

Challenges and Strategies in Implementing the 3k-CBT Module in Secondary Schools

Abdullah, N., Mudayat, N.A., Othman, M.H., Yusof, M.D.A.,
Yasin, N.M. & Nordin, M.H.A.

¹Faculty of Business, Economic and Social Development, University of Malaysia Terengganu, 21030 Kuala Nerus, Terengganu Malaysia, ²Psychology and Counselling Unit, Institute of Teacher Education Malaysia Raja Melewar Campus, 70400 Negeri Sembilan, Malaysia
Email: nurulaini.mudayat@umt.edu.my

DOI Link: <http://dx.doi.org/10.6007/IJARBSS/v15-i11/25851>

Published Date: 24 November 2025

Abstract

The implementation of the 3K-CBT Module (Self-Concept, Sense of Belonging, and Engagement) in secondary schools aims to support truant students in strengthening their self-concept, fostering a sense of belonging, and enhancing their engagement in academic and social activities. Despite its potential in addressing truancy, the module's implementation encounters several significant challenges. These include students' lack of motivation, limited support from teachers and school administrators, constraints related to time and school schedules, the influence of peers and school environment, inadequate resources and materials, and the transition to digital learning, particularly during the COVID-19 pandemic. This article examines these challenges in detail and explores effective strategies to overcome them, such as motivational approaches, comprehensive school support, flexible scheduling, peer mentoring, resource optimization, and the integration of digital tools. By addressing these barriers, this article provides practical guidance for educators and school counselors to implement the 3K-CBT Module more effectively, ensuring meaningful and sustainable behavioral changes among students at risk of truancy.

Keywords: Self-Concept, Sense of Belonging, Student Engagement, Truancy Intervention, Implementation Challenges.

Introduction

The implementation of the 3K-CBT Module (Self-Concept, Sense of Belonging, and Engagement) in secondary schools is an important initiative in addressing truancy issues and improving students' psychological well-being. This module is based on Cognitive Behavioral Therapy (CBT), which has been proven effective in altering negative thoughts and behaviors (Abdullah, 2022; Beck, 1976). However, the implementation of such a module is not without challenges that may affect its effectiveness. Some of the main challenges include students' attitudes and motivation, support from teachers and school administrators, time constraints, as well as environmental and peer influences. A study by Abd Khani and Mohamed Arip (2024)

found that structured interventions such as the Self-Therapy Module based on CBT-H can enhance students' self-concept, but its implementation requires careful planning and comprehensive support. Additionally, research by Abdullah (2022) emphasizes the importance of comprehensive strategies to ensure the effective integration of the 3K-CBT Module within the school environment. Furthermore, the module was implemented during the COVID-19 pandemic, which also had an impact on the execution of this program. Therefore, this article will discuss the challenges faced in implementing the 3K-CBT Module in secondary schools and propose strategies that can be applied to ensure the success of this module in the school setting.

Methodology

The implementation of the 3K-CBT Module (Self-Concept, Sense of Belonging, and Engagement) in secondary schools aims to address truancy issues by strengthening self-concept, enhancing the sense of belonging to the school, and encouraging student engagement in academic and social activities. The implementation procedure of this module involves several key steps that are systematically structured to ensure its effectiveness. The procedures carried out are as follows:

Needs Analysis

The first step in the implementation of the 3K-CBT Module is conducting a needs analysis to identify students' levels of self-concept, sense of belonging, and engagement. This involves the use of assessment instruments such as questionnaires or interviews to collect data on students' experiences and perceptions of school. This analysis is crucial in understanding the specific issues faced by truant students and serves as the foundation for developing a suitable module (Abd Khani & Mohamed Arip, 2024).

After establishing the theoretical framework, rationale, philosophy, concepts, target groups, and duration, the next critical step is conducting a needs analysis. This analysis includes a review of previous literature on truancy and module development. Interviews were conducted with District Education Office (PPD) officers and disciplinary teachers to identify issues and the need for module development. Additionally, a survey was carried out involving 12 school counseling teachers and 15 students to assess their levels of self-concept, sense of belonging, and engagement using instruments such as the Tennessee Self-Concept Scale (TSCS), Psychological Sense of School Membership (PSSM), and Student Engagement Scale (SES).

The findings from this analysis indicate gaps in addressing truancy issues, highlighting the need for immediate intervention to enhance student discipline and holistic character development.

