

## **SEAMEO-Japan ESD Award**

**Theme for 2012: Education for Disaster Risk Reduction**

Supporting Partners:



Bangkok Office  
Asia and Pacific Regional  
Bureau for Education



Bank of Tokyo-Mitsubishi UFJ

### **Submission Form of 2013 SEAMEO-Japan ESD Award**

**Theme: Values Education**

**The last day for submission of entries: 16 September 2013**

#### **PART I: Details of Your School**

1. Name of your school: **SEKOLAH MENENGAH KEBANGSAAN IBRAHIM**
2. Full address: **SEKOLAH MENENGAH KEBANGSAAN IBRAHIM, JALANKOLAM AYER  
08000.SUNGAI PETANI, KEDAH DARUL AMAN, WEST MALAYSIA**
3. Postcode: 08000
4. Country: WEST MALAYSIA
5. Telephone number (country code+city code+telephone number): 00662-04-4212633
6. Fax number (country code+city code+fax number): 00662-04-4227461
7. Name of the Head Master/ Principal/ School Director: **TUAN HJ NASRUDDIN BIN ABDUL  
RAHMAN**
8. Name of Teacher Coordinator: **PN NOOR BADRIAH ABDULLAH /PN NOR ASSHJDA  
AHMAD**
9. Email address: **smkibrahim.ppdkmy@gmail.com**
10. School website (if available):
11. Educational level (Such as Kindergarten 1 to Grade/Year 9): **SECONDARY ONE TO SIX**
12. Number of teachers in your school: 101
13. Number of students in your school: 1245
14. Please provide the name of teachers and students who were/have been involved in the planning and implementation of this school activity/programme on Values Education.

Teachers:

- a) PN NOOR BADRIAH BINTI ABDULLAH
- b) PN NOR ASSHIDA BINTI AHMAD
- c) ALL TEACHERS

Students:

- a) ALL FORM ONE TO FORM SIX STUDENTS

## **PART II: Information about the School's Values Education Activity/Programme**

The information of part II from no.1 to 14 should be no longer than nine (9) pages long of A4 in total. The information should be written in Times New Roman font, 11-12 point size.

1. Title of the school's programme

**SCHOOL WITHOUT BELL-TOWARDS ENHANCING STUDENTS' SELF-DISCIPLINE & ACADEMIC PERFORMANCE**

2. Summary of the programme (a half to one page A4)

**“WHILE CRITICISM OR FEAR OF PUNISHMENT MAY RESTRAIN US FROM DOING WRONG, IT DOES NOT MAKE US WISH TO DO RIGHT”**

Educators and teachers can help students to accept responsibility for and control over their behaviour and choices. Teachers can help students to understand that their choices influence not only theirs, but others' lives as well. By fostering social responsibility as a cornerstone for self-monitoring of student behaviour and discipline, teachers can set the foundation for a more caring society, promote student dignity and accentuate students' abilities to make morally sound choices in regards to their own behaviour. Ellsworth noted, “Research indicates that students who are self-motivated, who have a major stake in decisions, and who self-assess and self-discipline will be successful in learning concepts, creating ideas and becoming successful citizens.” Bearing this in mind, thus the school has initiated **to fashion a conducive learning environment that empowers students to take control of their lives, to accept ultimate responsibility for their outcomes** and to understand that they influence the outcomes of their classmates as well.

This has led to the planning, implementation and improvisation of the “School Without Bell” culture to instill and enhance self-discipline and self-time management among students and the school community as a whole.

For the past four years (2010-2013), “the school without bell” culture has shown its effectiveness not only in the **enhanced personal time-management** in students but also in the school administration system. Promptness, the basis for punctuality and self-motivation has greatly increased which in turn affects students' positive performance in the curriculum as well as the extra-curricular activities.

Thus, it is hoped that “the school without bell” culture will contribute not only in providing a **conducive and effective teaching and learning environment** but more importantly so, is this effective school culture would contribute towards developing positive attitude not only among students but all those involved with the school – teachers, parents stakeholders and the community in general.

