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THE SOLUTION OF SOCIAL PROBLEMS AMONG VOCATIONAL STUDENTS IN JOHOR, MALAYSIA

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Abstract

The social problems that occur among vocational students need to be restored to ensure the country's ability to cope with IR4.0. Therefore, this study is conducted to identify the types of social problems that occur frequently and to investigate the solution of social problems among vocational students in Johor, Malaysia. This study has been using descriptive quantitative methods using questionnaires as a research instrument. The results of a pilot study of 31 counseling teachers found that there were four items with a Cronbach's alpha value of less than 0.7. Therefore, only 41 items had a Cronbach's alpha value greater than 0.7, which means that items' were valid and reliable for obtaining study data. Respondents consist of 70 counseling teachers who teach at vocational college in Johor. The results of the study found that social problems often occur among vocational students who are fighting and vandalism. The appropriate solution for punishment namely provides warning and counseling. Besides, a solution to social problems for motivation provides i.e. individual counseling. The solution for spiritual advice is joint congregational prayers and community service activities. The results of this research also showed that there is no significant difference in the solution of social problems based on teacher gender. Through the findings of this study, it can be a reference for school teachers to identify effective measures to address the social problems that occur among vocational students. The results of this study are expected to be a guide and information to the Ministry of Education Malaysia to identify and take action to solve the social problems that occur among vocational students.

Keywords: social problems, moral, vocational students, counseling.

I. INTRODUCTION

The moral is very important in shaping people's lives because they determine their behavior whether they are good or bad [1]. This allows students to be more honest and moral individuals about their future. Students' desire to explore and try new things can lead them astray and subsequently engage in immoral activities. Students at the adolescent level are more likely to violate ethics and commit misconduct because at a young age they feel free to do anything without obstruction from anyone [2, 3]. Teachers have no problem producing good students. The real challenge of teachers is to educate students to be moral and ethical people. The effort to develop a moral, ethical and advanced generation of people is a major challenge in the teaching profession [4]. The challenge for the application

of pure values among students is not just in the classroom. Teachers play a major role in imposing student value either formally in the classroom or informally when conducting co-curricular activities outside the classroom [5, 6].

Another case in which a fourth-grade student at Batu Pahat Technical School, Johor lost his left kidney after being bullied by a group of students in his school dormitory [7]. On August 8, 2017, 20 Vocational College students were arrested by police for bullying two students [8]. To curb the problem of student misconduct in Malaysia, the KPM has established a good working relationship with the Royal Malaysian Police (PDRM). In this collaboration, the PDRM acts as a monitor or moderator to assist the school. Besides, the Student Self-Care System (SSCM) has been introduced in all schools under the KPM. The system is conceptualized on merit and demerit; it is essential in the management of student discipline [9]. One of the goals of the system is to assist the school in the process of deciding to comply with the Circular and the existing regulations. The issue of social problems among students has long been discussed as the level of social problems occurring among students is increasing [10, 11, 12]. Various methods and strategies have been used to address social problems among students such as using the concepts of punishment, punishment, and guidance [13]. However, to date, social problems among students, especially vocational lessons, have not been successfully resolved.

Social problems cannot be solved if teachers mistakenly choose recovery measures. It is important to identify the problem because knowing the causes, effective solution strategies can be set [14]. Researchers have found that a study needs to be conducted to identify appropriate social rehabilitation measures to curb social problems among vocational students and thus develop good moral and ethical. The objectives of this study are:

- i. Identify the most common types of social problems among vocational students.
- ii. Identify appropriate remedial measures for social problems in the context of penalties for good moral and moral formation.
- iii. Identify appropriate remedial measures for social issues in the context of guidance and counseling for good moral and moral development.
- iv. Identify appropriate remedies for social problems in the context of spiritual counseling for good moral and moral development.
- v. Identify significant differences between appropriate social problem-solving measures for moral and moral development based on gender.

II. SOCIAL PROBLEMS

In recent years, the community has been talking about student involvement with bullying cases, running away from home, slipping and even substance abuse cases [10]. Some teenagers are who are losing their respect for parents, teachers, and society [15]. Schools play an important role in creating a positive culture by highlighting their values [16]. Schools also need to investigate the causes of social problems and need to identify strategies for reducing social problems [17]. The teacher identified has a strong influence on the development of student morale [18]. Teachers also play a role in ensuring that effective remedial measures are implemented. To remedy social problems, families are the institutions that can have the greatest impact on shaping students' personalities. This statement is supported by [19] of adolescents adapting to family, social and cultural factors that may influence their behavior.

