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Fuzzy Delphi Approach in The Development of a Human Model of Moral Education for Juvenile in Malaysian Prison Schools

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Abstrak

Perkembangan dan revisi kurikulum baru saat ini membawa perubahan tren yang berkembang pesat. Bahkan, disiplin ini juga diinovasi dalam bentuk dimensi baru yang dikenal dengan kurikulum futuristik atau kurikulum masa depan. Di era 21 ini, kurikulum masa depan dipandang sebagai salah satu syarat untuk merancang, merencanakan, melaksanakan dan mengevaluasi suatu kebijakan atau kebijakan pendidikan. Penelitian ini mengkaji tentang penerapan Soft Model of Moral Education bagi remaja di sekolah penjara Malaysia dengan menggunakan pendekatan Fuzzy Delphi. Tujuan dari penelitian ini adalah untuk memperoleh pandangan ahli tentang pengembangan model ini dalam kurikulum Pendidikan Moral, khusus untuk siswa di sekolah penjara. Teknik Fuzzy Delphi (FDM) digunakan untuk memperoleh konsensus pakar dengan mendistribusikan instrumen kepada 23 pakar terpilih dari berbagai bidang dan latar belakang untuk menjawab pertanyaan penelitian. Temuan penelitian menunjukkan bahwa konsensus kelompok ahli lebih dari 75% dengan mencatat 88% - 92% untuk setiap komponen dalam model ini. Selain itu, nilai ambang batas untuk sebagian besar sub-item adalah 0,2 dan skor fuzzy harus sama dengan atau lebih besar dari 0,5 juga telah dicapai untuk semua elemen yaitu antara 0,87-0,92. Secara keseluruhan, konsensus ahli adalah "sangat setuju" bahwa Model Lunak ini lebih efektif digunakan dalam Pendidikan Moral untuk remaja di sekolah penjara Malaysia.

***Kata kunci*:** *Kurikulum, Psikopositif, Pendidikan Moral*

Abstract

The development and revision of the new curriculum currently brings changes in rapidly growing trends. In fact, this discipline is also being innovated in the form of a new dimension known as the futuristic curriculum or the future curriculum. In this 21st era, the future curriculum is seen as one of the requirements for designing, planning, implementing and evaluating an educational policy or policy. This study examines the application of the Soft Model of Moral Education for adolescents in Malaysian prison schools using the Fuzzy Delphi approach. The purpose of this study was to obtain expert views on the development of this model in the Moral Education curriculum, specifically for students in prison schools. Fuzzy Delphi (FDM) technique was used to obtain expert consensus by distributing instruments to 23 selected experts from various fields and backgrounds to answer research questions. The findings of the study showed that the expert group consensus was over 75% by noting 88% - 92% for each component in this model. In addition, the threshold value for most of the sub-items is 0.2 and a fuzzy score must be equal to or greater than 0.5 has also been achieved for all elements which is between 0.87-0.92. Overall, the expert consensus is "strongly agree" that the Soft Model is more effective in being used in Moral Education for adolescents in Malaysian prison schools.

Keywords: Curriculum, Psychopositive, Moral Education

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1. INTRODUCTION

The curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials, as well as the methods used as guidelines for the implementation of learning activities to achieve specific educational goals (Han et al., 2021; Patel et al., 2021; Wulandari, 2020). The curriculum in the education system has an essential function, namely as a guide and reference in the learning process, without a curriculum, the learning process will run without direction, even if there is no learning process, the best curriculum will not be implemented (Anif et al., 2020; Baumfalk et al., 2019; Kidd et al., 2020; Sutrisno et al., 2021; Wattana et al., 2021). A curriculum is an educational tool in developing quality human resources (Fisher & Fiese, 2014; Polizzi, 2020; Soucie et al., 2021). The curriculum concept

section will explain the definition of curriculum in general, the position of the curriculum in the education system, the foundations and principles of curriculum development, the function and role of the curriculum, and curriculum evaluation assessment. Development and revision curriculum new nowadays bring one increasingly trend changes lively thrive (Dzin & Lay, 2021; Lim et al., 2021; Omar, 2017). Discipline this follow innovated in shape dimensions new known as curriculum futuristic or future curriculum. In this 21st era, the future curriculum is seen as one needs to form, plan, implement and evaluate something basic or police education (Kidd et al., 2020; Sutrisno et al., 2021; Wattana et al., 2021). Forming basic policies and a designed curriculum is a preparation process for the future society. Things this no miss also for older teenagers less from 18 years ago imposed court juvenile and moderate to follow education through system schooling under a rehabilitation program in the Department Malaysian Prisons.

