record the Body Mass Index (BMI) of students, refer students with nutritional problems or obesity to health clinics, list foods and drinks that can be sold in school canteens along with their calorie content and monitor the implementation of PPSS in school canteens. Based on the PPSS guidelines, the canteen coordinator teacher has the role of checking the list of foods and drinks that can and cannot be sold in the school canteen, ensuring that the canteen operator displays the calorie content of all food and drinks sold, monitoring the canteen management on a weekly basis and giving improvement advice as well as make a report to HEM management in the event of non-compliance (KKM, 2012). According to Mohd Yusoff, N.A. (2024), the canteen coordinator teacher is responsible for ensuring that the canteen operators practice hygiene in the preparation of food, maintain the cleanliness of the canteen, report cases of food poisoning to GPK HEM,

control the discipline of students while in the canteen and spread SPI related to the canteen such as:

- i. SPI Number 1/1981: Sale of Food and Beverages in School Canteens for Students of Multi-Religions
- ii. SPI Number 4/1981: Hygiene in Schools
- iii. SPI Number 2/1983: School Canteen
- iv. SPI Number 8/1988: Personal Safety of Students at School
- v. SPI Number 2/1989: School Health Plan
- vi. SPI Number 5/1985: Food Poisoning in Schools
- vii. SPI Number 6/1987: Hygiene Practices in Schools

Vehicle Regulations for Teachers, Pupils, Staff and Visitors

All teachers, students and visitors must be sure to be vigilant when driving their vehicles within the school grounds to avoid any accidents. They also need to be constantly reminded to park their vehicles in a place that has been prepared and not disturb the entrance (Mohd Yusoff, N.A., 2024) and practice reverse parking which reflects the practice of the Ecosystem Conducive Public Sector (EKSA) and the practice of the ISO 9001:2015 Quality Management System as well as ensure safety when starting to drive and make it easier to get in and out of the vehicle (Administrative Circular Number 25/2021, University Malaysia Kelantan).

School Safety Regulations

All schools must implement the 3K Program (Cleanliness, Health, Safety) which prioritizes the safety of students in the school area during and after activities. If students are involved in activities outside of school, the school needs to obtain permission from parents or guardians and be accompanied by teachers with a ratio of one teacher to ten students (Mohd Yusoff, N.A., 2024). Based on the KPM Curriculum Guidelines (2015) and the KPM Official Portal (2019), there are several SPIs that need to be taken into account by the HEM management related to student safety aspects at school, namely:

- i. SPI Number 8/1988: Personal Safety of Students at School
- ii. SPI Number 6/2000: Addressing the Problem of Security, Drugs and Gangsters

- iii. SPI Number 9/2000: Student Safety Guide During Physical Education and Health Teaching and Extracurricular Activities and Sports Inside and Outside the School Area
- iv. SPI Number 8/2011: Student Safety Management at School

Fire Drills Regulations

Fire drills need to be conducted twice a year to give exposure to school members to act during an emergency and identify problems that exist in the drill. The school plays a role in ensuring that there are enough fire extinguishers and making a report in the event of any damage (Malaysian Fire and Rescue Department, 2020). According to Mohd Yusoff, N.A. (2024), teachers need to ensure that all students leave the classroom immediately and in an orderly manner during fire drills, turning off all light switches, fans, electrical equipment and gas supplies. Teachers also need to create a safe school climate by complying with all relevant regulations and SPIs such as SPI Number 8/1978: Fire Emergency Walks in Schools and SPI Number 12/1989: Guidelines and Fire Prevention for Dormitory and Dormitory Buildings.

Security Guard Hut Regulations

The role of the teacher is to inform the school administrator if there is no security guard on duty at the school gate or in the main security hut. The duty of the security guard is to ensure that the school gate is always closed and to control the entry and exit of visitors who want to deal with the school by requiring them to sign the visitor's record book and obtain a visitor's pass (Mohd Yusoff, N.A., 2024).

Meeting Agenda and Student Affairs Committee Regulations

HEM committee meetings must be held four times a year or as needed chaired by the PGB or GPK HEM and must be attended by 60 percent of meeting members (Aminuddin Baki Institute (IAB), 2016). The meeting will discuss the evaluation and reporting of activities or programs related to HEM to identify weaknesses and strengths for the continuous improvement process of the HEM unit. In addition, the meeting needs to prepare documents such as in the control of

compliance with standard operating procedures, namely meeting call letters, minutes of past meetings, feedback and related paperwork. The meeting also needs to adhere to the regular agenda of the meeting, which starts with the chairman's speech, followed by the confirmation of meeting minutes, arising matters or feedback, policy reading or SPI, student misconduct report, HEM unit report and ends with other matters (Mohd Yusoff, N.A., 2024).