Methods of punishment have been used to address social problems among students [13]. Penalties against male students differ from female students [20]. One of the reasons why students today dare to go beyond school rules is because of the long-term punishment procedure [21]. However, excessive punishment imposed on students can have serious psychiatric and trauma effects. Besides, this has made them consider the school unsafe and has prevented them from coming to school. Guidance is a process of assistance provided to individuals who need guidance on understanding, knowledge, and skills by defining short-term and long-term planning. Counseling is a process of interaction between a trained counselor and a confused individual and together they consider several alternatives to resolve the problem. Counseling contains elements of help-giving, in which the person helping has more knowledge, emotional strength, skills, and spiritual strength than the person being helped [22]. Spiritual counseling is a technique that is practiced using a religious values-based approach. Spirituality is the inner dimension that is at the core of the human being [23]. Individuals with strong religious beliefs are less likely to be involved in behavior problems, and if any of these individuals are involved in behavioral problems, then recovery in the form of spirituality is most appropriate [24]. By changing the core of the human being, humans will be able to change their behavior from negative to positive.

III. METHODOLOGY

The quantitative study was conducted in schools that offer vocational college throughout the State of Johor. There are 38 vocational colleges in Johor. The state of Johor was chosen as the location of the study because the State of Johor is one of the states where there are many Vocational colleges. The population consists of teachers who teach vocational students in the State of Johor. Accordingly, the total sample taken from the entire population is 70 guidance and counseling teachers in the vocational college in Johor. The sample in this study was selected using purposive sampling. The researcher used the questionnaire as a research instrument. There are many advantages to using a questionnaire because it is easier to obtain information than other methods in obtaining quantitative [25]. Data were analyzed using Statistical Package for the Social Science (SPSS) program version 21. The results of a pilot study of 31 counseling teachers found that there were four items with a Cronbach's alpha value of less than 0.7. Therefore, only 41 items had a Cronbach's alpha value greater than 0.7, which means that items' were valid and reliable for obtaining data.

IV. FINDINGS AND DISCUSSIONS

The majority of respondents had a Bachelor's academic qualification of 59 teachers. Then followed by respondents with nine Master's academic qualifications, whereas for academic qualifications diplomas and Ph.D. are one respondent. In the category of teaching experience, 26 teachers have a teaching experience of more than 15 years, the highest number. Followed by a one-year teaching

experience of 13 teachers. Twelve teachers have 10 to 14 years of teaching experience, followed by two to four-year-old teachers of eleven. The last five to nine years of teaching experience were only eight teachers.

Identify the most common types of social problems among vocational students.

Table 1: The mean scores of items of social problems

| No | Item | SD | Mean | Level |
|----|---------------------------------|-------|------|----------|
| 1 | Bullying | 0.992 | 2.73 | Low |
| 2 | Pornography / Sexual harassment | 0.910 | 2.20 | Low |
| 3 | Vandalism | 1.171 | 3.07 | Moderate |
| 4 | Fighting | 1.057 | 3.11 | Moderate |
| 5 | Steal | 1.129 | 2.97 | Low |

The results of the analysis found that the most common social problems among students of the vocational college are quarreling and vandalism with mean scores of 3.11 and 3.07. However, social problems of stealing, bullying, and obscene behavior are still prevalent but at a relatively low level.

Identify appropriate remedial measures for social problems in the context of penalties for good moral and moral formation.

Table 2: Remedial measures for social problems

| No | Item | SD | Mean | Level |
|---------|-----------------------|-------|------|----------|
| 1 | Hit with rattan | 1.187 | 3.20 | Moderate |
| 2 | Demerit | 1.158 | 3.86 | Moderate |
| 3 | Give a fine | 0.963 | 3.97 | Moderate |
| 4 | Provides alert status | 0.783 | 4.29 | High |
| 5 | Grant trial status | 0.947 | 3.87 | Moderate |
| 6 | School suspension | 1.044 | 3.84 | Moderate |
| 7 | Transfer schools | 1.110 | 3.59 | Moderate |
| 8 | Expulsion | 1.247 | 3.54 | Moderate |
| Average | | | 3.77 | Moderate |

The appropriate remedial action taken against vocational college students is to provide warning status. This is because the alert status item is at a high level with a mean score of 4.29. Items fine, giving trial and demerit status were also found to be effective as the mean scores were 3.97, 3.87 and 3.86. However, other items are also suitable to perform due to high levels of moderation. Overall the item in the sentence recovery step is appropriate for students as it is at a high medium level with a mean score of 3.77. This finding supports [13], who found that proportionate punishment is one of the most effective ways of addressing social problems among students.

Identify appropriate remedial measures for social issues in the context of guidance and counseling for good moral and moral development.