Table 1

Needs Analysis Findings (Experts)

Num	Aspect	Expert Consensus	Percentage (%)
1.	Are there any modular programs/activities related to truancy misconduct implemented in your school/PPD?	Yes	8.33% (N=1)
		No	91.67% (N=11)
2.	In your opinion, should character development programs/activities (related to truancy misconduct) be improved to further enhance students' self-concept, sense of belonging, and level of engagement?	Yes	100.00% (N=12)
		No	0.0% (N=0)

Source: Abdullah, N. (2022). Development and Effectiveness of the 3K-CBT Module on Self-Concept, Sense of Belonging, and Student Engagement in Truancy Cases.

Table 1 shows that 11 field experts, representing 91.67% (N=11), agreed that there are no modular programs or activities related to truancy misconduct implemented in their schools or PPDs. All teachers, 100.00% (N=12), expressed the view that character development programs or activities (related to truancy misconduct) need to be improved to further enhance students' self-concept, sense of belonging, and level of engagement. The selected sample was based on voluntary participation. Jones and Twiss (1978) stated that the number of experts required for the Fuzzy Delphi Technique application ranges between 10 and 50 experts. This is further supported by Adler and Ziglo (1996), who asserted that if expert agreement and consistency are high, a sample size of 10 to 15 experts is sufficient.

Module Design and Development

Based on the needs analysis findings, the intervention module was developed by emphasizing key elements such as building a positive self-concept, enhancing the sense of belonging, and promoting active participation in school activities. In the design and development phase of the 3K-CBT Module, the main objectives of the module were identified, and theoretical integration was structured to ensure its effectiveness in addressing truancy issues. Sub-theory information was used as a guide in planning activities, while strategies were designed through the preparation of activities developed for the purpose of evaluating the module's effectiveness. A facilitator manual was also provided to assist teachers in implementing the module.

This procedure outlines the methodology for developing the 3K-CBT Module, which was conducted based on the Design and Development Research (DDR) approach, guided by the Sidek Module Development Model (MPMS). The integration of DDR with MPMS ensures that the module development process is conducted systematically and based on empirical evidence. This process comprises two main phases in the module development design, as outlined in MPMS: the drafting phase and the trial and evaluation phase. The first phase involves systematically constructing the content and structure of the module, while the second phase focuses on pilot testing, validity assessment, and reliability testing before finalizing it for implementation. This integrated approach ensures that the 3K-CBT Module is developed holistically, effectively, and appropriately for truancy intervention in schools.

The development of the module's objectives focuses on producing an intervention program specifically for truant students. These objectives determine the module's content and target audience, including school counselors and facilitators working with students experiencing disciplinary issues. The determination of the module's theory, philosophy, and concepts was carried out by integrating Cognitive Behavioral Therapy (CBT) (Wilding & Milne, 2008), Self-Concept Model (Fitts & Warren, 1996), School Membership Model (Wehlage, 1989), and Dimensions of Student Engagement (Fredricks, Blumenfeld & Paris, 2004). The module was designed as a group training program with an approach suitable for secondary school students.

Before the module is implemented, teachers and counselors who will act as facilitators must undergo specialized training. This training aims to equip them with the necessary knowledge and skills to deliver the module effectively. Facilitators are trained in CBT techniques, self-concept building strategies, and how to conduct interactive intervention sessions. Support and commitment from the school administration are also crucial to ensure the successful implementation of the module (Abdullah, 2022).

The target group consists of 33 students who were recorded in the school's SSDM system and selected to undergo the module for 60 days in the form of periodic and marathon experiments. The implementation of the module was planned while taking into account cognitive, affective, and behavioral engagement aspects. The activities conducted focused on positive thinking, emotional regulation, discipline improvement, and social interaction.

The validity and reliability of the module were tested through a pilot study involving experts in the field of counseling and education, with a Cronbach's Alpha analysis result of 0.98, which is the highest value for determining instrument reliability. The study results indicated that the module effectively improved students' self-concept, sense of belonging, and engagement, while significantly reducing truancy cases. The 3K-CBT Module was implemented through several sessions scheduled periodically. Each session included activities such as group discussions, practical exercises, and self-reflection. Students were encouraged to share experiences, identify negative thoughts, and apply the strategies learned in their daily lives. This interactive approach helped students feel more engaged and strengthened their sense of belonging to the school.

Module Evaluation

After the implementation of the module, an evaluation is conducted to measure the effectiveness of the intervention. This involves collecting post-intervention and follow-up data using the same instruments. A comparison between pre-intervention, post-intervention, and follow-up data allows for an assessment of changes in students' self-concept, sense of belonging, and engagement. Continuous monitoring is also recommended to ensure the module's positive impact is sustained and to identify any additional intervention needs.