Views of previous study on the effectiveness of MySG and SKPMg2

There are many past studies that have been conducted by researchers related to the effectiveness of MySG and SKPMg2 in education management, especially in areas related to student affairs. Although research that specializes in MySG and SKPMg2 is still limited, many previous studies have been conducted to examine the relationship between the level of teacher professionalism and the level of student achievement as a whole. Studies conducted by Abdul Munir (2018), Razila Kasmin et al. (2019), Zakaria, I. (2021), as well as Saharia et al. (2022), is part of research that examines the effect of teacher professionalism on the development and formation of students' personalities. Overall, the findings from these studies show that the level of teacher professionalism is at a very high level and has a significant relationship with the development of the student's personality. The results of this study indicate that when teachers perform their duties with full commitment, knowledge, and high skills, it can have a profound effect on the development of students' personality. This is in line with the purpose of introducing MySG and SKPMg2, which is to reduce the ambiguity of the teacher's role and subsequently increase the level of professionalism or teacher competence (Jantan, Y., 2017).

Next, a study by Mohd Baharin, I.A. (2024) also stated that there is a very strong relationship between the level of teacher professionalism and the development of student personality. This shows that the professionalism of teachers not only reflects their ability in carrying out their duties at school but also affects the attitude and behavior of students in their daily lives. This finding indicates that a professional teacher can be a good role model, exhibit positive values, and directly

influence the formation of the student's personality. The view presented by Habibullah et al. (2020) and Tamuri, A.H. (2021), which in line with the study by Mohd Baharin (2024) also supports the idea that students' personality practices are more influenced by teachers than parents. According to them, teachers play a very important role in shaping students' attitudes and behaviors because teachers interact with students directly in the context of learning and also through character practices shown throughout their time with students. Therefore, the relationship between the level of professionalism of the teacher and the development of the student's personality is very close. A teacher with a high level of professionalism will be better able to have a positive impact on the development of the student's personality, by giving good guidance and examples. These studies give a clear picture that increasing the level of professionalism or teacher competence not only brings benefits to students' academic achievement, but also to their overall personality development. This emphasizes the importance of the role of teachers in the education process, where they not only educate students in the aspect of knowledge, but also in the aspect of character and value formation.

