

A SYSTEMATIC LITERATURE REVIEW ON THE PUTRA MODEL: ANALYSING JUVENILE REHABILITATION AT HENRY GURNEY SCHOOL

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Abstract

This systematic literature review explores the Putra Model's role in juvenile rehabilitation at Henry Gurney School, focusing on its effectiveness in addressing the diverse needs of juvenile offenders in Malaysia. The review systematically analyzes scholarly articles, research studies, and governmental reports to assess the implementation and outcomes of the model's four phases: Orientation, Personality Development, Vocational Training, and Community Program. Findings from the literature underscore the model's strengths in vocational skills training and community integration but reveal significant limitations in addressing the psychological and emotional needs of juvenile offenders. The review highlights the importance of integrating trauma-informed psychological services, flexible program structures, and enhanced behavioural management training for staff. It further calls for a stronger emphasis on family involvement and continuous evaluation to inform evidence-based improvements. By synthesizing these insights, this review contributes to the understanding of juvenile rehabilitation practices, offering recommendations to reduce recidivism and support the holistic rehabilitation of young offenders.

Keywords: *Systematic Literature Review, Juvenile rehabilitation, Putra Model, Henry Gurney School, Recidivism*

1.0 Introduction

Juvenile rehabilitation centers play a crucial role in reforming young offenders, aiming to transform negative behaviors and reduce recidivism. These institutions, through structured rehabilitation models, are tasked with equipping juveniles with the skills and knowledge necessary for their reintegration into society. The success of these programs is critical not only to public safety but also to ensuring that reformed individuals can make positive contributions to their communities.

In Malaysia, juvenile rehabilitation programs are guided by the Children's Act 2001 [1], which classifies individuals aged 10 to 18 as juveniles. Juvenile offenders are placed in institutions such as the Henry Gurney School, where they undergo a structured rehabilitation process overseen by the Social Welfare Department. These programs encompass academic instruction, vocational training, religious education, psychological counselling, and co-

curricular activities, all designed to support the holistic development of juveniles and reduce their likelihood of reoffending.

The objective of this study is to analyse the effectiveness of the Putra Model, a rehabilitation framework implemented at Henry Gurney School, in reducing recidivism and aiding the long-term reintegration of juvenile offenders into society. The Putra Model takes a comprehensive approach, addressing the root causes of delinquent behavior such as socio-economic challenges, family dynamics, and personal trauma by integrating academic, vocational, and psychological interventions. While the model is designed to address the complex needs of juveniles, its effectiveness in achieving these goals warrants further exploration.

The problem statement centers on the need to analyse whether the Putra Model effectively reduces juvenile recidivism and addresses the broader challenges these offenders faced. Although Malaysia has made significant efforts to reform juvenile offenders, the success of the rehabilitation programs, particularly in terms of long-term outcomes, remains under-researched. Limited studies exist on how well these programs align with the specific needs of juvenile offenders, particularly in terms of addressing psychological issues, family circumstances, and societal reintegration.

To address this gap, the study employs a systematic literature review (SLR) to critically analyze existing research, media reports, and journal articles on the Putra Model and juvenile rehabilitation in Malaysia. This paper aims to contribute to the broader discourse on juvenile rehabilitation, offering insights into how Malaysia's efforts can inform global strategies. The findings from this study have the potential to guide policymakers, educators, and social workers in enhancing juvenile rehabilitation programs not only in Malaysia but also in other countries facing similar challenges. Ultimately, this research underscores the importance of evidence-based strategies in reducing juvenile crime and fostering a more just and secure society.

2.0 Literature Review of Putra Model

Henry Gurney School is a rehabilitative centre established by the Malaysian Prisons Department to arrest and rehabilitate juvenile offenders. Operating for the first time in 1949, this institution is specifically designed for young residents aged 14 to 18 who are sentenced by a court for committing various criminal offenses. The overarching goal of Henry Gurney School's General Policy is to shape the attitudes, personalities, and sense of responsibility among juveniles. One of the primary roles of the Prisons Department is to provide comprehensive rehabilitation to juvenile offenders, ensuring they become useful and responsible members of society upon their release. Currently, there are four Henry Gurney Schools in Malaysia:

- SHG Telok Mas, Melaka
- SHG Kota Kinabalu, Sabah
- SHG Keningau, Sabah
- SHG Puncak Borneo, Sarawak

In the Henry Gurney rehabilitation program, the Putra Model is used as the primary treatment approach for juveniles. Generally, juvenile rehabilitation programs aim to provide formal education and improve motivation among offenders, ensuring their acceptance into the community after release. Launched in 2004, the Putra Model is a structured program that comprises four phases.