A summative evaluation is conducted to ensure that each stage of module development has been successfully completed by assessing its implementation outcomes with a normative group, indicating the module's readiness for use. This evaluation measures the overall effectiveness of the module. On the other hand, a formative evaluation is carried out to gather information on aspects that need modification within the module, focusing

more on the development process. If the module successfully passes all stages, it is considered to meet the standards and is ready for use. However, if it does not meet the set criteria, the process will be repeated, usually starting from the content selection stage (Sidek & Jamaludin, 2008a). Formative evaluation helps monitor and improve the learning process, while summative evaluation assesses the achievement of overall learning objectives (Asworo *et al.*, 2024).

The systematic and structured implementation procedure of the 3K-CBT Module is key to addressing school truancy issues. By following the prescribed steps, schools can help students enhance their self-concept, sense of belonging, and engagement, ultimately reducing truancy problems and improving academic performance as well as overall student well-being. The implementation procedure of the 3K-CBT Module in relation to self-concept, sense of belonging, and student engagement in truancy cases is illustrated in Figure 1.

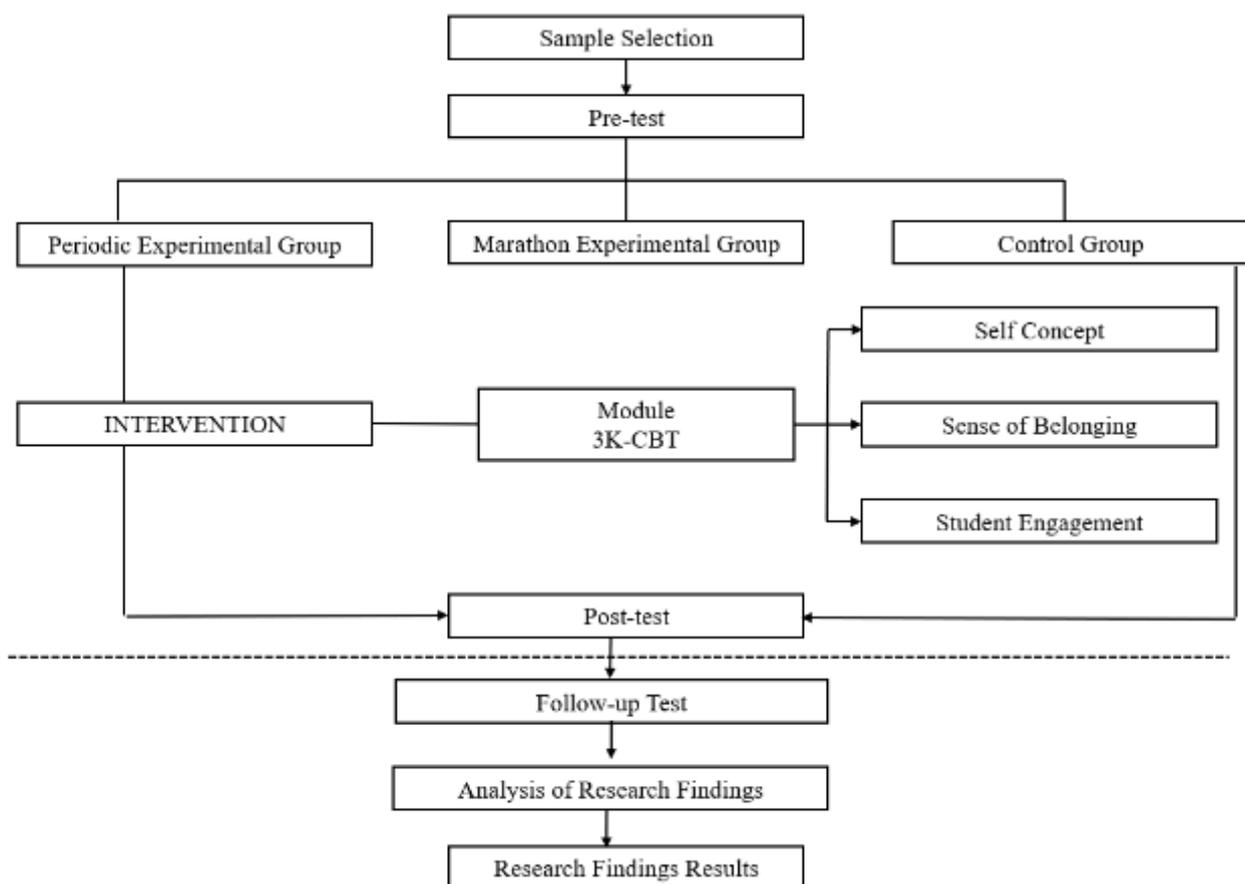


Figure 1: Implementation Procedure of the 3K-CBT Module on Self-Concept, Sense of Belonging, and Student Engagement in Truancy Cases.