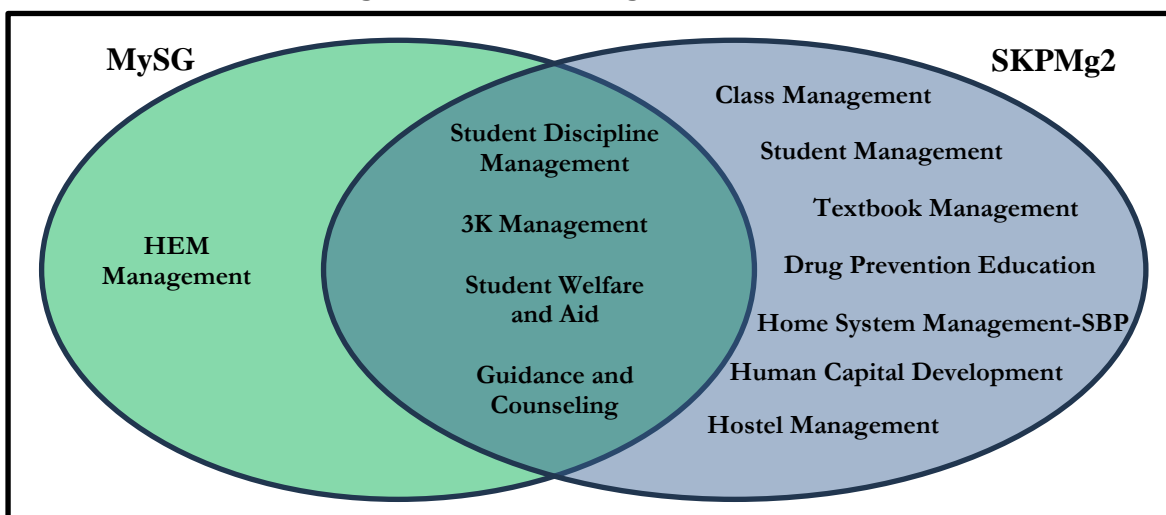
Result and discussion

Research on MySG and SKPMg2 has helped educators in dealing with the ambiguity of the role of educators in Malaysia which reaches almost 36.9% which certainly has a negative impact on school achievement both in academics and extracurriculars (KPM, 2016). MySG which is an official reference related to work process procedures and the responsibilities of educators (Jantan, Y., 2017) while SKPMg2 is a guide for administrators and school members to ensure improvement in the effectiveness of management and the delivery process of Pupil education (SKPMg2 Document, 2017). The implementation of these two approaches will be able to increase the competence of teachers so that they can play an appropriate role in shaping the character of students and subsequently reduce disciplinary misconduct among students (Jantan, Y., 2017). Therefore, in order to obtain quality and systematic HEM Management, a HEM Management Model has been proposed by

combining the twelve sub-components found in MySG and the 6 aspects found in Standard 3.3 SKPMg2.

Based on the research on the content of MySG and SKPMg2, it can be observed that aspects of student discipline management, 3K management, student welfare and aid as well as guidance and counseling need to be given the main emphasis in quality HEM management because these four aspects have been focused in both MySG and SKPMg2 approaches. However, there are several other aspects that are also emphasized, namely HEM management regulations, class management, student management, textbook management, Drug Prevention Education (PPDa), Home System Management, human capital development and hostel management. Through emphasizing the twelve aspects found in the HEM Management Model as shown in Figure 2, the HEM management system in schools will be able to be implemented in a more systematic and orderly manner because all teachers can clearly understand the main duties and responsibilities found in HEM management.

Figure 2 – HEM Management Model



Conclusion

The teacher's task now is not only imparting knowledge and highlighting the talent of the younger generation, but rather burdened with various other tasks that require a high level of professionalism and competence among teachers (Malik, M., 2021). The reality of the current world of education causes almost everyone who holds the title of teacher to have to deal with various pressures of academic and non-academic tasks such as student affairs management. This task requires teachers to ensure that students comply with school rules as well as deal with and handle student discipline problems whether they occur inside or outside the classroom (Terengganu Strategic & Integrity Institute, 2021). Because teachers are caught up in a heavy workload, there is a problem of teacher role ambiguity where teachers are not clear and understand their role in the education system. As a result, teachers' self-confidence will decline because they doubt their ability to perform their duties well and it will certainly be difficult for them to face the challenges of education today (Mohd, A., 2016). For this reason, teachers need to improve their competence or skills by using MySG and SKPMg2 that have been issued by the KPM as a guide in carrying out their duties, especially in the field of student affairs. This is because teachers who have a high level of competence are able to improve the understanding and practice of virtuous values among students (Jantan, Y., 2017). Therefore, the HEM Management Model is proposed in this study which is compiled as a result of a combination of the guidelines presented in MySG and SKPMg2 which will be able to provide a clear guide to teachers about their role in the field of student affairs. Therefore, it can be concluded that the HEM Management Model needs to be used as the basis of guidance for all teachers to ensure that HEM management in schools can be implemented in an orderly and perfect manner.

REFERENCES

Abu Bakar, A.A., Hamzah, M.I. (2019), Faktor Keterlibatan Remaja Dengan Masalah Sosial. *Jurnal Hadhari*, 11(1), 1-17.

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

Awang, M., Suyanto, N. (2017), Pendekatan Keselamatan dan Kesejahteraan Pelajar untuk Sekolah-sekolah di Malaysia. *Management Research Journal*, 7(1), 139-153.

Bali, N., Othman, M.H. (2017), Keterlibatan dan Cabaran Guru Bimbingan dan Kaunseling Sekolah Terhadap Murid Berkeperluan Khas. *Asian Social Work Journal*, 2(2), 1-10.

Betare, R., Kanyo, N.I. (2021), Persepsi Guru Tentang Kelemahan Struktur Ruang Fizikal Sekolah Kebangsaan Pulau Gaya Terhadap Insiden Jenayah Dalam Kawasan Sekolah. *Jurnal Kinabalu*, 27(1), 119-131.

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.

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.

Jantan, Y., Chua, Y.P. (2017), Kompetensi Guru Dalam Membentuk Sahsiah Pelajar Sekolah. *Jurnal Kepimpinan Pendidikan*, 4(3), 1-12.