The Orientation program is the initial phase that lasts for three months. It focuses on strengthening discipline among the occupants. This phase is designed to help juveniles

understand and adapt to the objectives of the Prisons Department, familiarize themselves with the regulations to be followed, and recognize their rights as occupants. Moreover, they are introduced to various recovery activities they will undergo. This phase aims to establish a foundation for discipline and compliance, which is critical for the subsequent phases of rehabilitation.

The second phase emphasizes character reinforcement. During this phase, occupants are guided by religious instructor assistants through classes divided into three levels of religious knowledge: low, secondary, and high. The religious approach is based on the Islamic curriculum provided by the Prisons Department's Islamic Education program. This phase aims to instill moral and ethical values in juveniles, fostering a sense of spirituality and personal growth.

The third phase involves vocational training, which lasts between six months to one year. During this period, occupants receive practical training in various trades such as sewing, handicrafts, batik making, bakery, school canteen management, and kitchen duties. Vocational training is a critical component of the rehabilitation process, as it equips juveniles with marketable skills that enhance their employability upon release.

The final phase is the Community Program. In this phase, juveniles are given opportunities to interact with their families and the community through structured activities. This phase aims to reintegrate juveniles into society by fostering a sense of belonging and responsibility. The community program involves various activities designed to enhance social skills and community engagement. The objectives of this phase include rehabilitation and training through vocational, spiritual, and mental activities, ensuring that juveniles become useful, productive members of society. It also aims to instill self-respect, discipline, and responsibility by implementing positive values.

Despite the structured approach of the Putra Model, there are significant concerns regarding its effectiveness, particularly in addressing the psychological needs of juvenile offenders. Psychological support is crucial in the rehabilitation process, as many juveniles in these programs have experienced trauma, abuse, and other adverse conditions that contribute to their delinquent behavior. A study by Azhar [2] highlighted that the lack of psychological counseling and support in Henry Gurney Schools leads to incomplete rehabilitation, as underlying issues such as mental health disorders and emotional disturbances remain unaddressed.

Moreover, the recidivism rates among juvenile offenders who have undergone the Putra Model indicate a need for a more comprehensive approach. According to statistics from the Malaysian Prisons Department, a significant proportion of juveniles re-offend within a few years of release. This suggests that while the Putra Model provides education and vocational training, it falls short in addressing the root causes of delinquent behavior, which are often psychological and emotional in nature.

Research has shown that incorporating psychological therapy and counselling into rehabilitation programs can significantly reduce recidivism rates. For example, a meta-analysis by Lipsey and Cullen [3] found that programs with a strong psychological component were more effective in preventing re-offending compared to those focusing solely on education and vocational training. These findings underscore the importance of integrating psychological support into juvenile rehabilitation programs to address the multifaceted nature of delinquency.

In conclusion, while the Putra Model provides a structured approach to juvenile rehabilitation through its four phases, it lacks a critical psychological dimension. Addressing this gap is essential to ensure a more holistic rehabilitation process that not only imparts skills and discipline but also heals the psychological wounds that often underpin juvenile delinquency. Future improvements to the Henry Gurney School's program should consider incorporating comprehensive psychological services to enhance the overall effectiveness of the rehabilitation efforts.

2.1 Research Studies on the Effectiveness of the Putra Model

The effectiveness of the Putra Model, a juvenile rehabilitation framework implemented at the Henry Gurney School in Malaysia, has garnered significant research interest. Given that teenagers constitute a substantial portion of Malaysia's population (Department of Statistics, Malaysia, 2023), the urgency of effective juvenile rehabilitation strategies is clear for the nation's future stability and global reputation.

Recent data from the Department of Statistics, Malaysia (2023), indicates a decline in first-time juvenile offenders, suggesting some crime prevention initiatives may be effective. However, a concurrent rise in recidivism rates highlights persistent challenges within the rehabilitation system. While initial interventions may show promise, they often fail to prevent repeat offenses, signalling the need for refinement in existing rehabilitation programs.

Research by Prof. Azizi Yahya [4] provides a detailed evaluation of rehabilitation programs at both Henry Gurney School and Tunas Bakti School. His findings suggest that while academic and co-curricular activities have engaged juveniles positively, there is a pressing need to enhance vocational, religious, and counselling programs. Azizi [4] advocates for specialized counselling services delivered by trained psychologists, positing that these interventions could significantly improve rehabilitation outcomes. This perspective aligns with Sabitha's [5] call for continuous analysis and adaptation of juvenile rehabilitation programs to meet the evolving needs of offenders, further recommending the involvement of non-governmental organizations (NGOs) to diversify support services.

