

Underprivileged Student Education Aid Policy: Issues, Challenges and Strategies

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Abstract

Until now, underprivileged students are still associated with low achievement in academic, personal quality and co-curricular activities. Difficulty in life, especially after the Covid 19 pandemic, is worsening the situation. Pupils' motivation towards schooling is getting worse even though aid policies have been implemented. This survey study was carried out with the objective of exploring the challenges in the implementation of the existing policy related to underprivileged students, exploring the extent to which the existing policy meets the five levels of underprivileged student needs, as well as exploring strategies to increase the achievement of underprivileged students. Total numbers of sample are 120 which comprised 10 officers from the Ministry of Education (MoE), 19 school administrators, 19 teachers, and 57 students. Research instruments are protocol interviews and data were collected by interviewing face to face. Data was manually analysed, and findings showed that, based on the existing policy, MoE focuses more on the physiological needs by providing financial aid, food, and clothing but give less focus on the safety needs, love, appreciation, and self-improvement. The implementation of the existing policy also led to several issues including limited amounts of aid, inadequate distribution of aid, inaccuracy of data, misuse of aid, aid information did not reach parents or students, no follow-up for the impact of aid on students, and no collaboration among those who were involved in giving aid. The main recommendations are MoE should create an integrated aid distribution system, create an underprivileged student management committee at school level, review the categories and amount of aid given, and schools should manage underprivileged students based on the human needs theory. In conclusion, the MoE needs to improve the existing education policy so that the focus is not only on the basic needs but also on the other needs. By that, the achievement of underprivileged students in academics, personality and co-curricular can be improved.

Introduction

The Malaysian Ministry of Education (MoE) has implemented several aid policies to ensure that underprivileged students could receive a quality education and did not drop out from school. Underprivileged is a popular term to describe a group of households whose monthly income is less than the poverty line income. Based on the Income and Expenditure Investigation (Economic Planning Unit Malaysia, 2020), the lowest 40% income households' group (underprivileged) are those who average monthly income below RM4,360.00 (USD 942.19). Although the National Education Policy (MoE, 2017) does not clearly state any policy for the underprivileged, there is a statement in the book that one of the goals of the policy is to bridge the educational gap between urban and rural students and between the poor and the well-off. The policy or more precisely education aid aims to ease the financial burden of parents or guardians and aims to increase students' motivation to gain knowledge at a higher level, in line with the aspirations of the Malaysian Education Blueprint (MEB) 2013-2025. MoE also hopes that with the help, the teaching and learning process will become more effective, the social welfare of students will be more awake, and all students will have the opportunity to excel in academics, personal quality and co-curricular. However, input from previous studies showed that until now, there are still issues in academic achievement, personal quality, and co-curricular activities of underprivileged students. The Covid 19 pandemic which makes things more difficult for this group also affects students' motivation towards schooling. The question is, does the current policy of providing educational aid to fulfil needs of underprivileged students still not have an impact on the achievement?

Therefore, this research was implemented with the aim to dig this issue in more depth and subsequently providing input to MoE to deal with the issue of underprivileged students. The results of this study are expected to help MoE to improve existing policies and programs so that underprivileged students can be motivated towards higher academic, personal quality, and co-curricular achievements. In specific, the objective of this study is to explore the challenges in the implementation of existing educational aid policies related to underprivileged students, to explore the extent to which existing policies meet the five levels of underprivileged students' needs, as well as to explore strategies to improve the achievement of underprivileged students. The rest of this paper will present the literature review, the methodology, the findings and discussion, the implications, and followed by the conclusion.

Literature Review

Even though there are differences in terms of household income, all the students regardless of their background deserve a good education. This is in line with the goal of Education for All (EFA) that everyone deserves at least a basic education that covers literacy, numeracy, and citizenship (Daily Metro, 2018). By EFA, the government's effort is to provide equal opportunity to all students to get education. Education is not just about delivering the content of the syllabus but also to motivate students to learn, to become a good citizen as well as to motivate them to be actively involved in school activities (Juliana and Izham, 2020). Previous study showed that willingness to learn is closely related to the implementation of education that considers the background of students (Salwana & Asyraf, 2020). If negative perception towards schooling cannot be changed, then it becomes more difficult to increase students' interest and achievement whether in academic, co-curriculum and personal quality.

