



RESEARCH ARTICLE

The History of Education Development at Henry Gurney School, Malaysian Prison Department

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ABSTRACT

This study concentrated on the history of education development at Henry Gurney Schools in Malaysia. The juvenile education and rehabilitation system at Henry Gurney School has always garnered attention because it dramatically influences the effectiveness of human capital development in better education. Advancements in the education system are also tailored to current needs. Hence, this article examined the history of the development of the Henry Gurney School education and rehabilitation system in Malaysia, which plays an essential role in shaping students' character. Juveniles found guilty are subjected to educational and training-oriented punishments in schools specifically designed for educational and training purposes. Furthermore, this chronological analysis discussed the historical aspects of the establishment and development of education in this country, including the relevant acts and regulations. Thus, it confirmed the success and optimistic impact in line with the curriculum enforced to impart skills and knowledge and shape students' moral character. A qualitative document analysis and interview approach was used to obtain data on the history of education development at Henry Gurney Schools in Malaysia. Ultimately, the data concluded that the education and juvenile system at Henry Gurney School in Malaysia has a distinctive history and has metamorphosed into a rehabilitation centre delivering the best education.

INTRODUCTION

Today's juvenile education and rehabilitation system constantly evolves to meet contemporary needs and demands. The history of the development of this system is characterised by ongoing shifts aimed at furnishing the best services, enhancing the system, addressing global human rights, and enabling education for all. This article was divided into six central sections. After the introduction and method of data collection, the third section explains the establishment of Henry Gurney School, followed by the history of laws and regulations at Henry Gurney Schools. The fifth section will be followed by the history of education at Henry Gurney School and, finally, the conclusion. Henry Gurney School was first utilized in July 1950, covering an area of 38 acres, situated by the seaside at KM 10 of the Malacca-Muar Road to the Straits of Malacca. The initial group of 70 individuals relocated from the Advanced Approved School in Muar to develop this area. The surrounding land was overgrown with dense vegetation and hilly terrain. Three Japanese company buildings were repurposed as offices and residential quarters. The juveniles had to work diligently to clear and improve the surrounding atmosphere.

"The inmates undertook a very considerable amount of reality hard work. Land was reclaimed, terraces were constructed to prevent soil erosion, and recreation grounds were built. Apart

from the important trades for months, all inmates were called to perform heavy work". (Baharullah Adam, 2004).

Hence, it indicates that the collar system was still in use, especially for juveniles who should have received the 'Borstal' rehabilitation system. The pursuit was to save on the financial costs for the British administration.

In 1950, the number of juveniles less than 21 years of age had decreased compared to the number in 1949. Nevertheless, the number was substantial, reaching 592 individuals, including 94 detained under the Emergency Security Regulations. During that year, 391 detainees of Chinese ethnicity, 71 Malays, 23 Indians, and seven individuals from other ethnic backgrounds were admitted to the Advanced Approved School. The crimes committed included property offences, involvement in altercations with others, traffic violations, drug addiction, and clandestine activities. This issue was particularly prominent in society then, especially since World War II ended.

At the inception of Henry Gurney School, it was predominantly under the administration of the Malaysian Prison Department, the Ministry of Social Welfare, and the supervision of the Ministry of Home Affairs. The initial general policy of Henry Gurney School was based on the 1900 'Borstal Institution' of England, which aspired to cultivate personal qualities and a sense of responsibility in residents towards a life of well-being and productivity in society for the nation. Further, it was subject to the laws of Malaysia, including the Juvenile Courts Act of 1974.