Critical insights from Nor and Saim [6] and the Human Rights Commission of Malaysia [7] reveal substantial gaps in the spiritual and counselling components of rehabilitation programs, particularly the absence of qualified counsellors and the inflexible nature of program designs that fail to cater to individual offenders' needs. These studies advocate for incorporating flexible, tailored programs, particularly for vulnerable groups such as young pregnant women, essential for comprehensive rehabilitation and successful societal reintegration.

The systemic challenges inherent in the Putra Model are further explored in Casey's [8] report, "A Measure of Last Resort?" This assessment critiques the model's focus on discipline and vocational training, identifying a lack of individualized care and inadequate staff training as barriers to effectively addressing the psychological and behavioral complexities of juvenile offenders. Casey [8] urges the adoption of a more nuanced approach that integrates psychological and therapeutic interventions alongside existing vocational and disciplinary elements.

An examination of the Malaysian juvenile justice system in 2018 [9] reinforces these critiques, particularly regarding the uniform application of rehabilitation strategies. The study reveals these programs' inadequacy in addressing the diverse needs of individual offenders, often exacerbated by the reliance on undertrained personnel. This finding supports recommendations for rigorous program evaluations and the development of personalized rehabilitation strategies tailored to the specific needs of each juvenile offender.

Further research by Azman and Mohd Taufik [10] emphasizes the importance of considering socio-environmental factors in rehabilitation efforts. These studies highlight familial, educational, and peer influences as critical components shaping juvenile behavior, advocating for a holistic approach that addresses these underlying issues as part of a broader strategy to prevent recidivism. Such an approach is vital for breaking the cycle of delinquency and ensuring the long-term success of rehabilitation initiatives.

In conclusion, research highlights the urgent need for a paradigm shift in Malaysia's juvenile rehabilitation system, particularly concerning the implementation of the Putra Model.

This shift should integrate comprehensive counselling services, therapeutic interventions, tailored educational programs, and supportive environments. By addressing these deficiencies, the system can enhance rehabilitation outcomes, promote the successful reintegration of young offenders into society, and contribute to long-term stability, ultimately reducing the overall burden on the justice system.

2.2 Crimes on remand and recidivism

Recidivism among juvenile offenders presents a significant societal concern, highlighting failures within the rehabilitation process and suggesting that these individuals may continue to pose a risk to the community. The cases from 2011 to 2017 illustrate the challenges faced by rehabilitation centres in effectively reforming juvenile offenders. These incidents, ranging from sexual abuse and bullying within the centres to escapes and the commission of new crimes post-release, underscore the shortcomings of programs like the "Putra Model," designed to instil positive values and facilitate behavioral change.

Reports of violence, sexual assault, and escapes from facilities like Henry Gurney School indicate that the current programs may inadequately address the underlying issues contributing to criminal behaviour. Statistics from the Social Welfare Department (JKM) provide a quantitative perspective on the problem, revealing that recidivism rates are notably higher for second offenses compared to first offenses. This trend suggests that existing interventions are insufficient in preventing reoffending. According to criminologists Cullen, Jonson, and Nagin [11], recidivism can often be traced back to rehabilitation programs' failure to address the complex needs of juvenile offenders, including psychological, educational, and social factors.

Deputy Director of Prisoners Darussalam Budin [12] emphasizes that the lack of involvement from parents or guardians significantly contributes to juvenile recidivism. He stresses the importance of family support throughout the rehabilitation process, arguing that success rates are diminished without such involvement. This perspective underscores the need for a holistic approach that actively includes families in rehabilitation efforts.

The implications of recidivism among juvenile offenders are profound. It not only perpetuates a cycle of crime but also suggests that these individuals may escalate to more serious offenses if not properly rehabilitated. This scenario underscores the urgent need for a reevaluation of current rehabilitation programs and the implementation of more effective strategies that cater to juvenile offenders' multifaceted needs. Evidence-based practices, such as cognitive-behavioral therapy, restorative justice programs, educational and vocational training, and family therapy, should be considered in addressing recidivism effectively. Moreover, a strong focus on aftercare services is essential to support juveniles during their reintegration into society, equipping them with the necessary tools and support to lead law-abiding lives.

Several notable cases further illustrate the issues within the rehabilitation system. In 2011, a student at a juvenile rehabilitation center was subjected to sexual abuse and bullying by five fellow students, aged 14 to 17, who assaulted her with a deodorant bottle and physically attacked her while forcing her to perform menial tasks [28]. In 2013, 14 teenagers escaped from Henry Gurney School by breaking a grill and climbing over two layers of barbed wire, using blankets as protection [29].

In 2015, the Royal Malaysia Police reported that four former students, released six months earlier from Henry Gurney School, had committed another crime by targeting a convenience store. The group, known as 'Geng Pailang,' was captured following public tips to the police after they violently attacked their victims with machetes and wooden weapons [30]. In a tragic incident in 2016, a resident was beaten to death by a group of ten others; a post-mortem revealed severe injuries from blunt force. The police subsequently detained the suspected

individuals, aged 14 to 17, and launched a murder investigation under Section 302 of the Penal Code [31].