Abraham Maslow Human Needs Theory (1954)

Based on Maslow (1954), human needs consist of several levels, namely physiological needs, safety needs, love needs, self-esteem needs and self-perfection needs. Physiological needs are needed for food, clothing, and shelter. Safety needs mean the need to feel safe, feel free from any threats either in terms of health or the environment. A sense of security will ensure students feel happy to go to school without threats such as being bullied (Asyraf and Salwana, 2019). Safety also means freedom from any financial threats. Social needs are about human desires to be loved, trusted, accompanied, and accepted. Appreciation needs include to feel respected and admired by others. Rewards should be given to students in return for their success. The pinnacle of Maslow's theory is the need for self-perfection. It refers to the initiative taken by an individual to achieve the highest goal in life.

Underprivileged students should always be reminded about their career development, their ambitions, and their role as the change agent for their family (Salwana and Asyraf, 2020). Underprivileged students should be motivated to gain a better life (Asyraf and Bity, 2019). By understanding Maslow's needs theory, school management should be able to implement effective actions in meeting underprivileged students' needs. Schools should be able to understand each of the needs and give full commitment to effectively manage them (Ab. Halim et al., 2005).

Methodology

This survey study uses a qualitative approach. The population of the study are officers in the Malaysian Ministry of Education (MoE), school administrators, teachers, and students in north, south, east, and middle zones of Malaysia. Total numbers of sample are 120 which comprised 10 officers from MoE, 19 school administrators, 19 teachers, and 57 students. Research instruments are protocol interviews and data were collected by interviewing face to face. Data collection however, involved several phases as follows

Phase 1: Interviews and Review of Policy Documents in MoE

Phase 1 is to explore the existing National Education Policy that affects underprivileged students. This phase involves interviews with the education officers in MoE. The interviews focus on the discussion of the existing policy which include the programs and aids given to underprivileged students either by the government or the private sector. Discussion and interview sessions have been held several times between members of the research team and respondents.

Phase 2: Interview at School

Phase 2, which is a data collection phase involving selected primary and secondary schools. A total of 8 primary schools and 11 secondary schools (in urban and rural locations) with majority of underprivileged students in the state of Selangor, Federal Territory of Kuala Lumpur, Negeri Sembilan, Kelantan and Perak have been chosen as samples. A purposive sampling technique is used where only schools with many underprivileged students are selected as a sample. The research instrument is an interviewing protocol. In each school, an administrator, a teacher and three underprivileged students were interviewed. Administrators and teachers were interviewed separately while students were interviewed in groups. The interviews revolved around the existing aid policies, issues, challenges, and suggestions for policy improvement.

Phase 3: Focus Group Discussion

Phase 3, which is a focus group discussion, involved 15 experts from MoE, universities, school administrators, teachers and parents' association, and Non-Government Organizations. The purpose of the FGD is to get expert views and suggestions on the current underprivileged student management policy and the improvements that need to be made. Due to the constraints of the Covid 19 pandemic, time, and difficulty to meet face to face, FGDs are conducted online.

All the data were manually analysed according to the theme, followed by writing the report according to research questions.

Findings and Discussion

Findings for the research question (1) "what are the challenges in the existing education aid policy related to underprivileged students?" shows that there are few challenges in the implementation of the existing policies. Even though the policies and programs are a lot, such as Dormitory Food Assistance, 1Malaysia Supplementary Food Plan, Student Travel and Transportation, 1Malaysia Early School Special Assistance, Per Capita Grant Assistance, Additional School Fee Assistance, Co-Curriculum Assistance, Special School Fees, School Sports Assistance, Preschool Food Aid, Federal Small Scholarship, Special Needs Student Allowance, Poor Student Trust Fund (KWAPM), and Uniforms Aids, the findings showed that there is no statement in the book that the aids are specially dedicated to underprivileged students.