Nevertheless, its fundamental purpose now is slightly different from the past. In addition to providing rehabilitation, education has become the central pillar for transforming the dynamism of a nation. In reality, the spaces or opportunities given today seek to offer formal education within the prison institutions through collaboration between the Ministry of Education Malaysia and the Malaysian Prison Department. This educational program within prisons is available to residents aged between 15 and 21 years. There are two groups of students in these schools: juveniles at Henry Gurney Schools and young inmates at Integrity School. In 2008, six Integrity Schools and two Henry Gurney Schools were established to furnish juveniles and young inmates a second chance to enhance their academic, co-curricular, and personal development. As of 2024, there were eight (8) Integrity Schools and three (3) Henry Gurney Schools across the country. (Malaysian Prison Department, 2023)

METHODOLOGY

This article is a reflection that discussed the history of education development at Henry Gurney School, Malaysian Prison Department. The researchers used qualitative methods to gather information through interviews and literature reviews to conduct the investigation. This method is the most efficacious way to obtain information in writing this article. Nonetheless, the article also referred to newspaper reports as the writing pertains to issues in controlled and limited institutions. The targets in this research were a senior officer and two prison staff members. Respondents voluntarily participated in this study. Before performing the analysis, the researchers prepared and arranged appointments in advance with the Malaysian Prison Department's Policy Division, located at the Malaysian Prison Headquarters in Kajang. Besides, the researchers also employed library methods, relying on primer and secondary sources to complement this study.

ESTABLISHMENT OF HENRY GURNEY SCHOOL, TELOK MAS, MALACCA

Initially, the surrounding area of Telok Mas was overgrown with thick bushes and hilly terrain. Three buildings, remnants of Japanese companies, were repurposed to serve as offices and detainment facilities. The first group to relocate from the 'Advanced Approved School' in Muar comprised 70 individuals entrusted with developing the area. The young inmates had to work diligently to clean and beautify the surroundings, as described in the following excerpt:

"The inmates undertook a very considerable amount of reality hard work. Land was reclaimed, terraces were constructed to prevent soil erosion, and recreation grounds were constructed. Apart from the important trades for months, all inmates were called to perform heavy work".

Therefore, it demonstrates that the system of the collar was still primarily used for juveniles who should have been receiving the Borstal system of rehabilitation. The objective was to save on the financial costs of the British administration.

In 1950, the number of juveniles less than 21 years of age had decreased compared to the number in 1949. However, the numbers were still significant, reaching 592 individuals, including 94 detained for security during the emergency. That year, 391 detainees of Chinese ethnicity, 71 of Malay ethnicity, 23 of Indian ethnicity, and 7 of other ethnic backgrounds were admitted to the 'Advanced Approved School.' Their crimes included property offences, association with others involved in crimes, traffic violations, drug addiction, and involvement in secret societies. This crisis was prominent in the community, especially considering World War II had just ended.

The Name of Henry Gurney School

In its initial phase, the establishment of this school strived to deliver juveniles delinquent with a prospect to regain lost education and knowledge before returning to society. This ensured that those detained were mentally, physically, and skillfully prepared before reintegration. In 1949, Henry Gurney School began its operations. It's worth noting that the school, which focused on rehabilitating children, underwent three name changes for various reasons. It was initially named the "Sekolah Akhlak Tertinggi" in 1949, but it was altered to the "Sekolah Latihan Pemuda" in 1950. However, the final name change occurred in 1950 when it was renamed "Sekolah Henry Gurney" on 19 July 1950. This name was chosen in honour of Sir Henry Gurney, who served as the High Commissioner in Malaya then. (Straits Times, 1950). Sir Henry Gurney, whose full name was Henry Lovell Goldsworthy Gurney, was born on 27 June 1898 in Cornwall, United Kingdom (Berita Harian, 2015). He was British High Commissioner from October 1948 to October 1951, succeeding Sir Edward Gent.

The "Sekolah Akhlak Tertinggi" (Advanced Approved School), first established in 1948, encountered several administrative issues, such as a shortage of trained staff, financial constraints, and the challenge of dealing with the escape of some children. Further, it also faced the issue of needing permanent accommodation and administration buildings for direct supervision of the children. Therefore, the government, particularly the Malayan Prison Department in May 1949, began searching for a more appropriate location to place these children.

Additionally, they considered increasing the number of residents from the initial fifty that the Advanced Approved School in Muar could accommodate to a more significant number. This action was deemed crucial due to the growing number of cases linked to juvenile delinquency.

