

THE CARING SCHOLL PROGRAMME OF SMK SUBANG JAYA

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The Caring School Programme of S.M.K. Subang Jaya I - A Descriptive Research
Report

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This started as a reading programme but when elements of love, care and welfare were incorporated into the programme, it was renamed as “The Caring School Programme” of S.M.K. Subang Jaya I. As it turned out, it was one of the most successful programmes carried out in the school in 1997.

The Objective of the Research Report.

1. The overall objective

The overall objective of this Research Report is to present the Caring School Programme in its proper perspective and significance and to find out why it was so successful.

2. Students

Understanding the students especially the slow learners is another important objective of this research report. The Caring School Programme of S.M.K. Subang Jaya I was so successful that many students clamoured to be given a chance to participate in it. The in-depth study of five selected students gives a detailed picture of the type of students who participated in the Caring School Programme and why they enjoyed and were thankful for the opportunity given to them.

3. Teacher

Studying the role of the teacher is yet another important objective of this research report. It is a well known truism that teachers make all the difference to a programme. Pn. Margaret James and her involvement was the key factor that enabled this project to be successfully completed.

The Caring School Programme of S.M.K. Subang Jaya I - A Descriptive Report.

Abstract

Background

In 1997 the Caring School Programme was initiated in S.M.K. Subang Jaya I. 53 of the weakest students from the Remove Classes, Forms 1 and 2 were chosen. They were taken out of the normal classroom situation, grouped together in a different environment and subjected to a special programme incorporating academic student development and welfare elements.

The Programme

This programme was designed for a time frame of two and a half months consisting of four periods (160 mins) per week. The students were taught basic reading in English and Bahasa. To increase their facility and confidence in using English they were taught singing. Since the programme was conducted during school time, a 100% attendance was usually recorded. Basic arithmetic was also taught. The materials used were very simple with large lettering and graphics.

The Subjects

The students were from the lower income group. Generally their home environment was not conducive to academic activity. The SES factor was low and the families lacked the cultural capital and interest required to sustain academic and personal development. This resulted in low self esteem and disruptive behaviour in school. Recognizing all this, effort was made to incorporate elements of love and care in the programme. A sponsor was found for supplying food and vitamins to the students. The teacher responsible was the student counsellor for the Afternoon Session of the school. Trainee teachers were included to help out in the programme.

Program Penyayang S.M.K. Subang Jaya I - Satu Kajian Kes

Abstrak

Pada tahun 1997 satu Program Penyayang diperkenalkan di S.M.K. Subang Jaya I. Sejumlah 53 murid yang lemah dalam akademik dipilih dari kelas-kelas Peralihan, Tingkatan Satu dan Tingkatan Dua. Mereka diasingkan dari kelas biasanya dan didedahkan dengan program ini yang mengandungi unsur-unsur akademik, kebajikan dan penyayang.

Program

Program ini dijanjka mengambil masa 2 1/2 bulan. Tiap-tiap minggu empat masa (160 min) dikhaskan baginya. Murid-murid diajar baca secara asas dalam Bahasa Inggeris dan Bahasa Malaysia. Matematik juga diajar kepada mereka. Kelas nyanyian lagu-lagu Bahasa Inggeris diadakan supaya mereka dapat menggunakan Bahasa Inggeris dengan keyakinan diri. Program ini dijalankan pada masa persekolahan dan kedatangan 100% dapat diperolehi. Bahan bacaan yang digunakan adalah bahan bergambar dengan perkataan besar.

Murid-Murid

Murid-murid yang dipilih untuk mengikuti program ini terdiri dari keluarga golongan pendapatan rendah. Socio-ekonomik statusnya adalah rendah dan mereka mengalami kekurangan dari semua aspek kehidupan mereka. Mereka dipandang rendah oleh guru dan rakan sebayanya. Akibatnya murid-murid ini rasa tidak dihargai dan sentiasa ganggu proses pengajaran dan pembelajaran di sekolah. Untuk mengatasi masalah-masalah ini elemen penyayang dimasukkan dalam program ini. Guru yang mengendalikan program ini adalah guru Kaunselar Sessi Petang. Guru-guru pelatih juga dijemput masuk mengendalikan program ini.

Had-hadnya

Program ini sangat berjaya dan ramai murid lain (yang pencapaiannya rendah) hendak juga masuk menyertai program ini. Tetapi kekurangan wang tidak membenarkan mereka masuk menikmati kelebihan program ini.