Source: Abdullah, N. (2022). Development and Effectiveness of the 3K-CBT Module on Self-Concept, Sense of Belonging, and Student Engagement in Truancy Cases.

Challenges in Implementing the 3K-CBT Module

This intervention integrates Cognitive Behavioral Therapy (CBT) (Branch & Willson, 2010; Mohammad Aziz Shah, 2018) and the Self-Concept Model (Fitts & Warren, 1996) to explain the self-concept variable. Meanwhile, the School Membership Model (Wehlage, 1989) is used to explain the sense of belonging variable, and the Dimensions of Student Engagement

(Fredricks, Blumenfeld & Paris, 2004) represent student engagement. This study compares the Periodic Experimental Group (PEG), Marathon Experimental Group (MEG), and Control Group (CG) to assess behavioral changes based on these three variables. The study scope is limited to Form Two and Form Four students in secondary schools within Petaling Perdana District, excluding students sitting for PT3 and SPM examinations. Other factors such as gender, socioeconomic status, and motivation were not controlled in this study. Participant commitment was a major limitation, as absenteeism in intervention sessions posed challenges. The study design involved pre-tests, post-tests, and follow-up tests.

Students' Attitudes and Motivation

A major challenge in implementing the 3K-CBT Module is students' motivation levels and readiness to participate. Truant students often exhibit negative attitudes toward the education system, which may stem from a lack of interest and motivation to learn due to their perception that education is unimportant (Hasnan, 2018). Such attitudes make it difficult for them to accept new interventions like the 3K-CBT Module and reduce their willingness to actively participate in activities provided. Peer influence also plays a significant role in shaping students' attitudes and behaviors. Students who associate with peers who frequently skip school are more likely to adopt similar negative behaviors (Yahaya & Ahmad, 2017). Therefore, a comprehensive intervention strategy is needed to boost motivation and shift students' attitudes toward learning.

According to Ahmad and Sulaiman (2023), CBT is effective in altering negative thought patterns, but its success depends on an individual's willingness to engage in the process. Additionally, students with low self-concept may show little interest in actively participating in activities, as evidenced by a study by Abd Khani and Mohamed Arip (2024), which found that CBT-H-based interventions significantly improved secondary school students' self-concept. Therefore, understanding and addressing students' attitudes and motivation is crucial for ensuring the successful implementation of this module.

Support from Teachers and School Administrators

The implementation of the 3K-CBT Module in secondary schools requires close collaboration between teachers, counselors, and school administrators. However, a lack of institutional support often becomes a significant obstacle. The high workload among teachers makes it difficult for them to fully focus on implementing this module. As facilitators and researchers conducting the 3K-CBT Module experimental study, it was found that teacher and administrator support is a critical factor in ensuring the success of this intervention.

A study by Norazlin and Siti Rahaimah (2019) revealed that teachers face challenges such as time constraints, insufficient knowledge, and limited access to ICT resources in implementing 21st-century learning approaches. These findings align with researchers' experiences, where teachers are often burdened with additional administrative tasks, reducing their ability to focus on the module implementation.

Furthermore, a study by Danial Arif and Zamri (2020) found that implementing differentiated teaching approaches among Malay language teachers in rural schools faced challenges such as limited administrative support and scarce resources. This suggests that without full administrative support, efforts to implement interventions like the 3K-CBT

Module will encounter difficulties. To overcome this challenge, school administrators must provide adequate support to teachers, including reducing administrative burdens and providing necessary resources.

As researchers, it is crucial to conduct Training of Trainers (ToT) programs and professional development for teachers to enhance their knowledge and skills in implementing this module. With strong support from all stakeholders, the 3K-CBT Module can be implemented smoothly and achieve its intended objectives.

Time Constraints and School Schedules

The 3K-CBT Module requires sufficient time to achieve its desired effectiveness. However, time constraints and packed school schedules during teaching and learning sessions (TIS) - especially with the shift to online learning and Work From Home (WFH) arrangements - present major obstacles to the effective implementation of this intervention.

A study by Abd Rahman and Ramli (2021) highlighted that school closures during the COVID-19 pandemic led to drastic changes in the education system, forcing adaptations in teaching methods that also impacted time management and school schedules.