The development of a Moral Education model that emphasises psychology group juvana according to the Malaysian context becomes the focus of research. The drafter's policy and the person in charge need to modify the recovery program for making sure group juvana receive reasonable input (Clark & Creswell, 2017). So, determination elements development of the Soft Model of Moral Education for students juveniles at school prison is already viewed on consensus expert composed of 23 experienced moral experts more than eight years as respondent. Regarding the scope of research, the study of juveniles is not something new in Malaysia. However, the study of juveniles in prison schools with a particular emphasis on Moral Education is something new to the field of study. In addition, the Secondary School Standard Curriculum (KSSM) is a curriculum that replaces the Integrated Secondary School Curriculum (KBSM), which has been implemented in stages starting in 2017 with the Form 1 cohort. Taking into account the backgrounds of juvenile pupils. The construction of this Soft Model of Juvenile Moral Education was formed by taking into account the views of experts such as attorneys general, counsellors, psychologists, officials in the curriculum development division, juvenile officials and moral education teachers in prison schools. Our country's juvenile justice system needs to improve and enhance the quality of juvenile education programs to provide committed, high-quality youth and equivalent support services to the Ministry of Education Malaysia.

In this study, the theoretical framework that has been used is the TABA Curriculum Model, Social Information Processing Model (SIP) by (Crick & Dodge, 1994; Vygotsky, 1986). The TABA Model is unique and suitable for developing a curriculum. Steps (Components) of the TABA Model There are seven main steps (components) contained in the TABA model that can be applied in developing a curriculum for an educational program, namely Diagnosis of student needs; Formation of objectives; Content selection; Compilation (organization) of content; Selection of activities; Arrangement (organization) of activities, and determination of the assessment process. The seven components of TABA have been the basis for this study to develop this Soft Model (Aydına et al., 2017; Bastami et al., 2017; Yu et al., 2021). Moreover, the Information Processing Model by Crick and Dodge which is a social-cognitive model explains, individuals approach certain social situations with social knowledge, schema, and memory data of memories of their past social experiences. In this context, each juvenile is exposed to information and experiences in his or her life (Caporaso et al., 2021; Hariyanti et al., 2021; Ziv & Hadad, 2021). Furthermore, emotions also play an important role first. Thus, juvenile experiences and emotions become decisive in the selection of elements for this capital. Moreover, the social, cultural and historical perspective of Vygotsky is clear in his stance that the use of language in communication to convey moral thoughts, moral feelings and moral behavior can be absorbed in this process (Johnson et al., 2021; Mazzone et al., 2021; Peñarroja et al., 2015). This can be used when solving moral dilemmas that occur in individuals especially by juveniles which is one of the important

aspects in the development of this Soft Model. The purpose of this study is to analyze the Fuzzy Delphi approach in the Development of a Human Model of Moral Education for Juvana in Malaysian Prison Schools.

2. METHODS

This study use approach Fuzzy *Delphi Method* (FDM) which is combination between *Fuzzy* set theory and the Delphi technique and it it is not one new techniques introduced by (Murray et al., 1985). This is because FDM is more to improvement against Delphi technique and is an instrument that has been give value plus to Delphi techniques are available there is. However, researchers meet by some expert according to demand them. Share get findings research use FDM method, available necessary procedures _ complied with. Compliance to procedure this strive get the findings are empirical. As a first step in this research, as many as 23 experts were selected based on their respective fields of expertise.