### 3 Background information or reasons why the school created this programme

Generally, an effective school is defined as a school which is successful and exceeds target success in academics. There are various aspects that influence the development of a school. A school does not exist in isolation instead it is a social system that consists of individuals forming an interactive social entity. Among the criteria for an **effective school** is its continuous effort in **securing “instructional time”** in school which includes having a specific vision, sharing set goals, the existence of an environment which supports the teaching and learning process, the existence of a sharing community and a stable school. Furthermore, **the school culture of appreciating time** also results in creating a disciplined school community and consequently creating efforts in securing “instructional (learning) time in school to enhance students’ success academically and more importantly, .morally

.This is due to the fact that students’ learning productivity is not only evaluated from the “output” aspect –those getting As academically but in producing “ **human capital**” who will benefit the nation like having positive personality. The Education Ministry of Malaysia is always trying to ensure that the teaching and learning process occur without constraints to achieve students’ learning success.

It is with this **social responsibility** in mind that the school has initiated to reinforce “ The school without bell “ concept to be put into practice as **a means to enhance time management and self-discipline among students which will then indefinitely enhance students’ academic performance.**

In consistence with the school mission- Ibrahim Secondary School as the number 1 school in Malaysia by 2015 the principal, has decided that in producing excellent students, **values education** has become vital and needs to be a culture among the school community, Therefore. ‘the school without bell” concept” is the best way to enhance self discipline and self-time management awareness for we believe that these are the core values **towards producing excellent future leaders.**

### 3. School vision, mission and core values

School Vision: Ibrahim Secondary School as the Number 1 school in Malaysia by 2015

School Mission: Ibrahim Secondary School will strive to :

- . Upgrade Efficiency and Effectiveness in School Administration and Management.
- . Produce Distinctive Students in Curriculum and Co-Curriculum.
- . Produce Disciplined, Virtuous and Noble Students
- . Create a Safe, Conducive and Cheerful Infrastructure
- . Create a harmonious bond with Parents and the Local Community

School Core Values: Spirit – forever passionate  
Want – to serve indefinitely  
Commitment in oneself- deeply embedded  
Integrity :noble, non-compromising

### 4.Objectives/goals of the programme

Ibrahim Secondary School is one of the cluster schools under the administration of the Kuala Muda / Yan District Education Office . The school has produced many prominent personalities nationwide. This has upgraded the school’s image on par to other schools which has made history in the education world of the nation. In realising the school’s vision as being the Number 1 school in Malaysia, it is vital that the school community be taught and trained to act without being told to do so. Time appreciation is emphasised not only in slogan but through action. Effective learning is hampered when there is less instructional time. There are various obstacles to effective learning: the interference of the bell, audio announcements, teaching time is disrupted because students are late for class, teachers go on courses, teacher’s and students’ readiness towards the teaching and learning process and affecting external factors such as teachers taking emergency and annual leave and etcetera. This reflects that multiple time wastage has reduced the instructional process in school. Generally “the school without bell” concept has been introduced to mainly focus on aspects to fully **utilize the teaching and learning process** of students-directly or indirectly:

- 1) Enhancing self-discipline and self- time management among students and the school community.
- 2) Produce students who are disciplined and train the school community in being trustworthy and responsible when carrying out their duties.
- 3) To maximise the teaching and learning process in the school and to minimise all kinds of interference which may disrupt the teaching and learning process.
- 4) To provide quality learning needs to the students.

In general, the school is gearing towards shaping SMKI's community which emphasises punctuality that does not depend solely on the bell, which includes entering class on time, in between periods, arrival and dismissal without the bell.

#### 4. Values that the school aims for within the programme and/or definitions

- 1) Self discipline : The ability to make oneself do something- usually something difficult or unpleasant such as entering classes on time after recess
- 2) Time management: The ability to manage time
- 3) Self-reliance : Able to do or decide things by oneself rather than depending on other people
- 4) Punctuality: The act of promptness and being on time
- 5) Commitment: To do something or behave in a particular way, a promise to do something
- 6) Integrity : Quality of being honest and having strong moral principles

#### 5. Period of the time when the programme was or has been implemented

January 2010- December 2013

#### 6. Activities (Actions and strategies of implementation)

A survey was conducted on the causes of protecting instructional time in school, several intervention steps/activities were taken in implementing "the school without bell" concept which was carried out in stages involving several phases.

##### **Phase 1 : Instructional Management Leadership**

The school principal took the role of arranging a meeting with other administrators of the school on the intention and planning of the programme to maximise instructional time to achieve students' success. It was unanimously agreed that the "school without bell" be introduced. This programme is compatible to be implemented in Ibrahim Secondary School based on the fact that the strength concerning the students of the school is that they are selected students who have achieved excellent academic performance and that their parents were highly educated..A random survey showed that most students have inculcated the habit of time appreciation from their homes. This is proven when it was observed that a large number of students were found to be doing beneficial activities in the absence of a teacher or during teacher exchange time. Students' background and the characteristics of excellent students would indirectly support the effectiveness of "the school without bell" programme, mainly in bringing about behaviour change in students towards enhancing self- discipline and achieving excellent academic performance.