Another issue is about the minimum level of income to receive aid. The amount, which is RM1000.00 is said to be too low, and not parallel with the current cost of living, therefore many of underprivileged students were not eligible for the aid.

"The minimum level of parental income for students to receive aid, which is RM1,000 is very low, therefore many underprivileged students do not fulfil the condition to receive aid." (Teacher)

"The minimum rate is too low that among us who earn just a bit more than the minimum rate does not have the opportunity to receive aid". (Parent)

"The low rate of aid is not commensurate with the rising cost of living." (School administrator)

Another finding is about the quota for the aid, which is stated as too limited as well:

"The quota of students who are eligible to receive aid is so small that not many students eligible didn't receive any." (School administrator)

"Allocations for some aid such as to buy co-curricular uniforms are very limited. Due to that, many underprivileged students, even though they are eligible, did not receive the aid. Therefore, many underprivileged students did not have a uniform to participate in co-curricular activities they are joining." (Teacher)

"Based on the existing policy, underprivileged students, regardless of their category, are only eligible for one aid. Therefore, some students are still having difficulties going to school... we cannot do anything to fulfill their needs." (School administrator)

Whereas another finding showed that the amount of aid is too little:

"The low rate of aid is not commensurate with the rising cost of living." (School administrator)

"The aid is too little and still not enough to buy school equipment." (Student)

The challenges in the existing education aid policy related to underprivileged students is about that the data in student database applications, which is stated not true:

"There are dishonest parents who put down lower amounts just to qualify their children for aid. Because aid is given based on data in APDM, some students who are eligible to receive aid do not get aid, some who are not eligible, get aid." (Teacher)

Another challenge is that the data not being updated by the parents:

"Besides the different requirement of the different agency for the students to receive aids, student data in the system is also not updated by the parents..." (School administrator)

"Nowadays for the Student Database Application, information is updated by parents. Data not being updated is an issue." (Teacher)

"It is difficult to update information in APDM due to internet problems. If you are slow in updating the information..." (Parents)

"There are parents who are late in submitting documents due to difficulty in getting confirmation of student information from the Village Development Committee, Park Chairman and so on." (Teacher)

"...It is unclear and not understood about the information that needs to be filled in... if the teacher does not guide, there is inaccurate information filled in in the APDM..." (Parents)

The aids given is not used for education purpose is another challenging thing in the implementation of existing policy:

"Cash is given to students as their Early School Aid... they should use the aid to buy school uniforms, co-curricular uniforms, and school equipment. But there are parents who use the money to buy daily necessities." (Teacher)

"...It is difficult to control the use of aids by students, especially for students with disciplinary problems..." (Teacher)

Another issue faced by parents in the implementation of existing policy is that, without a notice or announcement made by the school, they don't get any information about aid provided:

"If the school doesn't provide information, we don't know about the aid provided by the government and other parties." (Parents)

"The school does not provide a channel for us to get information about the aid provided. We don't know about the aid provided by various parties." (Parents)

This study also found that in the existing policy, there is no allocation for motivation program, therefore the program is not implemented:

"... the motivation program cannot be implemented because no allocation has been received..." (School administrator)

"There is also no allocation for motivational programs..." (School administrator)

"In the current policy, there is no specific program that focuses on moral support for underprivileged students... the program organised by the school didn't consider the different backgrounds of students." (Expert)

Another finding is that the connection between aid and achievement is not emphasised. Therefore, students don't feel the obligation to improve their achievement with the aid they have received:

"There is no follow-up to see whether the aid has helped to increase students' achievement." (Teacher)

"The aid is to ease the burden of the parents only." (Teacher)

"The purpose of the aids is to reduce our burden to fulfil the needs of the children." (Parents)

Analysis also showed that aid for information and communication technology (ICT) is not yet comprehensive, therefore underprivileged students still having problem for the online teaching and learning:

"The allocation for ICT in teaching and learning is limited so there are still many students who are affected and cannot follow online teaching and learning." (Teacher)

"...The aid received is not much and not enough to buy a computer for the children." (Parents)

Another finding is that existing aid is more focused on short-term goals. The implementation of existing aid policies is to solve parents and underprivileged students' problems in a short term, not for the long term:

"In the implementation of the existing education aid policy, aid is more focused on short-term goals. For example, to reduce the financial burden of parents or underprivileged students at the beginning of school when their life difficulties are for a long period of time." (Expert)

"This help may be able to help parents and students for a short period of time, for the long term they are still struggling." (Teacher)

The conclusion based on this finding is that, after COVID-19 hit the country, the difficulty of the underprivileged is increasing. They have difficulties in providing educational facilities for their children. This view is in line with Dong and Bouey (2020) who stated the same issue. The existing education aid policy related to underprivileged students has undoubtedly helped parents and underprivileged students to some extent, but there are issues and challenges in the implementation of the policy which require improvement.

The discussion of the findings for research question (2), "To what extent does the existing policy meet the five levels of underprivileged students' needs" is based on theory of human needs by Maslow (1970) which is a basic (physiological) need, safety needs, love needs, esteem needs and self-perfection needs.

Findings showed that MoE give more focus on the basic needs only such as money, food, and clothing, while other needs of student are being ignored: The following is a summary and citation from respondents for research question 2:

To fulfil underprivileged students' basic needs, the practice is always depending on the aid received and the concern of the school. The basic needs are fulfilled by giving them money, food, clothing, and transportation to school:

"Early school aid is given to all eligible students. So, this aid policy is implemented... The school also manages clothing aid or any donations we receive from various parties". (School administrator)

"Food, clothing, dormitory aid is available for students... Based on the allocations received, we distribute to the eligible students" (School administrator).

"We took the initiative to provide transportation either by teachers or financing student transportation fares to school..."

(School administrator 3)

"The quota that gives more opportunities for underprivileged students to enter boarding schools (SBP) is also a policy that supports students who need a comfortable place to study."

(School administrator 4)

The finding also showed that for the safety needs, the practices are closely related to the school rules and regulation. There is no specific statement or action in the education policy that schools need to have specific rules or guidelines to ensure the safety and comfort of underprivileged students at school or in the dormitory. However, with the school rules and regulations, especially those related to student discipline, underprivileged students' safety needs have been met. This is supported by the findings which showed that there are no serious cases of bully, fights, and threats against underprivileged students at the school studied:

"...there is no case of bullying, fighting or threat in this school."

(School administrator)

"There were a few fights, but there were no cases of bullying or serious fights among the students." (Teacher)

"We ensure the safety of the dormitory for students... there are rules and regulations that students must obey" (School administrator)

"There is no bullying and fighting in the dormitory... I have no problems with other students." (Student)

"If there seems to be a conflict between students, we will take quick action. If there is a student who commits a serious offence, we take action so that discipline in the school and dormitory is under control." (Teacher)

"Students who engage in bullying activities or serious offences will be immediately punished, they will not be in school." (School administrator)

For the love needs, finding showed that without a clear policy as a guideline, the administrators and teachers who were interviewed failed to state specific practices to meet underprivileged student's need for love or caring. There is only one school that have stated they cultivate the practice of love and care by holding birthday celebrations for all students (not just for underprivileged students):

"...we show our love to students by celebrating their birthday during school assembly" (School administrator)

Findings also showed that only a few administrators and teachers pay attention to provide special fund to help the students (not only underprivileged students):

"We have a special fund to help students who have suffered a calamity... Every month teachers donate... we will also distribute funds for certain reasons for death and other difficulties." (Teacher)

"This special fund is the initiative of teachers. Alhamdulillah this school has capable teachers. So, there is no problem for them to donate. Donated money is indeed used for underprivileged students who are in need." (School administrator)

This study also showed that there is no specific practice to meet appreciation needs of underprivileged students. Without a clear policy, the obligation to motivate underprivileged students towards schooling through recognition or appreciation is not a main agenda of the school. Majority of respondents are unaware that giving awards for the achievement in co-curricular, personality and academics is to meet students' needs for appreciation or recognition. Findings also showed that there are no schools that implement special programs to celebrate the success of underprivileged students only, instead the practice is giving awards for all students.