Advanced Approved School

Finally, the British government declared Muar Prison the first 'Advanced Approved School' in Malaya on 1 December 1949. At that time, Muar Prison was pertinent for early-stage juveniles. However, there was a pertinent increase in the number of juveniles involved in drug-related issues. Eventually, the British authorities relocated them to a new and separate facility from adult inmates because the prison could not accommodate the swelling number of juveniles. Although the Act was initiated in 1947, it only came into effect in December 1949. This delay was due to the prison administration's staffing shortages, especially in managing the transfer of juveniles from prisons throughout Malaya to Muar Juvenile Prison in Johore. Furthermore, it became more intricate with the ongoing emergency from 1948 to 1960. At the same time, there were around 1,100 juvenile inmates across all prisons in Malaya, including 43 juveniles in Muar Prison. Muar Prison was relatively small and inconvenient for housing such a large number of juveniles, and it did not comply with the Borstal concept, which required an 'open' residence.

Borstal System

Within the same year, the government also attempted to orient a new system for educating these juvenile delinquents. This system was known as the Borstal system and had been used in England since early 1900. This fitting system was later adapted to align with the local situation. Historically, the Borstal system began at Rochester Prison in England in 1902. Borstal is also the name of the open prison system for juvenile delinquents that was first introduced (Warder & Wilson, 1973).

Generally, the average age of children in this system ranged from 16 to 21 years. The system was practised by allowing a group of juveniles from Feltham Prison, London, along with their officers and supervisors, to walk one hundred and thirty-two miles, equivalent to 212 kilometres, to Downham without any control. These juvenile offenders did not escape but worked together to establish a new camp for their detention. This system was continued or offered after obtaining approval from the British Parliament. The system had several distinguishable aspects of its own. (Baharullah Adam, 2004; Kanval et al., 2024)

Some of its features are:

1. The trainers possess distinct character and talents, fostering creativity and a love for a good life.
2. Equal and rule-based treatment is provided.
3. Officers and the Borstal system are united and trust one another. Adequate training is essential for officers and staff.

In Malaysia, the Borstal System incorporates a family-oriented strategy and guides juveniles to exercise the right way of life. Currently, this system is still in operation following the Malaysian framework. It aligns with what Mr. Mohd Zaili cited about the regulations in place at Henry Gurney School.

"The Borstal System is a family-oriented system still practised in this school. The juveniles will stay in a dorm with housemates and deliver mutual advice, supervised by a House Master. They do not stay in cells like in a prison. There is an Assistant House Leader who knows each family member, their hobbies and preferences, needs, and other aspects, just like a family member."

Dr Kausalya also maintained that the Borstal System is still in practice, making the juveniles more familiar with the House Master and Assistant House Leader.

"Every time they complete activities together, like knowledge-sharing events and training, they shake hands and kiss hands of the elders as a sign of respect, even though they may appear stubborn, rebellious, disobedient, and disrespectful towards outsiders. They offer no love and respect even for parents and family members."

The Borstal system is divided into two forms: the 'open' system, typically for children with lower levels of delinquency, and the 'closed' system, for children prone to fighting and escaping from school. All privileges for these children are withdrawn, and they are closely monitored, with heavy labour assignments. Therefore, the 'Advanced Approved School' in Muar Prison was unsuitable for implementing this system.

'...the use of prison buildings has to be revised. It is essential to apply a system of reformatory training to juvenile offenders that their surroundings should be entirely dissociated from the prison atmosphere...' (Fuziah Shaffie, 2018).

Furthermore, in 1949, the number of juveniles experienced a significant increase, with 350 individuals compared to just 43 in 1948. This increase was due to a rise in crime rates, such as cases of burglary, secret societies, cattle and goat theft, and involvement in communist activities. These circumstances were a result of the cruelty under the Japanese administration when they constructed a railway bridge known as the 'Death Railway.' The construction project of the railway bridge that connected Siam and Burma, commonly referred to as the 'Death

Railway,' resulted in many lives lost. The events between 1946 and 1948 boosted the number of widows and orphans in Malaya (Fuziah Shaffie, 2018).



Figure 1: Henry Gurney School Telok Mas, Malacca.