Table 3: The mean score of the items for guidance recovery and counseling

| No | Item | SD | Mean | Level |
|---------|--------------------------------|-------|------|----------|
| 1 | Provides individual counseling | 0.629 | 4.16 | High |
| 2 | Parental consultation | 0.492 | 3.70 | Moderate |
| 3 | Psychological tests | 0.732 | 3.59 | Moderate |
| 4 | Provide advice / motivation | 0.510 | 4.17 | High |
| 5 | Leadership camp | 0.697 | 3.51 | Moderate |
| 6 | Psychometric test | 0.548 | 3.70 | Moderate |
| 7 | Group counseling | 0.650 | 3.57 | Moderate |
| 8 | Make a home visit | 0.600 | 3.40 | Moderate |
| Average | | | 3.73 | Moderate |

There are various ways to guide students with social problems to have good morals [22]. There are two items at the highest level of advice or motivation and individual counseling items with mean values of 4.17 and 4.16 respectively. This shows that both of these items are well-suited for step-by-step recovery and counseling. However, other items are also suitable for implementation, since they are at a relatively high level.

Identify appropriate remedies for social problems in the context of spiritual counseling for good moral and moral development.

Table 4: The mean scores of items remedial spirituality counseling

| No | Item | SD | Mean | Level |
|---------|--|-------|-------------|----------|
| 1 | Give religious counseling | 0.481 | 3.83 | Moderate |
| 2 | Praying together | 0.635 | 4.21 | High |
| 3 | Community service | 0.659 | 4.03 | High |
| 4 | Meditation spirituality (religious hypnosis) | 0.631 | 3.33 | Moderate |
| 5 | Spiritual recovery | 0.624 | 3.24 | Moderate |
| Average | | | 3.73 | Moderate |

Various spiritual guidance can reduce the social problems of students by guiding students to be close to God and to practice religious practices (Mohd Nasir, 2005). Overall details indicate that the step of recovery guidance and counseling is at a high level with a mean score of 3.73. This study was found that teachers felt that praying together and community service was appropriate as a measure of social problems. This is because both items are on a high level with mean scores of 4.21 and 4.03. The other items are also suitable to perform due to the high medium level. Overall, the items for the spiritual counseling recovery step were at a moderate level with a mean value of 3.73.

Table 5: The overall mean score for remedial measures

| Bil | The Solution of Social Problems | Mean | SD |
|-----|---------------------------------|-------|-------|
| 1. | Punishment | 3.770 | 0.597 |
| 2. | Mentoring and counseling | 3.725 | 0.350 |
| 3. | Spiritual counseling | 3.729 | 0.423 |

In this study, the punishment type recovery measure was the highest with a mean score value of 3.77. It was closely followed by a mean score of 3.729 spiritual counseling recovery steps. The mean score for the mentoring and counseling recovery steps was 3.725. In conclusion, the overall highest mean score was 3.77 which is a type of sentence recovery measure.

Identify significant differences between appropriate social problem-solving measures for moral and ethic development based on teacher gender.

This type of punishment is a major step in the recovery of the dominant social problem for vocational students based on teachers' perceptions. The highest mean score of remedial measures for vocational college students based on the opinion of female teachers was 4.14, giving warning status. The male teacher also said giving the warning status was an effective sentence recovery measure for students with a mean score of 4.43. The lowest mean score for female teachers is 3.11. Meanwhile, the lowest mean score for male teachers was school dismissal with a mean score of 3.17. However, it was found that both the female teachers and the male teachers felt that the remedial measures were at a high level with similar mean scores of 3.79 and 3.75.

Table 6: Differences in punishment recovery measures between female and male teachers

| T-Test | Female Teacher | Male Teacher |
|----------------|----------------|--------------|
| N | 35 | 35 |
| M | 3.79 | 3.75 |
| SD | 0.613 | 0.588 |
| T value | 0.323 | |
| Sig. | 0.747 | |

This type of punishment has been used to address social problems among students [13]. The results of an analysis of differences in punishment recovery measures between female teachers and male teachers using the Independent T-Test. For the sample of this study ($n = 70$), the female teachers' group ($M = 3.79$, $SD = 0.613$, $n = 35$) did not significantly obtain a value inference score similar to that of the male teacher group ($M = 3.75$, $SD = 0.588$, $n = 35$). From the results of this study, t-values for knowledge domain differences between female teachers and male teachers were $t = 0.323$ and significant $p = 0.747$. This significance was greater than 0.05 ($p > 0.05$). Therefore, there were no significant differences between the measures of punishment for female teachers and male teachers.