Komarudin, F.M., Hashim, Z. (2024), Amalan Pengurusan Pentadbir Sekolah dan Kepuasan Kerja dalam Kalangan Guru-guru di Sekolah Menengah Kebangsaan. *Malaysian Journal of Social Sciences and Humanities*, 9(1), 1-22.

Marham, M.A., Zaini, N. (2023), Strategi Kepimpinan Pengetua Cemerlang di Sekolah: Satu Kajian Kes. *Global Journal of Educational Research and Management*, 3(4), 1-17.

Mat Saad, S.A., Mosin, M. (2021), Sumbangan PIBG Terhadap Kesepaduan Sosial di Sekolah. *BITARA International Journal of Civilizational Studies and Human Sciences*, 4(1), 107-117.

Md Hashim, M., Mohd Lana, A. (2020), Peranan Guru Besar Sebagai Pengurus

Perubahan dan Pelaksana KSSR di Sekolah: Senario di SRA Integrasi (SRAI) Negeri Selangor. *Jurnal Al-Ummah* 2, 105-117.

Md Tahir, F.A., Mohd Salikon, M.Z. (2023), Sistem Pengurusan Kantin Sk LKTP Ulu Punggeli. *Applied Information Technology and Computer Science*, 4(2), 862-875.

Mohamad Razman, N.A., Mohd Tarmizi, N.F.N., Zamri, S.A., Mohd Fauzi, N.A.A., Mohamad Khairul Azhar, A.S., Mohd Fauzi, N.F.B., Husin, M.R. (2022), Pengurusan Tingkah Laku dan Disiplin Pelajar di Sekolah Kebangsaan Bagan Datuk Perak. *Journal of Humanities and Social Sciences*, 4(2), 81-88.

Mohamed, K.A., Sakawi, Z., Hussian, M.Y. (2022), Amalan Kebersihan Makanan Dalam Kalangan Pengendali Makanan Kantin Sekolah di Ampang Selangor. *Malaysian Journal of Social Sciences and Humanities*, 19(1), 1-14.

Mohd Kiram, N., Raja Ariffin, R.M., Zakaria, J. (2017), Gaya Pengurusan Konflik dan Kesannya Terhadap Institusi Kekeluargaan dalam Novel Saga. *Akademika*, 87(2), 77-87.

Mohd Noor, K., Momin, N.A., Marzuki, H., Wan Samad, W.F., Zakaria, Z., Mansor, M.H. (2016), Penggunaan Kepakaran Staf dan Kaitannya dengan kepuasan Kerja di Universiti Sains Islam Malaysia. *Journal of Islamic Social Sciences and Humanities*, 9, 143-155.

Mohd Nuin, N.F., Ambotang, A.S. (2019), Teacher Acceptance of the Implementation of Student Information Systems and Student Database Applications in Student Data Management. *International Journal of Education, Psychology and Counseling*, 4(32), 180-196.

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

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.

Said, A., Mahamod, Z., Johari, D., Yunus, N.M., Mat Husin, N. (2023), Penggunaan Teknik Ganjaran dan Keberkesannya bagi Menarik Minat Murid dalam Pembelajaran Bahasa Melayu Semasa Pengajaran dan Pembelajaran di Rumah. *Jurnal Antarabangsa Dunia Melayu*, 16(2), 315-336.

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

Willie, S.J., Abu Bakar, A.Y. (2019), Keperluan Khidmat Bimbingan dan Kaunseling

Dalam Kalangan Pelajar Sekolah Menengah Luar Bandar: Satu Kajian Kes. *Jurnal Dunia Pengurusan*, 1(1), 18-24.

Yunus, J., Murad, M. (2018), Hubungan Pengetahuan Pengurusan Dengan Kemahiran Pengurusan Ketua Panitia Sekolah-Sekolah Menengah. *Management Research Journal*, 8(1), 222-232.

Zakaria, M.M., Janan, D. (2022), Penggunaan Buku Teks dan Penerimaan Ilustrasi Dalam Kalangan Guru dan Murid: Pendekatan Kualitatif dan Kuantitatif. *Jurnal of Research, Policy & Practice of Teachers & Teacher Education*, 12(1), 80-98.

Zulkifli, N., Mustafar, F.W., Mohd Ridzuan, M.I. (2022), Pembangunan Modal Insan Di Malaysia: Satu Analisis. *Jurnal Dunia Pendidikan*, 4(3), 14-25.