Another issue is that the data suggests serious attention was given to the targeted orphans within these two years. This statement is linked to the social problems that emerged during the Japanese Occupation in Malaya and the relatively significant increase in juvenile crime rates in 1948. The eradication of communist terrorist activities in Malaya marked a momentous turning point, authorising the disruption of these groups. As part of continuous efforts to combat communist activities, he encouraged the public to volunteer in the fight against communism by initiating the "People's Month Against Terrorists" campaign. This campaign intended to motivate the people to join the Home Guards. As the High Commissioner of Malaya, he was deeply interested in and committed to charitable work. In O.V. Garrat's report, it is written:

"Late Sir Henry Gurney was very interested in charitable work on rehabilitating juvenile delinquents. He proposed the establishment of a special institution based on the 'borstal' system in the country. After obtaining his wife's approval, this school was officially named the 'Sekolah Henry Gurney' during the school's inauguration on 19 July 1950." (O.V. Garrat, 1954)

He said establishing this school was necessary to instil discipline and hard work among juveniles. He was interested in welfare work for the community and felt a strong sense of responsibility for rehabilitating local youth involved in crime. His optimistic belief that young people could be trained and educated to become successful and transformative individuals in the future led to the establishment of this school. Sir Henry Gurney passed away on 6 October 1950 due to an ambush attack during a journey to Bukit Fraser. (Berita Harian, 2015)

Henry Gurney School, Keningau, Sabah

There are currently three Henry Gurney Schools in Malaysia. In addition to the Henry Gurney School Telok Mas, Malacca, which is the first particular rehabilitation school, there are also the Henry Gurney School, Keningau, located in Sabah and the Henry Gurney School, Puncak Borneo, Sarawak. Henry Gurney School, Keningau, is situated in the Keningau district and covers an area of 89.51 acres (Malaysian Prison Department 2020). Before 1991, this school became an open prison that held prisoners transferred from Kota Kinabalu Central Prison who had served three-quarters (3/4) of their sentences. Keningau Open Prison (PTK) was opened in 1966 and is located at KM3, Jalan Nabawan-Keningau. At its inception, the prison operated with eight staff and had two dormitory blocks, an administrative office, a dining hall and a store.

When the PTK was operating, the prisoners were given training such as growing grass, cultivating crops, rearing freshwater fish, cultivating hill rice, and raising animals such as cows, horses, chickens, and pigs. In 1982, a dairy enterprise was introduced, and the milk products were sent to the Keningau Animal and Livestock Industry Department. In 1991, PTK was closed, and all those prisoners were transferred back to Kota Kinabalu Central Prison. On 10 April 1991, PTK was gazetted as the second Henry Gurney School, which housed juvenile offenders.

On 13 August 1991, the first transfer of the juvenile offenders of 20 people who had been selected from Henry Gurney School, Kota Kinabalu, was done.

In an attempt to ensure the safety and comfort of residents and staff, security aspects were improved by adding German barbed wire to the existing chain link fence and constructing separate rooms, guard house, surau, lecture halls and libraries. Just like prisoners, the inmates of the Keningau HGS are given training in animal husbandry, such as dairy cattle, goats, freshwater farming, and vegetable gardening that benefits the inmates (Malaysian Department Prison, 2021)

Those interested in learning and qualified can sit for the Penilaian Menengah Rendah (Lower Secondary Assessment) or Sijil Pelajaran Malaysia (Malaysian Certificate of Education) examination.

Henry Gurney School Puncak Borneo, Sarawak

The Henry Gurney School, Puncak Borneo, was gazetted on 1 June 2015 by the Minister of Home Affairs and began operating on 15 April 2016, with the presence of two juvenile offenders from the Henry Gurney School, Keningau. The academic session began when all inmates following the academic stream at the Henry Gurney School, Keningau, arrived at the Henry Gurney Puncak Borneo School in May 2016. The first SPM class was five residents registered for the SPM exam that year. The Pre SPM class, known as Form 4 in the mainstream, included ten people. Henry Gurney School, Puncak Borneo, received 50 inmates from Sarawak who later joined Henry Gurney School, Keningau. On 1 February 2017, the inmates were moved from Integrity School, Kuching, to the current location. Henry Gurney School, Puncak Borneo is under the Management of Puncak Borneo Prison, Sarawak (Henry Gurney School, 2023).