Finding an optimal time for 3K-CBT Module sessions without disrupting the existing academic timetable is a challenge. Most schools have rigid schedules, making it difficult to allocate additional intervention sessions. Moreover, teachers' workload as facilitators also needs to be considered, as they already face multiple responsibilities. A study by Wan Roslini and Mohd Sani (2019) emphasized that modern students are not only involved in individual behavioral issues but also criminal activities outside school, such as gangsterism and other delinquent behavior. This increases the need for interventions like the 3K-CBT Module, but time constraints and school schedules remain significant challenges.

School Environment and Peer Influence

The school environment and peer influence play a vital role in shaping students' behavior. Researchers conducting the 3K-CBT Module experimental study found that students who associate with peers who are also involved in truancy issues struggle to change their behavior, even after attending the intervention.

A study by Sabarnur *et al.* (2023) revealed that peer influence is strongly linked to truancy behavior. Students tend to mimic their peers' behavior, whether positive or negative. When peers show disinterest in school, other students may be influenced to do the same, reducing the effectiveness of interventions like the 3K-CBT Module.

Additionally, an unfavorable school environment can exacerbate the problem. According to Arzi (2003), poor learning environments with limited physical resources can harm students' behavior and teacher-student relationships. Such an environment can lead to feelings of isolation, reducing student engagement and increasing truancy rates.

Availability of Resources and Teaching Materials

The implementation of the 3K-CBT Module in secondary schools requires adequate resources and teaching materials to ensure its effectiveness. These resources include written modules, teaching aids, and suitable spaces for conducting activities.

Past studies also support these findings. For instance, a study by Haryani *et al.* (2022) showed that insufficient resources and teaching materials negatively impact intervention programs in schools. Furthermore, Romadona and Rudiyanto (2022) found that the lack of teaching aids and adequate resources was a major obstacle in intervention program implementation.

Challenges in Implementation During the COVID-19 Pandemic

The implementation of the 3K-CBT Module during the COVID-19 pandemic faced additional challenges that required special attention. The sudden transition from face-to-face learning to online learning created issues affecting the effectiveness of the module. A study by Low *et al.* (2023) found that teachers struggled with mastering ICT technologies to effectively deliver online teaching.

Moreover, face-to-face activities, which are essential components of the 3K-CBT Module, had to be either halted or modified to comply with physical distancing measures. This negatively impacted direct interactions between facilitators and students, which are crucial for building relationships and understanding students' issues.

Additionally, technological and internet access limitations were significant obstacles, as not all students had suitable devices or stable internet connections. Studies by Low *et al.* (2023), Mahad *et al.* (2021), and Sapian *et al.* (2021) confirmed that students struggled with online learning due to weak internet access and a lack of digital equipment.

Discussion on Strategies to Overcome Challenges in Implementing the 3K-CBT Module

Motivational Approach and Interactive Learning Methods

The implementation of the 3K-CBT Module requires sufficient time to achieve the desired effectiveness. However, tight school schedules and other academic demands often make scheduling intervention sessions difficult. In the secondary school context, students follow daily schedules filled with core and elective subjects. Adding intervention sessions, such as the 3K-CBT Module, requires careful schedule adjustments to avoid disrupting the existing learning process. A study by Ahmad Afandi *et al.* (2024) found that teachers faced challenges in integrating game-based learning into Malay language instruction due to time constraints and additional workload. This aligns with the researchers' strategy, where scheduling additional intervention sessions requires careful planning to ensure they do not conflict with other academic classes.

Additionally, students participating in the 3K-CBT Module may have to sacrifice time for other subjects. This could create a dilemma for students, especially when they have to choose between attending intervention sessions or extra classes for subjects in which they are weak. This situation can affect students' motivation and commitment to the module. A study by Idawarna Hasin *et al.* (2022) highlighted that digital learning in Malaysia's education

transformation can help address challenges such as time constraints and teachers' workload, which also impact school intervention programs.

Teachers involved in the implementation of the 3K-CBT Module must allocate extra time to plan and conduct intervention sessions while fulfilling other teaching and administrative duties. If this high workload is not managed properly, it can reduce teachers' ability to focus entirely on the module, ultimately affecting its effectiveness.

Schedule adjustments and time flexibility are crucial. For example, intervention sessions can be conducted after school hours, with the consent of all involved parties. Additionally, support from school administrators in providing sufficient time and resources is critical to ensuring that the 3K-CBT Module is effectively implemented. Collaboration among teachers, counselors, and school administrators can help reduce individual burdens and ensure that interventions can be carried out without affecting students' academic needs.

Overall, time constraints and school schedules are significant challenges in implementing the 3K-CBT Module. However, with careful planning, administrative support, and flexible scheduling, these challenges can be addressed to ensure that the module provides optimal benefits to students.