Recidivism among juvenile offenders remains a pressing concern in Malaysia, reflecting significant challenges in the rehabilitation process. In 2017, an 18-year-old resident at a juvenile facility was sexually assaulted by a 21-year-old cellmate, who was set to be released shortly. The Head of the Criminal Investigation Department, Assistant Commissioner Kamaluddin Kassim, confirmed that the victim underwent a medical examination that substantiated the claims of sexual abuse [32]. Later that year, on April 9, My Metro Online reported that four girls under court supervision at a juvenile rehabilitation center were brought to court for allegedly inserting a deodorant bottle into the vagina of another resident. The accused, aged 18 and 19, along with the 16-year-old victim, were involved in this troubling incident [33].

The role of parental engagement in juvenile rehabilitation outcomes is critical. Darussalam Budin [12] emphasizes that active involvement from parents or guardians can significantly enhance rehabilitation efforts. He asserts that when families support their children's rehabilitation and reinforce positive behaviors post-release, the likelihood of recidivism decreases. This highlights the urgent need for familial support mechanisms to complement institutional efforts aimed at reducing juvenile reoffending rates.

The issue of recidivism among juvenile offenders in Malaysia is multifaceted and requires a comprehensive approach. Current rehabilitation programs often fail to adequately address the diverse needs of these individuals, leading to persistent criminal behavior. To break the cycle of recidivism and provide juvenile offenders with genuine rehabilitation opportunities, a strategy that involves family, community, and targeted interventions is essential. Evidence of recidivism is prevalent among juveniles residing in rehabilitation centers, indicated by a troubling trend of repeated offenses. The statistics from the Social Welfare Department (JKM) reinforce this concern, showing that the rate of second offenses is higher than that of first offenses.

Cullen, Jonson, and Nagin [23] argue that the effectiveness of rehabilitation programs is critical in preventing juvenile recidivism. They contend that programs failing to address underlying behavioral issues and lacking ongoing support after release are more likely to see juveniles reoffend. The integration of family involvement, community support, and evidence-based interventions is vital to fostering a successful rehabilitation process and reducing recidivism rates among juvenile offenders.

3.0 Methodology

This study employed a comprehensive content analysis methodology, firmly grounded in the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines [13]. This framework was selected for its robustness in ensuring transparency and rigor throughout the identification, screening, and inclusion of relevant scholarly sources. By adhering to PRISMA guidelines, the research enhances the reliability and validity of the findings regarding the effectiveness and implications of the Henry Gurney School and the Putra Model in juvenile rehabilitation.

3.1 Search Strategy

A meticulously planned search strategy was developed to identify a broad and authoritative range of sources pertinent to the research focus. This strategy entailed the use of highly specific keywords, such as "Henry Gurney School," "Putra Model," and "juvenile rehabilitation program," which were systematically applied across multiple academic search engines and databases, including Google Scholar, SCOPUS, and the Web of Social Sciences. These platforms were selected for their extensive coverage of peer-reviewed literature and their relevance to social science and rehabilitation research.

The search process was iterative and involved the use of Boolean operators and truncation techniques to refine search results and maximize the retrieval of relevant literature. These search queries reflect a more expansive and focused effort to capture relevant literature on the Henry Gurney School, Putra Model, and juvenile rehabilitation programs, utilizing advanced search operators across the Web of Science and Google Scholar. Table 1 below is the search string used.

TABLE 1
Search String Used

Search Query	Search Area	Database
TITLE-ABS-KEY (("Henry Gurney School") AND ("Juvenile rehabilitation"))	Title, Abstract, Keywords	Web of Science
ALLINTEXT: ("Putra Model" AND "Juvenile rehabilitation program")	Full Text Search	Google Scholar
TITLE-ABS-KEY (("Putra Model") AND ("rehabilitation program") AND ("recidivism"))	Title, Abstract, Keywords	Web of Science
ALLINTEXT: ("Henry Gurney School" AND "rehabilitation" AND "recidivism")	Full Text Search	Google Scholar
TITLE-ABS-KEY (("Juvenile rehabilitation") AND ("Putra Model") AND ("Malaysia"))	Title, Abstract, Keywords	Web of Science
ALLINTEXT: ("Juvenile offenders" AND "Putra Model" AND "Henry Gurney School")	Full Text Search	Google Scholar

3.2 PRISMA Framework Implementation

The PRISMA framework guided the identification, screening, and selection of studies, ensuring a structured and systematic review process. The identification phase began with the retrieval of an initial pool of articles from the databases. This pool underwent a rigorous screening process, starting with the removal of duplicate records, which resulted in a streamlined dataset for further analysis.