Table 1. Criteria Selection of Expert Panel

Expert	Criteria	Amount
Lecturer	Curriculum / Pedagogy / Psychology children / Delinquency	6 people
Lawyer Civil	The law juvana	2 people
Section Construction Curriculum	Moral Education Policy/ Formulation and revision Moral Education curriculum /	5 people
Malaysian Examinations Board	construction of question items examination public	2 people
Department Malaysian Prisons	Counseling Organization & Recovery	1 person
Teacher	Juvenile Teacher / Outstanding Teacher of Moral Education / Head Moral Education Committee / Moral Teacher in the College Vocational / Teacher Discipline	5 people
Counselor	Counselor School Prison / counselor School Flow Ordinary	2 people

Question set instrument question investigate developed after the Insaniah Model already built guided findings research phase II namely phase reka form and development in Method (*Design and development Research Approach* - DDR) introduced by (Richey & Klein, 2005). The questionnaire set instrument was developed after the Insaniah Model was built based on the findings of the phase II study, namely the design and development phase in the Method (Design and development Research Approach -DDR) introduced by (Richey & Klein, 2005). All findings from the literature review, analysis of phenomenological studies and the views of experts from phase II were taken into account for constructing the questionnaire set instrument. The set of questionnaires developed contained 98 questions. Question investigate research using a Likert scale that contains seven options scale, i.e. on a scale of (1) Extreme No. Accordingly, scale (2) Very No Accordingly, scale (3) No Accordingly, scale (4) Medium Appropriate, scale (5) Appropriate, scale (6) Very Appropriate and Scale (7) Extremely Appropriate. This scale is used to facilitate the experts' stated consent against the suitability of available items in a set of questionnaires before the data is analyzed for getting a consensus expert for purpose assessment of the usability of the Soft Model. Each side of the question set investigated is displayed by the Likert scale as well space is empty for allows experts to write views or comment and propose them. To facilitate expert answered question surveyor, researcher already put value scale 1 to 7 for display statement measurement for an item and value scale the *fuzzy* he represents. Table 2 shows the Enabler Scale linguistic change 7 points.

Table 2. Enabler Scale Linguistic Change 7 Points

Enabler Change Linguistics	Fuzzy scale
Extremely no agree	(0.0, 0.0, 0.1)
Very not agree	(0.0, 0.1, 0.3)
No. agree	(0.1, 0.3, 0.5)
Simple agree	(0.3, 0.5, 0.7)
Agree	(0.5, 0.7,0.9)
Strongly agree	(0.7, 0.9, 1.0)
Extremely agree	(0.9, 1.0, 1.0)

Data analysis was performed based on *the triangular fuzzy number* aiming forget value *threshold* (d). Therefore, the requirement first necessary complied with is value *threshold* (d) must be less or same with 0.2. Consumption method *vertex is* executed for calculating the distance between average rij. Following requirement, the latter is necessarily complied with is value per cent expertise expert must be same or more of 75%. Data analysis using *average fuzzy numbers @ average response (Defuzzification Process*). In analysis, this is aim get value score *fuzzy* (A). To make sure requirement third complied with, the value score *fuzzy* (A) must be exceeded, or the same by the median value (α - cut value) is 0.5. This show that element the accepted by the agreement expert. Among other value functions, score *fuzzy* (A) can use as determinant position and priority something element according to views agreement expert.

3. RESULTS AND DISCUSSION

Results

The usability assessment refers to expert satisfaction and perception of a developed model. In retrospect, the acceptability and applicability of a model is seen based on the threshold value (d), the percentage of expert consensus, and the Fuzzy score. Therefore, the evaluation process is done in several steps that involve several stages as shown in Table 3.

Table 3. Assessment Process the Effectiveness of Soft Capital in Juvenile Moral Education

Ranking Assessment Effectiveness	Sub Question	Focus in Soft Capital
Assessment Ranking First	what views expert against suitability components main in the Soft Model of Moral Education of the group juvana?	Components of the Model
Assessment Ranking Second	what views expert against suitability element for each component main in the Soft Model of Moral Education of the group juvana?	Element for each component main: Element for Components Objective Teaching Element for Components Content Teaching Element for Components Method Teaching (Strategies / Methods / Techniques) Element for Components Method Teaching (Universal Values) Elements for Components Assessment
Assessment Ranking Third	what views expert against overall the applicability of the Soft Model of Moral Education of the group juvana?	Views Overall Model Usability

In this study, condition one (1) is already complied with because the threshold value for most subitems is ≤ 0.2. Next, the second condition (2) was also complied with because the consensus of the expert group was over 75%. The results of the calculation of the total threshold value ≤ 0.2, show that this study obtained a threshold value above 75% by recording 88% - 92% for each component in this model. In addition, a third condition that the fuzzy score must be equal to or greater than 0.5 has also been achieved for all elements. This indicates the degree of agreement between experts has reached a good consensus. Therefore, a second round of fuzzy Delphi is not required because the data acquisition has complied with both of these conditions. Table 4 shows a detailed analysis of the Fuzzy Delphi Method (FDM) for all elements in each component of this Soft Model.