Integrated Support from Schools

The implementation of the 3K-CBT Module requires strong collaboration between teachers, counselors, and school administrators. However, a lack of school support often becomes a major obstacle. The high workload among teachers also makes it difficult for them to focus fully on implementing this module. Integrated support from all stakeholders in schools is key to the successful implementation of intervention modules like the 3K-CBT. Studies indicate that collaboration between teachers, counselors, and administrators can enhance the effectiveness of intervention programs (Ministry of Education Malaysia, 2022). Without this support, efforts to change students' problematic behavior may not achieve the desired outcomes.

Teachers are often burdened with multiple responsibilities, including teaching, classroom management, and co-curricular activities. This excessive workload reduces their ability to be actively involved in implementing additional modules such as 3K-CBT. A study by Baharudin (2022) found that teachers experienced high work-related stress during the COVID-19 pandemic, affecting their commitment to intervention programs.

To overcome this challenge, Training of Trainers (TOT) workshops and professional development programs should be conducted to enhance teachers' understanding and skills regarding the 3K-CBT Module. Such training can help teachers feel more confident and prepared to implement the module (Tarmizi *et al.*, 2023). School administrators should also ensure a fair and balanced distribution of tasks so that teachers are not overburdened with excessive responsibilities. This can be achieved by reevaluating workloads and reducing non-teaching-related tasks.

School administrators should also demonstrate commitment to module implementation by providing adequate resources, such as time, space, and materials. This

support is crucial to ensuring that the module is executed effectively. Additionally, efforts to establish a collaborative work culture where teachers support each other in module implementation are important. This can be done through experience-sharing sessions and best practice discussions. Integrated support from teachers, counselors, and school administrators is a critical element in the successful implementation of the 3K-CBT Module.

Schedule Adjustments and Time Flexibility

Schedule adjustments and time flexibility are essential aspects of the implementation of the 3K-CBT Module to ensure that interventions can be carried out without disrupting students' academic learning. Facilitators and researchers conducting the experimental study on the module found that integrating the module into sessions after formal and mandatory online teaching and learning (TIS) is an effective strategy. A study by the Ministry of Education Malaysia (2023) showed that programs and initiatives that develop non-academic components are implemented in classrooms and through various activities after a formal TIS session. This suggests that the MOE provides an appropriate platform for implementing intervention modules like the 3K-CBT without disrupting academic learning time.

Time flexibility is also crucial for ensuring the effectiveness of the module. Scheduling intervention sessions at times that do not overlap with core subjects or major exams can reduce students' stress and allow them to fully focus on module activities. Additionally, collaborating with school administrators to adjust timetables and allocate specific slots for module implementation is important. This approach requires effective communication among facilitators, teachers, and school administrators to reach a consensus on scheduling.

In the context of experimental research, time flexibility also allows for adjustments based on individual student needs. For example, additional or support sessions can be arranged for students requiring extra assistance without disrupting their academic schedules. This approach aligns with the objectives of Malaysia's Education Development Plan to provide inclusive education and consider the needs of each student.

Overall, schedule adjustments and time flexibility in the implementation of the 3K-CBT Module not only help address time constraints and tight school schedules but also ensure that interventions are conducted effectively without disrupting students' academic learning. Collaboration among facilitators, teachers, and school administrators is key to realizing this strategy.

Conclusion

The 3K-CBT Module offers an innovative approach to addressing school truancy by building self-concept, enhancing students' sense of belonging, and encouraging their engagement in academic activities. However, its implementation faces various challenges that require effective strategies to ensure the success of this intervention. Particularly in the context of the COVID-19 pandemic, the use of technology and flexible approaches has become a key requirement to ensure the program can continue effectively. With school support, interactive approaches, and continuous monitoring, the 3K-CBT Module has the potential to be an effective tool in tackling truancy issues and helping students build a brighter future.

Theoretical and Contextual Contribution of This Research

This study significantly enhances the theoretical and contextual understanding of school-based interventions for truancy. Theoretically, it integrates Cognitive Behavioral Therapy (CBT), the Self-Concept Model, the School Membership Model, and Student Engagement Dimensions to create a comprehensive framework for understanding behavioral change among truant students. This approach enriches the existing literature by demonstrating how these psychological constructs interact to influence student behavior within the context of Malaysian secondary schools. Contextually, the study addresses a pressing educational concern, truancy, by presenting a culturally responsive module tailored to the local education system. The findings offer practical implications for school counselors, administrators, and policymakers by highlighting an empirically validated intervention model (3K-CBT) that can be adapted for broader implementation. Furthermore, the study bridges the gap between research and practice by providing a structured and scalable module that aligns with Malaysia's national education agenda, promoting holistic student development, particularly in character education and psychosocial well-being. Moreover, the study bridges the research-practice gap by presenting a structured and scalable module that aligns with Malaysia's national education agenda to foster holistic student development, particularly in character education and psychosocial well-being.