Subsequently, titles and abstracts were reviewed to assess the relevance of each study to the research objectives. Full-text articles of the remaining studies were then meticulously analysed against predefined inclusion and exclusion criteria. The inclusion criteria required studies to be directly related to the Henry Gurney School, the Putra Model, or similar juvenile rehabilitation programs, published in peer-reviewed journals, and available in full text. Conversely, exclusion criteria filtered out non-peer-reviewed sources, articles that lacked direct relevance to the study's focus, and studies that did not provide empirical data or methodological rigor.

3.3 Data Extraction and Synthesis

The selected studies underwent a systematic data extraction process, focusing on key thematic areas such as the effectiveness of rehabilitation programs, educational outcomes, rehabilitative strategies, and the broader societal impacts. This process involved the extraction of detailed information on program methodologies, participant demographics, and evaluative outcomes, which were then synthesized to form a comprehensive understanding of the efficacy of the Henry Gurney School and the Putra Model in juvenile rehabilitation.

The synthesis of data was both qualitative and quantitative, enabling the identification of patterns and trends, as well as gaps in the existing literature. The synthesis process also incorporated a critical appraisal of each study's methodological robustness, with particular attention to the replicability and generalizability of the findings.

3.4 Systematic Literature Review (SLR)

At the early stage of this research, a Systematic Literature Review (SLR) was conducted to compile a comprehensive list of journal articles and studies related to the Putra Model and the Henry Gurney School. This SLR was instrumental in laying the foundation for the research by providing a structured overview of the existing literature. The search string used in this review included terms such as “Henry Gurney School,” “Putra Model,” “juvenile rehabilitation program,” and “recidivism in Malaysia,” ensuring the capture of all relevant studies.

The SLR also involved a critical evaluation of the quality and relevance of the identified studies, with an emphasis on those that contributed empirical data or rigorous theoretical analysis pertinent to the research objectives. The review culminated in a curated list of high-quality studies, which were then subjected to further analysis in the subsequent phases of the research.

3.5 PRISMA Review Protocol Process

The PRISMA review protocol was adapted to ensure a rigorous and transparent selection process. This process involved three critical stages: identification, screening, and the inclusion of documents for meta-analysis. This multi-stage approach was fundamental in conducting a literature review that not only identifies but also critically analyses the existing body of knowledge [14].

During the identification stage, a total of 45 documents were retrieved from the databases using the specified search string. Following the removal of duplicate records, 43 documents remained for the screening process. During screening, 20 records were excluded based on predefined criteria, such as relevance to the Malaysian context and alignment with the research focus. Of the remaining 23 reports, 4 could not be retrieved due to access issues, leaving 19 documents for full eligibility assessment. Finally, 3 reports were excluded as they did not align with the study's context, resulting in 16 documents that were included in the final review.

The rigorous application of the PRISMA protocol ensured that only the most relevant and methodologically sound studies were included in the review, thereby strengthening the credibility and reliability of the study's findings. The review protocol process flow is depicted in Figure 1 below.