Table 4. Analysis of the *Fuzzy Delphi Method (FDM)* component of the Soft Model of Juvenile Moral Education

Ranking	Soft Model Components & Elements	value threshold (d)	percentage consensus expert	score Fuzzy	Agreement expert
Assessment Ranking First	**Components of the Model**				
	Model Objectives	0.129	92.0%	0.789	
	Content Teaching	0.138	92.0%	0.797	
	Method Teaching	0.134	92.0%	0.812	
	Teaching and Learning Model)				
	Method Teaching (Universal values)	0.131	92.0%	0.808	
	Assessment Learning	0.089	92.0%	0.791	
Assessment Ranking Second • Components Objective • Components Content Teaching • Components Method teaching - Strategies / techniques / methods - Value • Components Assessment	**Element for Components Objective Teaching**				
	Objective First	0.135	88.0%	0.788	
	Objective Second	0.091	92.0%	0.820	
	Objective Third	0.138	88.0%	0.811	
	Objective Fourth	0.110	92.0%	0.825	
	Objective Fifth	0.087	88.0%	0.843	
	Objective Sixth	0.119	92.0%	0.815	
	Objective Seventh	0.115	92.0%	0.811	
	Objective Eighth	0.082	92.0%	0.801	
	Objective Ninth	0.100	92.0%	0.813	

Ranking	Soft Model Components & Elements	value threshold (d)	percentage consensus expert	score Fuzzy	Agreement expert
	Effectiveness Element Method Teaching and Learning Teaching Model & Univesal Values)				
	Teaching Model 1	0.125	88.0%	0.888	
	Teaching Model 2	0.099	84.0%	0.904	
	Teaching Model 3	0.148	84.0%	0.864	
	Teaching Model 4	0.147	88.0%	0.870	
	Teaching Model 5	0.094	92.0%	0.896	
	Teaching Model 6	0.091	92.0%	0.891	
	Teaching Model 7	0.119	92.0%	0.886	
	Teaching Model 8	0.105	92.0%	0.888	
	Teaching Model 9	0.108	92.0%	0.893	
	Universal Value 1	0.086	88.0%	0.920	
	Universal Value 2	0.087	88.0%	0.916	
	Universal Value 3	0.087	88.0%	0.907	
	Universal Value 4	0.086	88.00%	0.920	
	Universal Value 5	0.087	88.00%	0.912	
	Universal Value 6	0.085	88.00%	0.903	
	Universal Value 7	0.087	88.00%	0.907	
	Universal Value 8	0.087	88.00%	0.907	
	Universal Value 9	0.097	92.00%	0.900	
	Universal Value 10	0.099	84.00%	0.904	
	Universal Value 11	0.098	84.00%	0.913	
	Universal Value 12	0.085	88.00%	0.903	
	Universal Value 13	0.087	88.00%	0.907	
	Universal Value 14	0.087	88.00%	0.916	
	Universal Value 15	0.083	88.00%	0.925	
	Universal Value 16	0.087	88.00%	0.912	
	Universal Value 17	0.087	88.00%	0.912	
	Universal Value 18	0.087	88.00%	0.912	
	Effectiveness Element Components Assessment				
	Assessment 1	0.082	92.0%	0.871	
	Assessment 2	0.091	92.0%	0.891	
	Assessment 3	0.080	92.0%	0.883	
	Assessment 4	0.105	92.00%	0.888	
	Assessment 5	0.105	92.00%	0.888	
	Assessment 6	0.108	92.00%	0.857	
	Assessment 7	0.114	88.00%	0.855	
	Assessment 8	0.081	88.00%	0.865	
	Assessment 9	0.099	84.00%	0.904	
Assessment Ranking Third	**Views Overall Model Usability**				
	View 1	0.066	92.0%	0.858	
	View 2	0.103	92.0%	0.852	
	View 3	0.108	92.0%	0.893	
	View 4	0.100	92.00%	0.884	
	View 5	0.100	92.00%	0.884	