HISTORY OF LAWS AND REGULATIONS AT HENRY GURNEY SCHOOL

Henry Gurney School had their legal history when the Children's Court Act 1947 was introduced and followed by several other regulations. These schools have a unique legal history, which began with the introduction of the Children's Courts Act of 1947 and was followed by several other laws.

1. Juvenile Courts Act 1947

a) Children's Courts Act 1947, Section 38:

i) Offenders aged not less than 14 years and under 18 years; and

ii) When detained for the long-term benefit of the offender to combat crime, it is legally permissible for the Court to send the offender to Sekolah Henry Gurney.

b) Children's Courts Act 1947, Section 40.

During that time, Sekolah Henry Gurney used the Prison Act 1952, Prison Regulations 1953, Sekolah Henry Gurney Regulations 1949, the Permanent Orders of the Director-General of Prisons, and the Institution Head's Directives. However, these are no longer used today, and new laws and regulations exist. The current laws and regulations include the following:

i) Prison Act 1995

ii) Prison Regulations 2001

iii) Sekolah Henry Gurney Regulations 1949

iv) Permanent Orders of the Director-General of Prisons

v) Institution Head's Directives.

Henry Gurney School is currently located within a prison institution. Therefore, the school must adhere to the Henry Gurney School rules and regulations. Additionally, within the Prison Institution, the regulations and laws used are as follows:

1. Sekolah Henry Gurney Regulations 1949 (L.N.6116/1949).
2. Act 611, referring to Section 130.
3. Section 74, Act 611, states that children under the age of 14 cannot be sent to Sekolah Henry Gurney.
4. Section 76, Act 611, grants authority over individuals aged 18 but under 21.
5. Permanent Orders of the Director-General of Prisons Malaysia. (Malaysia Prison Department, 2020).

These regulations and laws are crucial and must be adhered to by anyone involved in the prison institution as they shape the discipline for juvenile offenders, young inmates, and all categories of inmates. Furthermore, the prison institution serves as the final entity that carries out sentences for offenders after the Court has passed judgment.

The regulations and laws established are crucial and must be adhered to by anyone involved in the prison institution as they train the discipline of juvenile offenders, young inmates, and all categories of inmates. In addition, prison institutions are the last resort for implementing sentences on offenders after the courts have sentenced them.

However, Imprisonment or Integrity School under Section 96(2) of Act 611 indirectly states that imprisonment orders should be a last resort if the Court believes that children aged 14 and above can be dealt with by any other order under Section 91 of Act 611. (Noor Aziah et al, 2021).

Juvenile Court Act 1947

The Juvenile Court Act 1947, also known as the Juvenile Court Act 1947, came into effect on 25 September 1947, marking a change in the organisation of prisons. This change led to the classification of juvenile and adult offenders, which contributed to introducing the Juvenile Court Act 1947. In the same year, a Children's Court was established with the following functions:

1. To determine whether a child is guilty of each charge brought against them. It also assesses whether a child requires care and protection.
2. To determine the reasons or causes that brought the child before the Court. After receiving comprehensive information about the child's behaviour, the family's circumstances, school reports, and health reports, the Court decides on the best ways to rehabilitate the child for their benefit. This decision is made after the Court discusses all details and evidence related to the case presented to it.

In carrying out its duties, this Court is guided by specific regulations, for example:

"...in the case of discussing a child brought before it, whether they need protection, care, or are treated as an offender, the Court shall consider their welfare and should act to redirect them from undesirable situations, provide them with education and thorough training..."

The Child Act 2001 is a Malaysian law that was passed in 2002. It combines three older laws: the Juvenile Courts Act 1947, the Child Protection Act 1999, and the Women and Girls' Protection Act 1973. The Child Act 2001 covers four main categories of children (Muhammad Razmee, 2017).