"We do have Award Day, but it is not just for underprivileged students, it is for all students." (School administrator)

"... we don't have a different document to record the success of underprivileged students, we will announce the success in assembly, for all students... or on the award day, for all students, not just underprivileged." (School administrator)

"So far it has not been a thought to have a document or to have a special program for underprivileged students..." (School administrator)

Finally, findings showed that there is no specific practice to meet self-actualization needs of underprivileged students. Majority respondents said, without allocation from MoE, schools cannot implement motivation programs for underprivileged students.

"We have not received any allocation to implement motivation programs or similar programs..." (School administrator)

"We have implemented a program for all students, there is nothing specific for underprivileged students..." (School administrator)

This outcome of the study also shows that there is no clear effort to encourage underprivileged students to achieve a better life in future. With the absence of any provision, the school does not implement any program to motivate students. In parallel with the policy that does not focus on student's self-actualization needs, actions or practices that focus on aspects of self-perfection are also less focused. Less attention is also given to spiritual needs of students, such as no effort taken to remind students to be responsible to God and having a good relationship with others. However, some schools practise congregational prayer and Yassin reading even though they are not specific to underprivileged students:

"The school requires students to pray in congregation for Zuhr... so it is an effort to encourage students to pray..." (School administrator).

"... we also held a Yassin reading ceremony involving all students..." (School administrator).

To summarise, the findings for this research question showed that there has been an effort by the MoE to fulfil basic needs of underprivileged students (need for food, clothing, and shelter), but there is no extra effort to fulfil other needs. Therefore, issues on dropout, absenteeism and low achievement are still being discussed (MoE, 2016; Julian@Juliana & Mohd Izham, 2020). Study by Muhammad Asyraf and Bity Salwana (2020) also showed that underprivileged students' achievement is still at a low level.

The findings for research question (3), "What are the strategies to improve achievement of underprivileged students relating to education policy?" is as follows:

Finding showed that the aid given to the students' needs to be widened. Majority of the respondents think that MoE needs to expand the aid by giving more allocations to help underprivileged students:

"MoE needs to expand the aid given to underprivileged students. The aid policy is not only in the form of money, food and clothing but also to fulfil students' needs for safety, love, appreciation and self-actualization so that students' motivation towards education can be increased." (Expert)

"Help needs to be given in other forms as well. For example, provisions to implement motivation programs or extra classes outside of school." (Teacher)

Majority of the respondents also think that the allocation rate is too low. Respondent suggested that the aid rate should be increased:

"The MoE's allocation for aid is insufficient to meet the educational needs of underprivileged students. Since the total allocation is based on the approval of the Malaysian Ministry of Finance, experts suggest that a special committee must be formed, and they should submit the application to increase the aid rate." (Expert)

Finding showed that experts, school administrators and teachers recommend that underprivileged in school, there should be management committee that will manage data and students' need in school:

"The underprivileged student management authority should be established at the school level. The authority can identify students who need help in addition to data verification. Committee members including teachers must be given permission to access and update data." (Teacher)

"An executive committee needs to be established... so that the distribution of aid is more manageable... This is also to further strengthen the management and distribution of aid and smoothen matters that may have been burdened by the MoE, JPN, PPD and schools, especially teachers." (Expert)

"The authority also needs to monitor the use of allocations to ensure that aid is used in accordance with the purpose." (Expert)

This study showed that another strategy to improve underprivileged students' achievement relating to education policy is about the criteria and method to select students eligible to receive aid.

Expert and teacher suggested that the criteria and method should consider number of family members and the location of students:

"The selection of students who are eligible to receive aid must be left to the school and the selection criteria must take into account the number of siblings." (Teacher)

"Student selection needs to take into account the number of households and location... location of the home, such as the urban poor..." (Expert)

Finding also showed that all categories of respondent suggested that a guide to manage underprivileged students need should be created at a school level:

"A policy in the form of a guide for managing the needs of underprivileged students' needs to be created for the school's reference." (Administrators, teachers, students, and experts)

Another strategy recommended is, collaboration between MoE, schools and communities to improve the achievement of underprivileged students:

"The school needs to establish an open policy for collaboration with all interested parties including private institutions, the Education Implementation and Performance Unit (PADU), and other agencies (through committees) so that all parties have the opportunity to contribute to help empower underprivileged students, whether in academics, character and curriculum without excessive bureaucracy." (Expert)

"MOE is establishing collaboration with industry that will provide direct assistance to schools. Assistance is not only in the form of cash but the implementation of programs for the excellence of students and teachers." (Expert)

"To deal with the problem of lack of allocation by the MoE, collaborate with other parties such as Zakat Centre, State Foundation." (Expert)

"Committees need to be established but not managed by MOE in order to be able to move without being bound or biased to practices at MOE." (Expert)

"The committee formed at the school level needs to collaborate with the Ministry of Women, Family and Community Development, especially in educating parents of the underprivileged group to have parenting skills." (Expert)

Parental mindset – Respondents believe that the mindset of parents of underprivileged students' needs to be corrected to view education as an important matter and can change the future of underprivileged students to a better level:

"The awareness or mindset of underprivileged parents about education needs to be corrected. They need to be educated to realize the importance of education to change the future. underprivileged parents need to be educated about the importance of education." (Expert)

"Parents need to be informed that the aid must be used as intended..." (expert)

"parenting" courses must be held periodically and included in the school calendar." (Expert)

This study also found that the Supplementary Meal Plan (RMT) should be extended. Data analysis also shows that respondents believed that RMT should be expanded to secondary schools and other groups of students in need:

"RMT should also be given to secondary school students... the underprivileged group in the interior like the children of the Asli people should also be given attention and given RMT." (Expert)

Another strategy recommended is parental involvement should be empowered.

"In every school, the education aid policy that is implemented must always consider the role of the parents of underprivileged students... The cakna pilgrimage, which is a policy in schools,

needs to be intensified further... communication with the parents of the underprivileged group needs to be emphasized." (Expert)

Allocation for motivational programs - Data analysis shows that to implement motivational programs for students, allocations for the program need to be established:

"Schools need to be given sufficient funds to hold motivational programs involving speakers, facilitators or locations outside the school..." (Expert)

Another recommendation is that aid to underprivileged students in Tahfiz/Pondok schools - should be extended. Experts also suggest that educational aid for underprivileged students be extended to private schools, namely tahfiz schools and pondok schools.

"The MoE also needs to provide assistance to underprivileged students in private primary and secondary schools such as tahfiz schools and pondok schools." (Expert)

Another finding is that teachers should strengthening moral or character elements in teaching and learning - Research findings show that experts suggest that moral elements for good character be applied in teaching and learning:

"The education policy for underprivileged students' needs to give priority to moral or character elements during the implementation of teaching and learning so that they better understand their role as agents of change for families and society." (Expert)

It is also suggested that the role of pre-schools, technical schools, and vocational colleges should be highlighted. The findings of the study show experts recommend that the role of MOE skills institutions be empowered to help underprivileged students:

"MoE needs to strengthen the role of pre-schools so that the basic mastery of underprivileged students becomes stronger... In order to celebrate students who have potential in certain skills, MoE needs to empower technical schools and vocational colleges and also foster entrepreneurial skills for underprivileged students in addition to other soft skills." (Expert)

Policy Implications

The following are policy implications based on the findings of the study:

1. Integrated Distribution Management System - To deal with the issues arising in the management of aid policies at the present time through the APDM and existing system, the government needs to create an integrated distribution management system involving all concerned or interested parties.
2. The National Education Policy that lacks focus on underprivileged students' needs to be improved and needs to include practices to meet the needs of love, safety, appreciation, and self-fulfilment needs in addition to basic needs.
3. Management Committee for underprivileged Pupils at the School Level - MoE needs to oblige all schools to establish the Committee, which is made up of the school, parents, representatives of NGOs, the police, and others related to deal with issues of academic achievement, personality, and co-curriculum of underprivileged pupils, as well as to manage the needs of students.
4. Teacher Empowerment - schools need to officially appoint teachers or support staff to manage underprivileged students including to help parents update APDM data.
5. Underprivileged Student Management Guidelines - MOE through their management needs to establish guidelines for managing the needs of underprivileged students based on Maslow's Theory (1970). In addition to assistance in the form of cash, goods/equipment such as laptops, school clothes, and uniforms for co-curriculum, the policy of Educational Assistance in the form of motivational programs, tuition and so on must also be implemented.
6. Open Door Policy - Schools need to implement an open-door policy (with the permission of MOE) and involve alumni to sponsor underprivileged students. Commitment and monitoring