##### **Phase 2 : Excellence with the community**

Consensus among the school, community and home is an important factor in determining the successful implementation of the "school without bell" programme. The surrounding community- mainly parents can contribute towards students' success- directly or indirectly.

The direct involvement of parents and the SMKI's Alumni had been a catalyst towards the successful implementation of this programme. During The Parents and Teachers Association meeting, parents were given further exposure regarding efforts to secure instructional time to enhance their children's

learning success. In addition, the sharing of ideas and parental experience is encouraged in realising “the school without bell” programme.

Useful inputs about their children’s time management at home was obtained and accounted for when planning the programme. The suggestion to implement this programme has also gained support of SMKI’s Alumni. This effort has created opportunities and encouraged the community to be involved in planning the glory of the school specifically in enhancing student’s self-discipline and academic performance.

### **Phase 3: Implementation of the programme**

Announcements about the implementation of this programme was comprehensively done to the school community. The launching was done by the principal. Among the contents of his speech was the need and importance of developing human capital who has strong self-discipline, creating the culture of appreciating time and being critical, creative and innovative. The school institution acts as a medium to make successful efforts to enhance students’ success based on the teacher’s philosophy of “Existence, Functional and Clean”. Besides training students to appreciate time and enhance self-discipline, the programme is also based on the belief of the presence of teachers in the classroom and functioning to ensure the best quality of learning for students.

### **Phase 4 : Civilising self-discipline and appreciation of time**

Various co-academic and co-curricular activities were carried out to train students to appreciate time and civilise self-action practices without waiting for instruction. The teacher advisors of the various clubs and societies was given briefing to enable them to carry out activities relating to effective time management, training self-discipline and training students to be proactive in their action. Among the activities carried out were talks, public speaking, essay-writing contests, marching competitions among the various uniform units, “choral speaking”, school-reading project and reading skills. Various activities concerning time management and enhancing self-discipline had been a momentum to students when they were able to win various competitions at the state or national level. Among the success achieved were being Champion in the English debate, third placing for the Malay debate, public speaking and etcetera.

Students who have achieved success and glorified the school were honoured as icons for others. The success achieved indirectly is related to “the school without bell” programme where they were found to have been trained for punctuality, time appreciation and developing self-discipline. Students’ success in the various activities has become a “stepping stone” to those who have completed schooling. The proof is that the school has produced many public figures who were successful in their own profession at the state or national level. This obviously reflects the school’s success in ensuring effective learning among students. Therefore, this programme has indirectly reduced interruption of instructional time.

### **Conclusion**

“The school without bell” programme implementation which incorporates values education like compliance to the school rules, self-discipline and the instillation of self-discipline values like trustworthiness and responsibility towards one duties has given impact as follows :

- a) Students become used to the discipline of appreciating time and punctuality at school or outside school.
- b) Enhancing students’ discipline where absenteeism and truancy rate as well as number of students going out of class has greatly reduced
- c) Increased effective learning time which is reflected in students getting excellent academic results in the public examinations- PMR, SPM and STPM
- d) Effective teaching taking place where teachers were ensured of their presence in the classrooms to ensure quality learning is provided for students.
- e) Enhancing instructional leadership among school leaders and teachers.
- f) Providing a peaceful and calm environment in school that contributes towards conducive learning.

- g) The best practices were enhanced in school when the school successfully implemented the concept of securing instructional time.
- h) Implementation of co-curricular activities in school that incorporates strong values elements also aids in helping to secure instructional time.

## 7. Teaching strategies or pedagogies used for teaching values in the school

In implementing the programme, the school has used various teaching and pedagogical strategies to ensure that “the school without bell” programme succeeded in changing students’ behaviour positively. Thus, the application of effective teaching were practiced.

**Values Education** is defined as giving knowledge of the values needed to function in this mode of relating to other people and to seek the development in a certain group of certain underlying principles, together with the ability to apply their rules intelligently and to have the settled disposition to do so. Based on this, several approaches were practiced :

**Character Education-** As character is a determining factor in moulding a desired behavior or habit in Values Education , the school has decided to put into practice this strategy, to be used in the “Malaysian Context”- bearing in mind the multi-racial and multi-cultural background of the students. Teachers were advised to incorporate this approach with the belief that the teaching of children is to be done in a manner that will help them develop as personal and social beings using ethical reasoning.