1. Children in need of care and protection
2. Children in need of protection and rehabilitation
3. Children "beyond control"

4. Children in conflict with the law.

The Child Act outlines the main structure, processes, and procedures for responding to children who commit criminal offences. Diagram 2, attached in Appendix A, explains the main structures, processes, and procedures for responding to children who commit criminal offences (Muhammad Razmee, 2017). Part X of the Act stipulates social procedures for arrest, bail or remand, trial, and sentencing of children and defines the roles and responsibilities of police, probation officers, the Court for Children, and various institutions handling child offenders. Under section 83(1) of the Act, a child who is arrested, detained, and tried for any offence (subject to certain specified limitations) must be handled by the provisions of the Child Act rather than the standard procedures applicable to adults. The special procedures for arrest, detention, and trial. The above chart presents the general process for handling a child in conflict with the law. After the juvenile offenders are separated according to their age category, they will be placed at the Tunas Bakti School, the Henry Gurney School or the Integrity School. If they are placed at the Henry Gurney School, the residents will follow rehabilitation programs such as education, carpentry, workshops, sports and several other useful programs are provided. Nevertheless, this study will focus on the history of education at Henry Gurney School since it was established until now.

HISTORY OF EDUCATION AT HENRY GURNEY'S SCHOOL

Education at the Henry Gurney School has slightly different goals than mainstream schools. Initially, education in prison emphasised more aspects of eradicating illiteracy and introducing carpentry. At that time, most residents who entered were juvenile offenders trained with strict discipline. Formal education in prison is also not underlined because most of them were illiterate and had no interest in education. They were more engaged in vocational than academic fields (Baharullah Adam, 2004).

In addition, education development worldwide also seeks to comply with the United Nations Standard Minimum Rules (UNSMR). Article 77(1) UNSMR states that various efforts should be made to enable all prisoners to benefit from further education, including the education of their country's religion. The education of illiterates and residents should be compulsory, and special attention should be given to the administration. Article 77(2) notes that the education of prisoners must be integrated with the education system in the country so that after their release, they can continue their studies without problem (UNSMR, 1977).

Accordingly, education at the Malaysian Prisons Department aims to:

- a. Help reduce the dropout rate of Malaysian citizens for children under 18;
- b. Help young prisoners and juvenile offenders master reading, writing, and arithmetic;
- c. Give opportunities to young prisoners and juvenile offenders to improve their physical, emotional, spiritual and intellectual potential;
- d. Provide opportunities for any resident to get an education without age limit, offence and punishment period.

The objective of establishing schools in prisons is to:

- i. Improve discipline and strengthen the morals of residents.
- ii. Help eradicate illiteracy through reading, counting and writing activities.
- iii. Provide opportunities for residents to start and continue schooling.
- iv. Create an interest in learning and convince students that education can guarantee a better future.
- v. Provide rehabilitation therapy through education to produce prisoners who can contribute to themselves, their families and the country.

- vi. Give students confidence in continuing life after release through the programs introduced.
- vii. Allow continuing schooling or be given a second chance to join the school again.
- viii. Provide special programs according to the age of juveniles in Prison Institutions. (Malaysian Prison Department)

Early Education

The 1950s until the 1960s included a history involving young people who were illiterate primarily due to family poverty, making it challenging to get an education at that time. In 1990, residents were allowed to sit for the SPM exam if they were interested and qualified. They would be taught by teachers from the Malaysian Ministry of Education (KPM) to take the exam. They did not have special classes, but those classes were provided if there were candidates who would take the SPM exam. Meanwhile, the Prison Department would deal with officials from the State Education Department and the District Education Office to register the residents who want to take the exam and find suitable teachers to teach residents at that time. During recovery, the residents were also given applicable workshops, such as carpentry and agricultural work.

Henry Gurney School, Telok Mas and Henry Gurney School, Keningau, then started the Putra Module prepared by the Malaysian Prison Department. In addition, Henry Gurney School Telok Mas also provided religious education when the Malacca Islamic Religious Department School of Religion was established in 2016. In 2019, the Malaysian Prison Department introduced a new program, Corrective Education, to all juvenile offenders at Henry Gurney School and young prisoners in Integrity Schools throughout Malaysia.