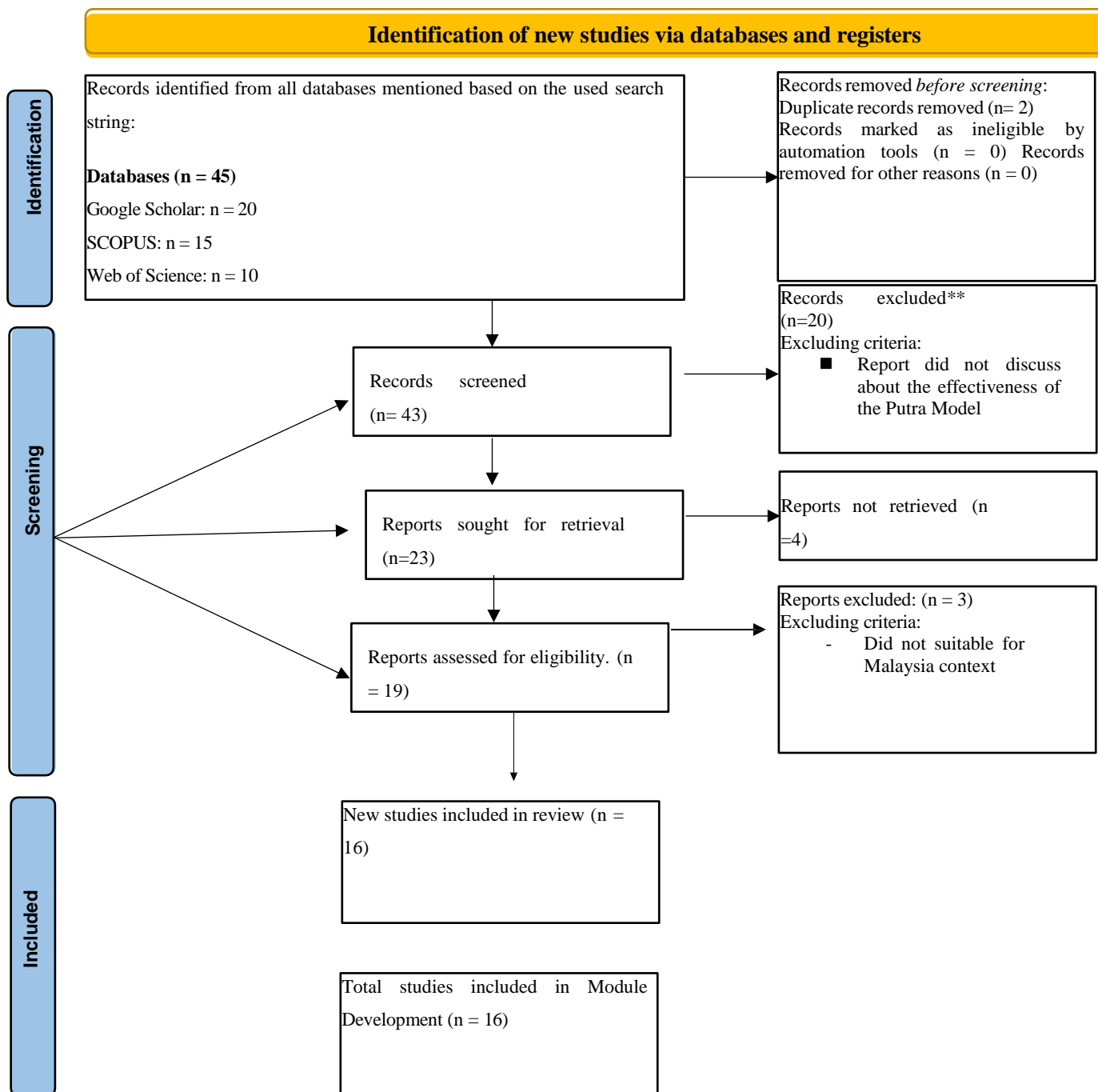


Figure 1. Review Protocol Process Flow in Document Selection (adapted from Page, M. J., Moher, D., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., et al. (2021). PRISMA 2020 explanation and elaboration: Updated guidance and exemplars for reporting systematic reviews. *BMJ*, 372, n160. <https://doi.org/10.1136/bmj.n160>)

4.0 Findings

The examination of the Putra Model at Henry Gurney School reveals several key findings related to its phases and effectiveness. The following table summarizes the main findings from each phase:

TABLE 2
Key Findings from the Putra Model Phases

Phase	Key Findings	Challenges
Orientation Phase	Acclimates juveniles to institutional discipline; reduces initial resistance [15]	Limited impact on long-term behavioural change without sustained support [16]
Personality Development Phase	Moral and ethical education, primarily through religious instruction, promotes ethical values [17]	Insufficient in addressing psychological needs of juveniles. Reliance on religious teaching limits the effectiveness without psychological support [18]
Vocational Training Phase	Provides practical skills for future employability; aligns with evidence on reducing recidivism [19]	May not reduce recidivism effectively if not supplemented with psychological and social support [20]
Community Program Phase	Aims to facilitate reintegration through family and community engagement [21]	Challenges arise due to complex family dynamics and lack of individualized reintegration plans [22]

The Orientation Phase serves as the initial step in acclimating juveniles to the structured environment of Henry Gurney School. The successful acclimatization of juveniles to the institution's discipline is crucial for establishing a foundation for future behavioral improvements. This phase effectively reduces initial resistance by setting clear expectations and rules [15]. However, the limitations highlighted in the literature, specifically regarding its long-term effectiveness, point to the need for ongoing support systems beyond the initial orientation. Research suggests that behavioral change is often a complex process that requires continued reinforcement and intervention [16]. To enhance the impact of this phase, strategies could include mentoring programs or continued engagement with supportive staff who can provide guidance and encouragement as juveniles navigate their rehabilitation journey.

The Personality Development Phase emphasizes moral and ethical education primarily through religious instruction, promoting core ethical values [17]. This aspect of the model is essential for instilling a sense of responsibility and integrity in juveniles. However, the reliance on religious teaching without addressing individual psychological needs creates a gap in the rehabilitation process. Many juveniles come from backgrounds marked by trauma and emotional distress; without addressing these underlying psychological issues, the effectiveness of moral education may be limited [18]. To improve this phase, it is imperative to integrate psychological support services alongside moral education. This could involve counselling sessions that focus on emotional processing and coping strategies, allowing juveniles to explore their feelings and develop healthier responses to their environments.