References

- Abd Khani, N. N., & Arip, M. A. S. M. (2024). Kesan modul terapi diri berdasarkan CBT-H terhadap konsep sendiri dalam kalangan murid sekolah menengah. *EDUCATUM Journal of Social Sciences*, 10(2), 13-24.
- Abdullah, N. (2022). *Pembangunan dan Keberkesanan Modul 3K-CBT terhadap Konsep Kendiri, Rasa Kepunyaan dan Keterlibatan Murid Ponteng* (Tesis Doktor Falsafah yang tidak diterbitkan). Universiti Kebangsaan Malaysia.
- Abdullah, N., Bakar, A. Y. A., & Mahmud, M. I. (2021). The Development of 'PS3' Psychoeducational Module based on Cognitive Behavioural Therapy (CBT) Approach. *International Journal of Academic Research in Business and Social Sciences*, 11(3), 861-876.
- Ahmad, N. S., & Sulaiman, A. A. M. (2023) *Terapi Kognitif Tingkah Laku: Konsep & Aplikasi*. Penerbit USM.
- Abd Rahman, I., & Ramli, A. A. (2021). Isu dan cabaran dalam pelaksanaan pendidikan peringkat rendah dan menengah: Pendekatan Malaysia semasa pandemik COVID-19. *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, 6(9), 1-13.
- Agus, A. N. A. (2022). Masalah dihadapi oleh guru bahasa melayu dalam melaksanakan pendekatan terbeza dalam pengajaran dan pembelajaran di rumah (Problems faced by Malay language teachers in implementing differential approaches in teaching and learning at home). *Jurnal Pendidikan Bahasa Melayu*, 50-62.
- Asworo, A. F. C., Hasanah, L., Solehah, S. F., Komariyah, S., & Lasha, V. (2024). Pentingnya Penilaian Formatif terhadap Perkembangan Siswa Sekolah Dasar. *Jurnal Pengembangan dan Penelitian Pendidikan*, 6(3), 1-10.
- Arzi, H. J. (2003). The influence of physical environment on student behavior and achievement. *Learning Environments Research*, 6(2), 177-189.
- Aldrup, K., Carstensen, B., & Klusmann, U. (2022). Is empathy the key to effective teaching? A systematic review of its association with teacher-student interactions and student outcomes. *Educational Psychology Review*, 34(3), 1177-1216.