Putra Module

Before Correctional Education was implemented, the Malaysian Prisons Department used the Putra Module. This module has been used for juvenile offenders at Henry Gurney School and Integrity School since 2004. It targets young prisoners who seek to guide inmates to achieve the best exam results and change their behaviour. The activities carried out in this module are Reading, Writing and Counting Class (3M). In addition, preparation classes are also provided for the Penilaian Menengah Rendah (PMR), Malaysian Certificate of Education (SPM), and Higher Certificate of Education Malaysia (STPM). Residents can shape their personalities through this module and cultivate a leadership spirit. The Putra Module is also one of the modules executed under the Human Development Program launched in 2004. The Human Development Program has been expanded to all prison institutions in Malaysia with a focus on the Community Therapy Module, the Halaqah Module, and the Putra Module. This program adopted a fresh evaluation method, using the Credit Hour Scoring System in the inmate's profile (Malaysian Prison Department, 2004). The juvenile residents use the Putra Module, which has four phases: the Discipline Formation Phase, the Character Strengthening Phase, the Skills Phase and the Correctional Phase. In the Character Strengthening Phase, the Putra Module is executed based on education similar to the Integrated Curriculum of Secondary Schools, Ministry of Education Malaysia (Malaysian Prison Department 2010).

Establishment of JAIM Religious School

Mohd Taufik and Suhaila (2021) explored religious education among juvenile offenders. Following this study on 4 January 2016, Henry Gurney School, Telok Mas, Malacca, established the Henry Gurney Religious School (JAIM), Telok Mas. Starting from this inauguration, this school has been declared to precede the official implementation of Islamic education in the Institution of the Malaysian Prisons Department (BAPEM, 2018). The Henry Gurney School previously did not have a specific religious school. Still, when the JAIM Henry Gurney Religious School was established, the educational program became more advantageous to Muslim residents.

The activities include the basics of Islamic religious education, namely studying the Al-Quran, Fard Ayn Classes and spiritual lectures. A certified program is also provided to residents to take

the KAFA Class Assessment Test (UPKK). According to Asmawati Suhid et al. (2015), Muslim students need to be further strengthened with the fundamentals of Fard Ayn through the Basic Fard Ayn Assessment Program (PAFA) at primary and secondary levels. The implementation of PAFA strives to confirm and identify that each student understands and can perform the fundamental Fard Ayn properly. In addition, it can also direct students who are weak or drop out so that they can practice it correctly and perfectly and create an approving conscience and willingness to practice and appreciate the Basics of Fard Ayn. Nowadays, the Kafa Class Assessment (UPKK) has been changed to the Special Religious Assessment Certificate Examination (SPKA) and is supervised by the Department of Islamic Religion in Malacca. Since the introduction in 2022 of 56 candidates consisting of 41 male and 15 female residents, 44 people (78 per cent) have obtained Grade A, and 12 (21 per cent) have got Grade B.

In 2019, the Malaysian Prison Department introduced Corrective Education to juvenile offenders at Henry Gurney School throughout Malaysia, namely at Henry Gurney School, Telok Mas, Malacca, Henry Gurney School, Keningau, Sabah and Henry Gurney School, Puncak Borneo, Sarawak (Norimah, 2021). Corrective Education to inmates ensures that education is provided to each inmate and implements a comprehensive rehabilitation program (Malaysian Prison Department, 2020). This Corrective Education Program is a new policy ensuring all eligible juvenile delinquents follow it. It consists of a combination of the Malaysian Prison Department's formal education and rehabilitation programs. It is also a new policy introduced in all Integrity Schools to improve the Putra Module that has been used by all young prisoners before.