The Vocational Training Phase is designed to equip juveniles with practical skills necessary for future employment, which is crucial for successful reintegration into society. The alignment of this phase with evidence suggesting that vocational training can reduce [19] underscores its importance. However, the

findings indicate that vocational training alone may not be sufficient to lower recidivism rates if it lacks psychological and social support [20]. A multifaceted approach that combines vocational training with support services, such as job placement assistance, life skills training, and ongoing mentorship, could enhance the chances of successful reintegration. Establishing partnerships with local businesses to facilitate internships or job shadowing could provide practical experiences and a smoother transition into the workforce.

The Community Program Phase is crucial for facilitating the reintegration of juveniles into society through family and community engagement [21]. Research emphasizes that successful rehabilitation hinges on the strength of these support systems. However, the challenges identified in this phase complex family dynamics and a lack of individualized reintegration plans can hinder the effectiveness of community-based interventions [22]. To address these challenges, a more tailored approach that considers the unique circumstances and needs of each juvenile is essential. This could involve developing individualized reintegration plans that account for family backgrounds, community resources, and available support systems. Strengthening collaborations with community organizations can also provide additional resources and facilitate smoother transitions for juveniles as they return home.

The findings regarding recidivism rates among juveniles completing the Putra Model's program reveal critical areas for improvement. The absence of comprehensive psychological support is a notable limitation, as research indicates that addressing the root causes of delinquent behavior through counselling and therapy is vital for reducing recidivism [23]. Furthermore, the findings indicate that recidivism is influenced by a multitude of factors, including psychological issues, family environments, and community support networks [24]. The Putra Model's current framework may not fully address these complexities, leading to higher recidivism rates compared to programs that provide a more comprehensive support system [3]. This underscores the need for integrated approaches that incorporate mental health services, family support initiatives, and community engagement strategies to create a holistic rehabilitation environment.

The systemic challenges identified in the Putra Model's implementation such as limited resources, societal stigma, and inadequate staff training impact its overall effectiveness. These challenges resonate with existing literature that highlights the importance of sufficient funding, well-trained personnel, and supportive community environments in achieving successful rehabilitation outcomes [25]. To address these systemic issues, stakeholders must advocate for increased funding and resource allocation for rehabilitation programs, as well as invest in comprehensive training for staff to ensure they are equipped to meet the diverse needs of juvenile offenders. Collaborative efforts with community organizations, mental health professionals, and local businesses can enhance the overall support framework available to juveniles during and after their time in the program.

Serious institutional challenges, including safety concerns and rigid program structures, further undermine the effectiveness of the Putra Model. Reports of violence and abuse within the institution not only compromise the safety of juveniles but also create an environment that may hinder their rehabilitation [26]. A focus on creating a safe and nurturing environment is paramount for fostering effective rehabilitation. Additionally, the lack of flexibility in program structures can limit the model's ability to adapt to individual needs and circumstances. Continuous evaluation and adaptation of the program, informed by feedback from participants and staff, will be essential to address these challenges effectively. Incorporating trauma-informed care principles, which prioritize the physical and emotional safety of juveniles, could enhance the overall therapeutic environment necessary for rehabilitation.

In summary, while the Putra Model demonstrates strengths in areas such as vocational training and moral education, it faces significant challenges. Addressing these challenges through enhanced psychological support, tailored reintegration plans, and systemic improvements could enhance the model's effectiveness and achieve better rehabilitation outcomes. By integrating comprehensive psychological services, adapting to individual needs, and addressing institutional and systemic weaknesses, the Putra Model could significantly improve juvenile rehabilitation outcomes in Malaysia.

6.0 Recommendations for Policy and Practice

Based on the comprehensive analysis of the Henry Gurney School and the Putra Model in juvenile rehabilitation, several critical recommendations emerge to enhance policy and practice. Firstly, integrating specialized counseling and therapy services within the rehabilitation program is crucial. This initiative would effectively address the mental health needs of juvenile offenders, many of whom have experienced trauma and emotional distress contributing to their delinquent behavior. By providing comprehensive psychological support, the program can better equip juveniles with coping mechanisms and emotional resilience, essential for successful rehabilitation and reintegration into society.

Secondly, developing flexible program structures is essential to accommodate the diverse backgrounds and needs of juvenile offenders. A personalized approach to rehabilitation would tailor interventions to address individual circumstances, including educational, vocational, and emotional needs. This flexibility ensures that rehabilitation efforts are more responsive to the unique challenges faced by each juvenile, thereby improving outcomes and reducing the likelihood of recidivism.