These findings show that the highest mean score from the teacher recovery and counseling step was based on the opinion of the female teacher at 4.20 ie motivation counseling. On the other hand, in the opinion of male teachers, the highest mean score is 4.17 which is individual counseling. The lowest mean score for female teachers and male teachers is on the same item as making a home visit with the same mean score of 3.40. However, it was found that female teachers' opinion was lower than that of male teachers because the standard deviation of female teachers was greater than that of male teachers of 0.651 compared to male teachers of 0.553. The standard deviation of items approaching a value of 0 is a good standard deviation. However, both genders showed high levels of interpretation with significantly lower mean values. The male teacher's means score was 3.74, while the female teacher's means score was 3.71.

Table 7: Differences in counseling and counseling recovery steps between female teachers and male teachers.

| T-Test | Female Teacher | Male Teacher |
|--------|----------------|--------------|
| N | 35 | 35 |
| M | 3.71 | 3.74 |

| | | |
|----------------|---------------|-------|
| SD | 0.336 | 0.368 |
| T value | -0.339 | |
| Sig. | 0.735 | |

The results of the analysis of the differences in guidance and counseling recovery between females and males teachers using the Independent T-Test. For the sample of this study ($n = 70$), the female teachers' group ($M = 3.71$, $SD = 0.336$, $n = 35$) did not significantly obtain a value inference score similar to that of the male teacher group ($M = 3.74$, $SD = 0.368$, $n = 35$). From the findings of this study, the t-values for the difference in guidance and counseling recovery between females and males teachers were $t = -0.339$ and significant $p = 0.735$. This significance was greater than 0.05 ($p > 0.05$). Therefore, there were no significant differences between the mentoring and counseling recovery measures between female teachers and male teachers. This is because the individual is either male or female who has the knowledge, emotional and spiritual strength has the ability to counseling effectively [22]. This study found that 4.26 is the highest mean score for female teachers who pray together. Male teachers also felt that praying together was a good spiritual counseling measure with the highest mean value of 4.17. Female teachers and male teachers also found that the spiritual recovery items for the spiritual counseling recovery measures were in the lowest position with mean scores of 3.31 and 3.17. However, both female and male teachers indicated that the mean score was high for the spiritual recovery step with mean scores of 3.76 and 3.70.

Table 8: Differences remedial spirituality counseling between female teachers and male teachers

| T-Test | Female Teacher | Male Teacher |
|----------------|-----------------------|---------------------|
| N | 35 | 35 |
| M | 3.76 | 3.70 |
| SD | 0.422 | 0.427 |
| T value | 0.619 | |
| Sig. | 0.538 | |

Students with strong religious beliefs are less likely to be involved in behavior problems [24]. The results of the analysis of differences in spiritual measures between female teachers and male teachers using the Independent T-Test. For the sample of this study ($n = 70$), the female teachers' group ($M = 3.76$, $SD = 0.422$, $n = 35$) did not significantly obtain an inference score that was nearly identical to that of the male teacher group ($M = 3.70$, $SD = 0.427$, $n = 35$). From this study, it was found that the t-values for the differences in spiritual counseling between female teachers and male teachers were $t = 0.619$ and significant $p = 0.538$. This significance was greater than 0.05 ($p > 0.05$). Therefore, there was no significant difference between spiritual counseling between female teachers and male teachers.

CONCLUSIONS

In this study, five research questions were identified that identify the level of disciplinary problems and identify measures of social problem recovery in terms of punishment, guidance and counseling and spiritual counseling for excellent moral and moral formation for vocational students based on teacher perceptions and identification significant differences between the remedial measures of social problems that are appropriate for the development of moral and moral standards based on gender. Overall, the findings of the study to identify appropriate social problem recovery measures for vocational college students are punishment recovery measures with the highest score scores among the other three recovery measures. However, the findings showed that there was no significant difference in all measures of social problem-solving in response to the second study, namely identifying significant differences between the social problem recovery measures and the gender of teachers. An independent t-test was used to obtain results to answer the second study question. In conclusion, all teachers are responsible for ensuring that disciplinary problems among the vocational students can be restored to ensure that the nation generally benefits from these morally and ethically competent students and that the students themselves, in particular, can develop excellent personalities, personalities, morals, and ethic. However, all involved need to plan more carefully and carefully so that the remedial action taken can transform students' behavior into students of high moral character and morals. On the whole, the problem of the discipline of student vocational college needs to be remedied to ensure that the nation generally benefits from this morally and ethically competent workforce and that the students themselves are especially capable of shaping their personality, morals, and ethic. All planned efforts require comprehensive and integrated action with all stakeholders to ensure successful implementation. May all these efforts and suggestions have a positive impact on teachers especially in understanding appropriate remedial measures in addressing social problems among vocational students.

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