Ranking	Soft Model Components & Elements	value threshold (d)	percentage consensus expert	score Fuzzy	Agreement expert
	View 6	0.082	92.00%	0.871	
	View 7	0.100	92.00%	0.868	
	View 8	0.100	92.00%	0.868	
	Views 9	0.100	88.00%	0.862	
	Views 10	0.118	88.00%	0.859	

Discussion

All study experts responded agreeing that all major components are suitable for use because they meet the conditions of the agreement value of ≥75%. All these main components are to meet the requirements of components and constructs for a curriculum model because a curriculum model consists of objective constructs, content, teaching methods and assessments that will be done (Borges et al., 2017; Komalasari & Rahmat, 2019; Rohita et al., 2018). This is followed by the usability percentage values for the objectives are, teaching content, teaching methods, universal values and assessment component elements are ≥75%respectively. Researchers still prioritize choosing and giving priority to the teaching content found in the KSSM Curriculum Standard Document because it is closely related to the daily lives of students. Even the topic of career exploration is a new teaching content. Researchers chose this topic as the teaching content of the Soft Model that should be taught to juvenile students in prison schools. an individual needs to get a job as a legitimate source of income in order to live a law-abiding life (Karasek, 1979; Liu et al., 2021; Mas-Machuca et al., 2016). Even most ex -juvenile offenders who are released find it difficult to achieve goals in terms of schooling and employment (Baur et al., 2018; Jäggi et al., 2020; Wojciechowski, 2020). This has led researchers with the consent of experts to have prioritized the topic of career exploration in the teaching of Moral Education in prison schools.

The elements of teaching methods in this Soft Model have also been evaluated and agreed by all experts. In the context of Moral Education, the most important factor in determining the success or failure of a values or moral program is the quality of teachers who deliver lessons (Darmadi, 2015; Putri et al., 2020; Wiyani, 2020). Past studies have shown that many teachers in particular who teach Moral Education are not adequately trained are not interested in teaching this subject, and teach accordingly their own will with a focus and emphasis on facts and memorization of values for examination purposes (Chung, 2016; Ramboarisata & Gendron, 2019; Thoyyibah et al., 2019). Therefore, student -centered teaching methods have been developed together with this Insaniah Model. The percentage of expert agreement in the element of universal values shows above the value of 75%. All defuzzification values for each item also exceeded the α-cut value = 0.5. This indicates that the element items for the teaching content component of the Insaniah Model received consensus from the experts. All these universal values have been taken from KSSM Moral Education. Teachers of Moral Education need to ensure that these values can be inculcated, internalized and practiced among prison school students (Lisievici & Andronie, 2016; Sanger & Osguthorpe, 2011; Thornberg & Oğuz, 2016). Thus, students who study Moral Education are able to unravel and find solutions to any adolescent issues or moral dilemmas faced by them by applying those values (Bullough, 2011; LePage & Akar, 2011; Sanger & Osguthorpe, 2011; Velea & Farca, 2013).

Assessment is the last component in the Soft Model. Summative assessment is not included in this model instead school-based assessment has been preferred. Overall, it can be concluded that the implementation of school-based assessment (SBA) can be seen to have the potential to move forward to achieve a level of education comparable to developed countries.

In the beginning it is undeniable that there are some drawbacks but when we look at something new from a positive angle slowly, society will start to accept it when good results can be seen. With this, PBS can realize the national education philosophy that encompasses the development of potential holistically in terms of cognitive, affective and psychomotor. Figure 3 shows the Insaniah Model that has been developed for Moral Education juvenile students in Malaysian prison schools which has been approved by all experts.