**The Guidance Approach** was the main focus as it helps students to understand their own behaviour in school settings and develop a capacity for managing and regulating themselves in a way that support their learning goals.

- 1) **Role modelling** – where teachers and other administrators obey arrival and dismissal time, teaching time, break time, come early for assembly and meetings to enhance self-discipline among students. Teachers as role models will transmit values to pupils. The pupils will then reflect on and acquire other values and behaviour which they recognise as being more effective for long-term well being of self and others.
- 2) In consistence with the Pavlovian theory of **conditioning and reinforcement of positive behaviour**, students who were punctual and timely for school activities, routines and class were given verbal as well as non verbal reinforcement which includes praises, monetary and non- monetary rewards such as certification and etcetera.
- 3) During the initial stages, **immediate intervention** was deemed necessary for enhancing self-discipline among students : students who were late to class were reprimanded and WH questions were used to get immediate response from the students as this has proven to be a basis for developing social responsibility. Verbal warning and counselling were given to students who were having problems adhering to the school rules.
- 4) **Lecturing-** Announcements were made as what was to be expected of the students. During the weekly and daily assembly the students were given reminders on positive moral values that is needed to enhance self-discipline, self- time management and self-responsibility.
- 5) **Learning by Doing** is also an effective way to inculcate positive moral traits among the students .It was found out that when students do or practice what is required of them they are more committed to adhere to “the school without bell’ system in reinforcing positive moral traits.  
There is no specific approach to ensure students behavioural change . Effective discipline involves keeping order, consistently enforcing fair, clear and well understood rules and infrequent use of actual punishment. With this understanding in mind, all teachers were advised to apply flexibility and to use their own discretion where deemed necessary.

## 10. Programme monitoring and evaluation mechanisms and summary of results

- 1) Daily Assembly
- 2) Administrators - Daily Duty Roster  
Administrator's Meeting
- 3) Teachers – Discipline teachers  
Time table  
Daily Duty Roster
- 3) Prefects' Board- Daily Duties  
Organised Spot Checks  
Log books  
Nakamura writing
- 3) Students Affairs Department : Discipline Board : Consultation  
Meeting with parents  
Documented punishment and rewards  
Register
- 4) In the classroom- Class Diary  
Relief schedule  
Class Monitors  
Permission cards

### Summary of results:

- 1) Students in particular and the school community in general has become self-directed in complying to the school rules and in carrying out their duties.
- 2) A more conducive learning environment is created which enables optimum teaching and learning
- 3) Number of discipline cases has reduced
- 4) Punctuality and self- discipline is greatly enhanced
- 5) Students become more civic-minded
- 6) The teaching and learning process occur with minimal interference
- 7) Intrinsic motivation is enhanced and reflected in the students' successful achievement academically and in their co-curricular activities
- 8) Improvement in students' academic performance in the public examinations- PMR, SPM and STPM
- 9) School has been awarded "The Excellent Cluster School" title in 2012
- 10) School has received "The New Deal Award for Principals" in 2012

## 11. Resources used for programme implementation

- 1) Human Capital – Labour in carrying the daily duties and routines
- 2) Documented materials
- 3) ICT facilities, gadgets and electronic devices
- 4) Cash

- 5) Reference Books
- 6) Stationery

12. List of partners, local government bodies, companies or development agencies who have participated in the planning and implementation, including their roles in the activity/programme.

Name of Partners	Roles or contributions
a) The District Education Office	Consultation, Coaching, Mentoring & Monitoring
b) The State Education Department	Implementation & Monitoring
c) SMKI Alumni	Planning and Monitoring, Sponsoring
d) Parents Teachers Association	Monitoring, Sponsoring, Evaluating & Auditing
e) NGO's	Sponsoring
f) Ministry of Education Malaysia	Monitoring

13. Benefits/Impacts/ positive outcomes of the activity/programme to teachers, students, parents and the community

Teachers – 1) Self-motivation is enhanced as the classroom environment is conducive for optimal teaching to be carried out

2) Stress level is greatly reduced as students are more well-behaved and self-directed in class

3) Planning teacher routine becomes easier- students enter timely to class, go to the laboratories on time

4) Punctuality has become the school norm as self-discipline is greatly enhanced

5) Instructional leadership has become a common practice

Students – 1) Students are wont to the rules and regulations of the school

2) Self-discipline is greatly enhanced

3) Are provided with ample learning opportunities and learning is effective.