Corrective Education

Corrective Education targets every eligible resident of Integrity School to have a certificate after completion of rehabilitation at this school. It is also a Key Performance Index (KPI) under the Rehabilitation and Education Section, Prison Management Division, so every inmate has at least one certificate when released. Residents must have the right to be educated at Integrity Schools just like children outside who are educated in the mainstream. If students in Malaysia who sit for the SPM want to get a certificate, they must pass the Malay Language and History subjects to be eligible for the Certificate (LMS). The primary purpose of corrective education is to ensure that all inmates get the education they deserve because while they are free, they do not get an education due to behavioural problems and involvement in criminal activities. Through careful planning, the results of a comprehensive study including improvements to the Putra Module that was used before, the Prison Department under the Rehabilitation and Education Section thought of a solution so that a program that includes a complete education package for juvenile inmates is provided. Therefore, corrective education becomes the solution.

This Corrective Education plan allows all residents to study two principal subjects, Malay and History, for the SPM exam. Some residents who had taken the SPM exam before that but were not eligible to get a certificate entered Integrity School because they failed Malay and History. Therefore, they are also given a second chance to retake the two subjects. Nonetheless, if residents have never taken an exam at the SPM level, they need to take at least six core subjects: Malay, English, History, Science, Mathematics and Islamic Education or Moral Education. At the same time, in addition to the Corrective Education program that obligates residents to take the SPM exam, they can choose sports if they are interested in the same sports schools. At the same time, if they are keen on learning music, they can explore music just like in art schools and the like so that they have various alternatives to compete after completing rehabilitation at the Integrity School later. Regardless, all residents need to go through the Rehabilitation and Guidance Program (PB) so that their manners, morals and discipline are reworked first, corrected, disciplined, and ready to face the new school environment and comply with the rules that have been prepared.

Henry Gurney School Academic Achievement

In 1990, residents were allowed to take the SPM exam if they were interested and qualified. They would be taught by teachers from the Malaysian Ministry of Education (KPM) to take the

exam. They also did not have special classes, but those classes were provided if there were candidates who would take the SPM exam; the Prison Department would deal with officials from the State Education Department and the District Education Office to register inmates who want to take the exam and find suitable teachers to teach resident at that time. During recovery, the residents were also given practical workshops, carpentry, and agricultural work.

Henry Gurney School's proud moment was the exceptional achievement of its students who scored 9As in the 2017 SPM examination (Berita Harian 2018), and another obtained 8As and 2Bs, establishing that the rehabilitation program carried out in prison delivers fruitful results. Past mistakes did not prevent a juvenile delinquent from proving his proficiency and being named the best student among 63 students at Henry Gurney School. Also, the SPM achievement in 2021 Henry Gurney School and Integrity School recorded an Average Grade of 4.57, exceeding the National Average Grade (GPN) of 4.86. The best SPM achievement increased in five years, with 27 students getting results of 4As and above (Utusan Malaysia, 2022). Director of the Malaysian Prison Department, Prison Commissioner Ajidin Salleh, said:

"This verifies that the residents residing here can compete towards more outstanding success compared to normal students attending the standard schooling system" (Utusan Malaysia, 2022).

Average School Grade (GPS) establishes that the achievement of HGS residents is exciting. Initially, there was a decrease from a GPS of 6.47 in 2008 until the achievement increased and recorded the highest GPS, 3.93 in 2012. Besides, residents' accomplishments continued to grow until they got the best GPS five years before, in 2021, with a GPS value of 4.13. (SPM report, 2008-2021, Henry Gurney School, Telok Mas, Malacca).

CONCLUSION

Ergo, the data proved that the history of the Henry Gurney School in Malaysia began with the enforcement of the Children's Act of 1947. It advanced into a more modern system with the introduction of the Children Act 2001. This juvenile crime case is alarming the community and the country, causing the authorities to take some measures to reduce these juvenile cases, such as enforcing laws, campaigns, lectures and taking stricter action on juveniles because this generation will decide the future of the country. Henry Gurney Schools must continually enlighten juvenile delinquents in Malaysia to curb social quandaries. In addition to accentuating the educational facet, the inmates are trained in character growth by being given a second chance through education at the Henry Gurney School. Juvenile education in prison institutions, primarily the Henry Gurney School, is the last resort in dealing with juvenile social crises. This school is also known as the best institution under the Malaysian Prison Department governance to cope with social problems among students, particularly those involved in criminal stirs.

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