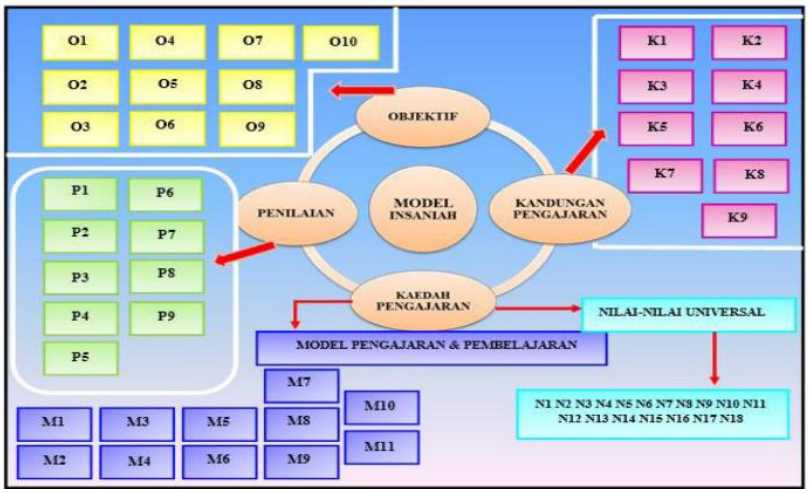

Figure 3. Insaniah Model

Table 5. Statement for abbreviation in Insaniah Model

MAIN COMPONENTS: MODEL OBJECTIVES	
Abbreviation	**Statement Element**
O1	Appreciate and practice universal value for be moral noble.
O2	Develop aspect reasoning and leading moral emotions to moral treatment.
O3	Helps for get it awareness self, eliminate attitude negative and learn about value life.
O4	Increase value for the sake of success future career _
O5	Forging good relationship _ by member family.
O6	Assess character, quality and demeanor practice friend
O7	Increase accountability diri for facing by community.
O8	Sowing spirit patriotism
O9	Understand error juveniles and interests the law

MAIN COMPONENTS: TEACHING CONTENT	
Abbreviation	**Statement Element**
K1	Progress Diri
K2	Family
K3	Friendship
K4	Exploration Career
K5	Community & Environment
K6	Patriotism
K7	Error Juvana
K8	The law
K9	Trust to God

MAIN COMPONENTS: TEACHING METHODS (TEACHING & LEARNING MODEL)	
Abbreviation	**Statement Element**
M1	*Experiential learning*
M2	*Probing-prompting*
M3	*Ice breakers*
M4	*Creative Problem Solving*
M5	*Think Talk Write*
M6	Exploration Program Career
M7	*Case Study*
M8	Drama Therapy
M9	Activity Spirituality (Religion)
M10	Project Service Community
M11	The bond of love together mother father

MAIN COMPONENTS: TEACHING CONTENT (UNIVERSAL VALUES)	
Abbreviation	**Statement Element**
N1	Trust to God
N2	Responsible
N3	Be independent
N4	Self worth
N5	Crafts
N6	Accept love
N7	Patriotism
N8	Freedom
N9	Courage
N10	Honesty
N11	Rational
N12	Good heart
N13	Hemah height
N14	Regards
N15	Love _
N16	Cooperation
N17	Simplicity
N18	Tolerance

MAIN COMPONENTS: EVALUATION	
Abbreviation	**Statement Element**
P1	Session question answer
P2	Observation
P3	Assessment Friend Peer
P4	Assessment project
P5	Project Service Community
P6	Report Written from Officer Prison
P7	Rubrics/ Lists Check
P8	Drama Therapy
P9	Case studies

Uniqueness of the Insaniah Model

If highlighted back to the Insniah Model of Juvenile Moral Education shows that there are five main components that have become the backbone in it, namely the objective component of the model, teaching content component, teaching and learning component, universal values component and learning assessment component. Therefore, these five components are needed by every teacher of Moral Education in applying moral values among juvenile students and produce people with noble morals. Uniqueness of the Insaniah Model this if compared with KSSM Moral Education is this model shaped *psychopositive.* Shape this more emphasize a dynamic relationship between aspect psychology and the mind positive. Approach this purposeful in fix aggression, depression and predisposition changed in circles group juveniles at school prison. Other research also participated emphasize how the importance realize a intervention typical for help occupants young prison (Mitar et al., 2016; Szabo & Nistor, 2014). The most used offender released teenagers from institution recovery have desire and often fantasize about success them in aspect schooling after released (Cossar et al., 2021; Kavur, 2021; Pradat et al., 2017). Therefore, the Insaniah Model this give emphasis on the field career for attract interest students juvana venture area related jobs for example installation, repair and maintenance (mechanics); service food as well as sewing and fashion and/ or have business alone in related sectors / fields in the future.