4) Better performance is reflected in their academic and co curricular activities

5) Shows better commitment in carrying out responsibilities  
(towards autonomous learning)

Parents- 1) Shows better commitment to support school programme

2) More sensitive towards their children's learning needs

Community- 1) The surrounding neighbourhood enjoys a more peaceful surrounding (noise pollution is reduced)

2) Show greater support and cooperation in supporting the school's programme

As a conclusion, it was evident that "the school without bell" programme has succeeded in enhancing students' discipline especially in the aspect of time appreciation and self-discipline which has led them to achieve better academic performance. All parties concerned benefitted from this programme, the students directly whereas others indirectly..



#### 14.Proof of achievement from students, teachers and the community

There were many benefits gained from the implementation of the programme, Generally there was marked improvement in the overall administration of the school. This has led the school to achieve success in many aspects of education. Students academic performance was on par with many excellent schools in the nation, Among the most prestigious awards received were in 2012 :

##### 2012 : **PMR (Lower Certificate Of Education)**

State Awards : 99.59% passes  
6.25^ increase for students getting A in every subject  
(School Average Grade is 1.123)  
58.02% of students achieving straight A's

##### **SPM (Malaysian Certificate of Education)**

State Awards ;Average Grade Excellence of 2.32

##### **STP (Higher School Certificate) :**

State Awards : 100% passes  
Average Grade Excellence :2.5

Generally the school excelled in its academic performance when self-discipline and time management were enhanced. This has also led the school to be categorised under the “Cluster School of Excellence” and is now in the process of working towards achieving “The High Performance School” award.

Strong self- discipline and good time management indirectly had contributed to students being actively involved in competitions at the state, national as well as international level.

2012 : Sports and Games : **International level** : Cricket : school representative

**National level** : Wushu: 3<sup>rd</sup> placing  
Hockey : Under 15:3<sup>rd</sup> placing  
Ping pong, Badminton, Rhythmic Gymnastics,  
Cricket – all 3<sup>rd</sup> placing

2012 : Uniform Bodies : **International level** : Queen's Guide

2012 : Co-Academic : **International Calligraphy Competition** : 2<sup>nd</sup> placing

Therefore , it is evident that good self-discipline and time management enhance intrinsic motivation which led to better students;academic performance and highly committed involvement in their extra curricular activities.

#### 15.Plan for sustainability and plan for the future

##### **Plan for sustainability:**

It is hoped that with “ the school without bell” programme, the school would be able to provide and establish a culture that is in the best interests of the students- who are the main clients and contribute towards the development of producing quality human capital through the following :

- 1) Securing instructional time by providing a safe, secure and conducive environment for optimum quality learning
- 2) School innovation-‘school without bell” training the school community to sustain being trustworthy, responsible and having a deep sense of integrity when carrying out their duties and also their daily

routines.

- 3) Students able to apply effective learning strategies at all times particularly in school
- 4) Students able to plan and conduct school programmes with minimal teacher's guidance
- 5) There are students who can be "role- models" to other students" to lead and guide other students
- 6) Students exhibit excellent leadership qualities in voluntary activities
- 7) Students having good personal appearance and personality at all times
- 8) Students able to plan and schedule their school and daily routines effectively
- 9) Students able to achieve excellent academic achievement
- 10) Students able to excel in their extra curricular and co-curricular activities.

**Plan for the future:**

- 1) Ensure the school understands and implement programmes that will cater to the learning needs of the students
- 2) Plan and implement other compatible programmes that create awareness in time management to self-act without "being told to do so"-self-directed and "self-access learning"
- 3) Establish the 'Smart School' concept in producing "first class" quality human capital who are critical, creative and innovative.
- 4) Be "the school without bell" model to other schools especially daily schools with" low performance achievement" throughout the nation.
- 5) Plan and implement "Values Education" programmes which will ensure production of quality human capital with excellent moral values- the recipe for a successful and developed nation.
- 6) Contributing towards the realisation of The National Education Plan of the nation.

**"BELLS ARE AN UNECESSARY RELIC OF THE PAST" THEY HAVE NO PLACE IN OUR MODERN SOCIETY"**

8. List of attachments such as a copy of the school plan, learning/ teaching materials, samples of student worksheet, manual, etc. If the attached materials are in the local language, please provide a brief description in English language.