for the impact of sponsorship can be made by holding meetings and carrying out activities together. In addition to finances, alumni who have strengths in terms of career excellence can be involved.

7. Excellence Awards - Schools need to give awards for academic excellence, personality, co-curriculum, attendance and so on so that every underprivileged student could receive an award or recognition.

8. Friendship program between students of various groups - MOE, JPN, PPD and schools need to organize various forms of programs such as sports, arts, co-curriculum, at various levels involving all students of all groups in the school so that the relationship and love between teachers, students underprivileged and all citizens can be nurtured.

9. Sharing and Benchmark Visits – This program needs to be implemented periodically between school leaders with a majority of underprivileged. PPD needs to create a platform for sharing sessions to give them the opportunity to share challenges and issues in handling underprivileged students and parents. This study shows that a Chinese School successfully gathered a lot of help from various parties that may need to be emulated.

10. Training for School Leaders - MOE needs to ensure that the content of training for school leaders and teachers includes the domain of education management for underprivileged students so that all parties are aware of their respective roles in helping this group achieve a better life status.

11. Connections and Networks - Schools need to establish connections and networks with the private sector, NGOs, and private parties in obtaining funds, implementing programs and so on that provide benefits to underprivileged students. IPTs such as Community Colleges, Industrial Training Institutes (ILPs), National Youth High Skills Institutes (IKBN), and Advanced Technology Training Centres (ADTECs) need to be invited to schools to approach underprivileged students with moderate academic achievements to be given information and opportunities to go to appropriate IPTs.

12. Parenting Courses - Schools need to hold parenting courses periodically in collaboration with various agencies. Parents' knowledge about children's schooling and the importance of education needs to be updated.

13. Schools as Aid Management Agents - MoE needs to allow the school to be the middleman in managing allocation expenses for underprivileged students. The school, for example, needs to be authorized to take underprivileged students to bookstores and school supplies.

14. Cash to vouchers - MoE needs to allow cash assistance to be converted into vouchers to deal with the problem of parents who are too dependent on assistance or misusing allocations.

15. Aid Conditions - MOE/JPN/PPD/Schools need to create conditions for students who receive educational aid to show improvement in academic achievement, extracurricular character if they want to apply for other Educational Aid. This is to make the mothers and students of the underprivileged aware that it is their responsibility to "reciprocate" the help received by contributing to the school's excellence.

16. School Equipment Aid - MoE needs to determine school aid which includes aid for exercise books that students use throughout their schooling.

17. Career guidance - Schools need to hold guidance and counselling sessions including psychometric tests for underprivileged students who lack academic excellence to channel underprivileged students into technical and vocational fields according to their interests.

18. Mentor Mentee Program - MOE needs to endeavour schools to strengthen the Mentor Mentee program for the purpose of managing the needs of students' love and appreciation.

19. Quota - The government needs to continue the policy of prioritizing underprivileged students (quota) for the admission of underprivileged students to hostels. Placement in a dormitory can deal with the problem of underprivileged students who do not have transportation, which nowadays is a basic need for students. Placement in the dormitory is also to ensure that underprivileged students are more awake from the need to eat and drink and self-discipline.

Conclusion

This study shows that improvements in the implementation of existing education policies are necessary. The policy needs to emphasize all levels of student needs as per Maslow's theory (1970). The main contribution of the study is to provide input for the Ministry of Education and to improve the national education policy and create a more explicit management policy for underprivileged students. The implication of the study is that an integrated aid distribution system, underprivileged student management committee and management guidelines based on Maslow's theory (1970) should be established.

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