The study found that all respondents had been involved in substance abuse such as smoking, glue, alcohol, drugs (marijuana, syabu, horse pills) and others in line with the findings of previous studies that reported that most juvenile offenders in institutions abuse substances such as alcohol, drugs and etc. (Baggio et al., 2022; Duke & Trebilcock, 2022; Stewart et al., 2021). The study found that the majority of respondents in IA intended to avoid substance abuse after release from the institution. In addition to being influenced by several risk factors such as misperceptions and mental, psychological and/ or emotional disorders, the study found that respondents' tendency to relapse after release may be related to weaknesses in existing programs in rehabilitation institutions that do not provide interventions. or appropriate special treatment such as detoxification methods to juvenile offenders involved in substance abuse. This has led researchers to include juvenile education as one of the important elements in teaching moral education as an awareness program to increase the knowledge of juvenile offenders about the dangers of substance abuse such as cigarettes, glue, alcohol and drugs, the risk of Human Immunodeficiency Virus (HIV) / Acquired Immune Deficiency Syndrome. (AIDS) and so on.

21st century learning (PAK21) is said to be a student-centered learning process (Eugenia et al., 2013; Kivunja, 2014; Lavi et al., 2021). There are several elements that are applied, namely communication, collaborative, critical thinking, creativity as well as the application of pure values and ethics (Chai & Kong, 2017; Haviz et al., 2020; Hirschman & Wood, 2018; Rusydiyah et al., 2021). These elements are also referred to as basic standards in PAK21. These elements have been considered as a key component in the construction of the Soft Model. The teaching methods found in this component will have a positive impact on juvenile pupils in juvenile schools. The 11 methods found in the teaching method component of this Soft Model lead to the Assessment and Teaching of 21st Century Skills (ATC21S). This being the case, ATC21S categorizes 21st century skills into four categories, namely way of thinking, way of working, tools for working and skills for living in the world (Binkley et al., 2012). Way of thinking encompasses creativity thinking, innovation, critical thinking, problem solving, and decision making. Way of working contains the skills to communicate, collaborate and work in groups. This study will contribute to the effectiveness of services in prisons to reduce the inclusion of recidivism alone. The findings of the study will help the Prisons Department train its correctional officers in the field of rehabilitation while awaiting government funding to cover the cost of sending officers to advanced

rehabilitation courses such as counseling and psychology. The second contribution, can reduce and control the cost of accommodating the increasing influx of occupants each year by educating the occupants to improve their aggression, depression and tendency to change. These positive changes in aggression, depression and changing tendencies will reduce crime in Malaysia as well as the inclusion of inmates in prisons will also be directly reduced. This study has some limitations due to various constraints that may be improved by future researchers. A generalization on the findings of the study could not be made because this study only involved two prison schools, namely Puncak Alam Integrity School, Kajang and Henry Gurney School, Melaka. Therefore, the researchers suggest to future researchers who are interested in conducting such a study to involve a greater number of prison schools to get a more comprehensive picture and allow general generalizations to be made. Studies can also be done to look at the impact of the use of the Soft Model of Juvenile Moral Education in PdP. Researchers only used the Fuzzy Delphi method to evaluate the use of this model.

4. CONCLUSION

The expert consensus is strongly agree that the Soft Model is more effective in being used in Moral Education for adolescents in Malaysian prison schools. Insaniah model no focusing on the system examination. In fact ia more prioritize system assessment based school (PBS). Students as subject main will assessed in a way continuous for find out ability his learning over time. The creation of the Insaniah Model through this study causes the education system under the humanities to be more quality, comprehensive and sustainable to meet the needs of juvenile offenders in the educational element by equipping them with knowledge and academic qualifications that play an important role in getting jobs and improving life prospects in time. forward in line with the objectives of the National Philosophy of Education itself.

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