Attachment 1) (File name).....

Attachment 2) .....

Attachment 3) .....

Attachment 4) .....

Attachment 5) .....

Attachment 6) .....

9. Photos related to the activity/programme (Maximum of 10 photos with captions in English)

Photo1



**DAILY AND WEEKLY ASSEMBLY**

Photo 2



**ON TIME FOR ASSEMBLY**



**WEEKLY FORMAL ASSEMBLY**

(Caption in English)

Photo3



### **MONTHLY UNIFORM UNIT ASSEMBLY**

Photo 4



### **EFFECTIVE LEARNING**

(Caption in English)



Photo 5



**EARLY ARRIVAL TO SCHOOL**

Photo 6



**UNIFORM UNIT ASSEMBLY**

# Sekolah Menengah Kebangsaan Ibrahim

## Laporan Kehadiran Harian

**29-Jun-2006**

Report Printed On: 04-Jul-2006 at 8:46:20AM

**Masa Tepat**
**MORNING**
**Akademik**

StaffID	Nama	Akhir Hadir	Masuk	Keluar	MTD	YTD
33521	LEONG SUET FOON	28-Jun-2006	6:40:43AM	3:36:04PM	0	82
37635	JAMALUDDIN BIN MANSOR	28-Jun-2006	6:41:04AM		0	73
34018	KHALIJAH BT HJ. ISMAIL	28-Jun-2006	6:41:32AM		0	86
23445	TEOH GIM SUAN	28-Jun-2006	6:45:55AM		0	86
20995	ASMA BINTI HASHIM	28-Jun-2006	6:46:44AM	3:30:52PM	0	81
23037	ROSNAH BT ISMAIL	28-Jun-2006	6:55:24AM		0	89
52732	IDERIS BIN ABDUL RAHIM	28-Jun-2006	6:55:49AM	2:22:53PM	0	90
37814	MOHAMAD ROSLAN BIN ABD RAZI	25-Jun-2006	6:57:37AM	2:46:40PM	0	36
22887	LIEW POH LEE	28-Jun-2006	6:58:33AM	2:18:34PM	0	84
15924	LYE MIN SOON	28-Jun-2006	6:59:44AM	2:12:39PM	0	70
19984	TAN SOK SEN	28-Jun-2006	7:00:05AM	3:06:30PM	0	87
32119	LOUIS ALEXANDER FLETCHER	28-Jun-2006	7:00:54AM	2:15:32PM	0	70
14418	KHOO SOOI CHOO	28-Jun-2006	7:02:36AM	4:19:29PM	0	74
49499	SEE AI KING	28-Jun-2006	7:03:36AM	2:22:20PM	0	87
44959	ZUHAIKHAH BT ABAS	28-Jun-2006	7:05:22AM		0	82
26903	SURIATI BT MOHD SAAD	28-Jun-2006	7:06:59AM		0	88
56442	ZANURA BT ELIAS	28-Jun-2006	7:08:48AM	2:23:42PM	0	81
26490	CHE BAKIAH BT DIN	28-Jun-2006	7:10:47AM		0	88
35830	AZILAH BINTI IBRAHIM	27-Jun-2006	7:11:03AM	3:09:27PM	0	78
43234	NORLIAH BT SAMAD	28-Jun-2006	7:11:30AM	3:04:01PM	0	78
54755	FAUZIAH BT SAMSUDIN	28-Jun-2006	7:11:44AM		0	78
32095	GOBINATHAN A/L KRISHNAN	28-Jun-2006	7:11:52AM	2:20:56PM	0	86
44125	ATON BINTI AYOB	28-Jun-2006	7:12:49AM		0	82
51133	ROHANI BT. OMAR	28-Jun-2006	7:12:54AM	3:01:43PM	0	71
37784	LEE PENG CHENG	28-Jun-2006	7:14:22AM	2:10:52PM	0	85
36052	SELVARANI SINNAPPAN	28-Jun-2006	7:14:34AM	2:17:34PM	0	82
37030	CHE RAMLAH BT. ABU BAKAR	28-Jun-2006	7:14:48AM		0	83
29958	SANIAH BT MD. ISA	28-Jun-2006	7:15:45AM	2:12:26PM	0	85
54105	SAM SUN BT ABD HAMID	28-Jun-2006	7:16:43AM	2:19:38PM	0	84
38504	SITI FATIMAH BT ABU BAKAR	28-Jun-2006	7:17:01AM		0	85
19969	MOHAMAD NOOR BIN SHUIB	28-Jun-2006	7:17:07AM	2:18:12PM	0	70
28081	VASANTHI A/P C.V.NARAYANAN N	28-Jun-2006	7:18:17AM	2:23:25PM	0	87
30003	YIM POH LEONG	28-Jun-2006	7:19:17AM	2:12:44PM	0	88
34791	TENGKU AZARIAH BT TENGKU NC	28-Jun-2006	7:19:57AM	2:19:22PM	0	75
22562	MAIMUNAH BT HJ. AHMAD	28-Jun-2006	7:20:31AM		0	83
48668	NOOR HASIMAH BT DARUS	28-Jun-2006	7:21:10AM	2:14:52PM	0	73
30620	KATHIRASAN A/L MUNIANDY	28-Jun-2006	7:21:45AM	2:14:32PM	0	81
44249	MAHANI BT ABDUL MALEK	28-Jun-2006	7:21:50AM	2:12:06PM	0	81
66666	ROFIZA BT HARON	28-Jun-2006	7:21:55AM		0	78
22222	SUZALINA BT SUNGIT	28-Jun-2006	7:22:00AM	2:23:50PM	0	78
32841	ABD JAMIL BIN NAZRI	28-Jun-2006	7:22:22AM	2:21:52PM	0	87
27720	SAMSUDIN BIN AHMAD	14-Jun-2006	7:22:30AM		0	36
41429	NORAZIAH BT HASHIM	28-Jun-2006	7:22:38AM	2:24:05PM	0	90
41405	NORHAYATI BT AHMAD TAJUDDIN	28-Jun-2006	7:22:43AM	3:29:53PM	0	84
38836	JUMRATIAH BT BADURUN	28-Jun-2006	7:22:50AM	2:24:35PM	0	86
43354	AHMAD YAZI BIN SIRAJ	28-Jun-2006	7:23:13AM	3:32:46PM	0	73
10003	ZURAIDA BINTI BAKAR	28-Jun-2006	7:23:26AM	2:15:00PM	0	83
33480	ZABEDAH BT BAKAR	27-Jun-2006	7:23:52AM	2:47:22PM	0	93
32414	NABILAH BT AHMAD	25-Jun-2006	7:23:58AM	3:50:03PM	0	79
10002	ROSIZAH BINTI WAHAB	28-Jun-2006	7:24:05AM	3:02:32PM	0	77