Improving staff training is also critical in enhancing the management of behavioral issues and ensuring the safety of residents within rehabilitation centers. Comprehensive training programs should include strategies for de-escalation, conflict resolution, and trauma-informed care. Robust safety measures, including strict protocols for supervision and emergency response, are essential to prevent incidents of violence, abuse, and escapes, thereby fostering a secure and supportive environment for juveniles undergoing rehabilitation.

Furthermore, involving families and communities in the rehabilitation process is vital for providing ongoing support to juvenile offenders. Collaborative efforts between rehabilitation centers, families, and community organizations can facilitate a seamless transition for juveniles back into society. Family engagement promotes positive reinforcement of rehabilitative efforts at home, strengthens social bonds, and enhances the likelihood of successful reintegration. Community involvement also provides additional resources and support networks that contribute to long-term rehabilitation outcomes.

Lastly, regular evaluation of the Putra Model's effectiveness is essential to inform evidence-based improvements in juvenile rehabilitation practices. A comprehensive evaluation framework should incorporate both quantitative and qualitative data to assess program outcomes, identify strengths and weaknesses, and guide continuous quality improvement. By prioritizing research and evaluation, policymakers and practitioners can implement informed changes that optimize the impact of rehabilitation programs and enhance their effectiveness in reducing recidivism.

In conclusion, implementing these recommendations can significantly enhance the Henry Gurney School and Putra Model's capacity to rehabilitate juvenile offenders effectively. By prioritizing psychological support, embracing flexibility in program design, enhancing staff training and safety measures, promoting family and community engagement, and conducting rigorous research and evaluation, Malaysia can foster a rehabilitative environment that empowers juveniles to lead productive lives free from crime. These strategic enhancements are crucial steps toward building a more responsive and impactful juvenile justice system.

6.0 Conclusion

The Henry Gurney School and the Putra Model represent significant strides in juvenile rehabilitation in Malaysia; however, critical areas require improvement to enhance their effectiveness. To strengthen the juvenile justice system and better prepare young offenders for successful reintegration into society, it is essential to prioritize psychological support, refine institutional practices, and foster collaboration with key stakeholders. Future research should continue to explore innovative approaches and best practices in juvenile rehabilitation to ensure sustainable improvements in outcomes and effectively reduce recidivism rates.

The Putra Model employed at the Henry Gurney School is an integrated approach rooted in the outdated British Borstal model, which is no longer in use in the United Kingdom. The necessity for reform in the treatment of youth is underscored by significant societal changes, including shifts in youth behavior.

Criminology expert Associate Professor Dr. P. Sundramoorthy from Universiti Sains Malaysia, as reported in Mstar [27] highlights an observable rise in aggressive behaviors among Malaysian youth, despite the lack of comprehensive data. While the per capita death rate has remained stable over the past few decades, the nature of crimes has become increasingly violent and brutal. Dr. Sundramoorthy [27] notes that while past youth misconduct may have involved minor acts like throwing stones, today's crimes include theft, arson, and even murder, aimed at making a profound impact on others.

The tragic fire at Tahfiz Darul Quran Ittifaqiyah in 2017 [34], which claimed 23 lives, mostly students, was orchestrated by a group of seven teenagers aged 11 to 18 and exemplifies this disturbing trend. The incident arose from an altercation in which students mocked their peers for smoking marijuana. Similarly, the brutal murders of Marine Officer Cadet Zulfarhan Osman Zulkarnain and student T. Naveen by their classmates shocked the nation, further illustrating the increasingly aggressive nature of juvenile crime.

In response to these developments, a thorough review and evaluation of the Putra Model in juvenile rehabilitation is recommended to ensure its relevance in addressing contemporary trends in youth violence. This recommendation aligns with findings and conferences that advocate for the periodic review of outdated models like the Putra Model to adapt to current needs.

According to a United Nations report [35], counselling sessions are crucial for providing guidance, particularly for issues like depression, and for fostering moral development among juvenile occupants. However, previous research on the Putra Model indicates a significant deficiency in counselling during the residential period, with minimal involvement from psychology experts or therapists. Therefore, it is recommended that Malaysian prisons and the Henry Gurney School prioritize the inclusion of specialized counselling therapists to reduce recidivism among juveniles.

While the Henry Gurney School emphasizes vocational training in its rehabilitation program to enhance employability upon release, researchers argue that vocational skills alone are insufficient without accompanying positive behavioral changes. Despite acquiring vocational skills, former inmates may still resort to criminal activities, as evidenced by post-release recidivism cases. This highlights a critical gap in fostering self-awareness and positive attitudes among inmates. Thus, it is imperative for the Prison Department and Henry Gurney School to not only strengthen vocational training but also integrate psychological therapy sessions to promote behavioral and attitudinal transformations among juvenile occupants.

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