Report Processed By: Staff Attendance Program

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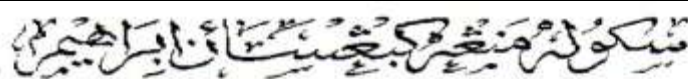
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## MONITORING:TEACHER ATTENDANCE

(Caption in English)



KEB 3049



SEKOLAH MENENGAH KEBANGSAAN IBRAHIM  
08000 SUNGAI PETANI, KEDAH DARUL AMAN.

TEL: 04-4212633 FAKS: 04-4227461

" KEDAH SEJAHTERA "

**DATA PELAJAR PONTENG SEKOLAH DAN**  
**BILANGAN HARI PONTENG SEKOLAH**

SEKOLAH MENENGAH KEBANGSAAN IBRAHIM	KOD SEKOLAH: KEB 3049
PPD: KUALA MUDA / YAN	BULAN: OGOS 2013
BIL. HARI SEBENAR BERSEKOLAH:	11 HARI

TINGKATAN	BILANGAN PELAJAR SEBENAR		BILANGAN PELAJAR PONTENG SEKOLAH		BILANGAN HARI PONTENG SEKOLAH	
	LELAKI	PEREMPUAN	LELAKI	PEREMPUAN	LELAKI	PEREMPUAN
TINGKATAN 1	77	118	15	18	20	17
TINGKATAN 2	83	113	24	23	24	16
TINGKATAN 3	66	147	10	13	9	13
TINGKATAN 4	122	119	42	34	27	17
TINGKATAN 5	78	133	32	49	19	40
TINGKATAN 6 RENDAH	35	67	9	24	15	22
TINGKATAN 6 ATAS	30	78	15	36	17	19
JUMLAH	491	775	147	197	131	144

TANDATANGAN :

NAMA : NURUL ARISAH @ HALIMAH AB. LATIFF

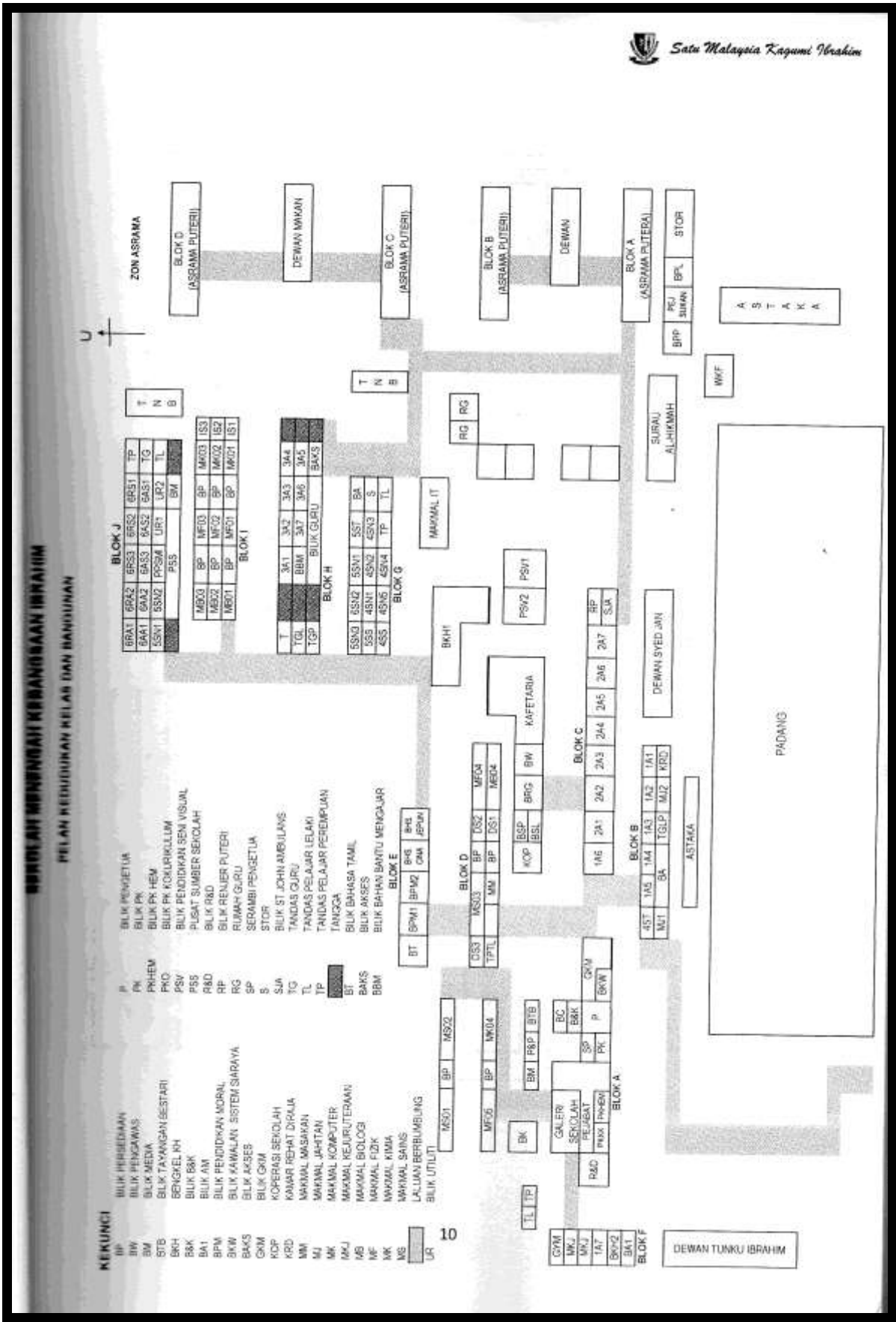
CAP :



DISEMAK OLEH,

**MAT SAAD BIN ZAKARIA**  
Penocong Kanan (HEM)  
SMK Ibrahim  
08000 Sungai Petani,  
Kedah Darul Aman.

**MONITORING:STUDENTS' ATTENDANCE**



# SCHOOL PLAN



Photo 10

**Kehadiran Pelajar Dalam Kelas**

Hari:..... Tarikh:..... Jumlah Pelajar:.....

W	Mata Pelajaran	Hadir	Ada	T/T Guru
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

**SENARAI PELAJAR TIDAK HADIR KELAS**

BIL	NAMA	WAKTU	CATATAN
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			

**MONITORING: CLASS DIARY**

(Caption in English)