- Yusri, A. A., Zainal, M. Z. & Ismail, I. M. (2024). Cabaran guru dalam mengintegrasikan pembelajaran berasaskan permainan ke dalam pengajaran Bahasa Melayu. *Jurnal Teknikal dan Pendidikan Malaysia (JTMA)*, 12(1), 25-35.
- Adler, M., & Ziglio, E. (1996). *Gazing into the oracle: Delphi method and its application to social policy and public health*. Jessica Kingsley Publisher.
- Beck, A. T. (1976). *Cognitive Therapy and the Emotional Disorders*. International Universities Press.
- Branch, R., & Willson, R. (2010). *Cognitive Behavioral Therapy*. London: Wiley.
- Baharudin, N. H. (2022). Cabaran perkhidmatan bimbingan dan kaunseling semasa pandemik COVID-19: Kajian kes Guru Bimbingan dan Kaunseling. *Universiti Pendidikan Sultan Idris*.
- Muttalip, D.A.A. & Mahamod, Z. (2020). Pelaksanaan pendekatan pengajaran terbeza dalam kalangan guru bahasa Melayu yang mengajar di sekolah rendah pedalaman kategori 3. *Jurnal Pendidikan Bahasa Melayu*, 10(2), 29-42.
- Endedijk, H. M., Breeman, L. D., Van Lissa, C. J., Hendrickx, M. M., Den Boer, L., & Mainhard, T. (2022). The teacher's invisible hand: A meta-analysis of the relevance of teacher-student relationship quality for peer relationships and the contribution of student behavior. *Review of Educational Research*, 92(3), 370-412.
- Fitts, W. H., & Warren, W. L. (1996). *Tennessee Self-Concept Scale: Manual*. Los Angeles: Western Psychological Services.
- Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research*, 74(1), 59-109.
- Gagné, R. M., Wager, W. W., Golas, K. C., & Keller, J. M. (2005). *Principles of instructional design* (5th ed.). Belmont, CA: Wadsworth/Thomson Learning.
- Hasnan, L. (2018). Faktor-faktor yang menyebabkan masalah ponteng di sekolah. *Nasihat Dari Hati*.
- Haryani, H., Romadona, N. F., & Rudiyanto, R. (2022). Sosialisasi Pengaruh Stunting terhadap Tumbuh Kembang Anak Usia Dini melalui Kolaborasi Guru dan Orang Tua. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 7(6), 7242-7251.
- Hin, K. K. (2020). Interaksi tidak bersemuka dan perintah kawalan pergerakan wabak covid-19. *Jurnal Dunia Pendidikan*, 2(3), 202-211.
- Hasin, I., Ahmad, N.H. & Rahman, N.A.A. (2022). Cabaran dalam pelaksanaan pembelajaran digital: Implikasi kepada transformasi pendidikan negara. *Jurnal Pendidikan Bitara*, 15(1), 55-68.
- Jones, H. & Twiss, B.L. (1978). *Forecasting Technology For Planning Decisions*. New York: Macmillan.
- Kementerian Pendidikan Malaysia. (2013). *Pelan Pembangunan Pendidikan Malaysia 2013-2025*. Putrajaya.
- Kementerian Pendidikan Malaysia. (2022). *Laporan Tahunan 2022*.
- Kementerian Pendidikan Malaysia. (2023). *Laporan Tahunan 2023*.
- Kementerian Pendidikan Malaysia. (2013). *Pelan Pembangunan Pendidikan Malaysia 2013-2025 (Prasekolah-Lepas Menengah)*. Putrajaya.
- Low, S. F., Sankaran, S., Seow, W. J., & Mohd Yusoff, H. (2023). Cabaran Pengajaran Dan Pembelajaran Dalam Talian Semasa COVID-19: Perspektif Guru Sekolah.
- Libau, C. M., & Ling, Y. L. (2020, October). Peranan bahan bantu mengajar dan persekitaran maklum balas dalam meningkatkan kualiti pembelajaran pelajar. In *Kertas kerja. National Research Innovation Conference (NRICon 2020)* (pp. 20-21).

- Mahad, I., Magesvaran, U., & Hamzah, I. N. S. (2021). Sikap dan motivasi murid sekolah rendah terhadap pembelajaran bahasa melayu dalam talian sepanjang perintah kawalan Pergerakan (Attitude and Motivation Primary School Student toward Malay Language Online Learning During Movement Control Order). *Jurnal Pendidikan Bahasa Melayu*, 11(1), 16-28.
- Arip, M.A.S.M. (2018). Integrasi Terapi Kognitif Tingkah Laku dalam Intervensi Disiplin. Kuala Lumpur: Dewan Bahasa dan Pustaka.
- Magesvaran, U., & Mahamod, Z. (2021). Aplikasi Google Meet sebagai Medium Pembelajaran Bahasa Melayu Secara dalam Talian di Kalangan Pelajar Sekolah Menengah. *International Conference on Business Studies and Education (ICBE)*.
- Rusdin, N. M. & Ali, S. R. (2019). Amalan dan cabaran pelaksanaan pembelajaran abad ke-21. *Proceedings of the International Conference on Islamic Civilization and Technology Management*, 09-1–09-7.
- Noryati, A., & Jusoh, A. J. (2021). Pembangunan modul kaunseling intervensi dalam menangani isu tingkah laku ponteng sekolah di kalangan pelajar sekolah menengah. *Jurnal Psikologi dan Kaunseling*, 11(2), 45–60.
- Hashim, N.M., Ahmad, S.A. & Mohamad, R. (2022). Konflik kerja dan keluarga dalam kalangan pegawai tadbir: Implikasi terhadap penglibatan kerja. *Konvensyen Pentadbir Universiti Malaysia Perlis 2022 (KP2022)*.
- Qolbi, S. K., Sabarudin, S., Kholilurrohman, K., & Perwitasari, N. (2022). Efektivitas Pembelajaran Daring antara Fasilitas Zoom Meet dengan Google Meet. *Jurnal Basicedu*, 6(2), 2137.
- Roslan, N., & Mohd Daud, N. A. (2021). Exploring the Counsellors' Intervention in Handling Truancy Issues in School. *Jurnal Pendidikan Bitara UPSI*, 14(1), 70-77.
- Romadona, N. F., & Rudiyanto, R. (2022). Pembelajaran Terkait Kesehatan dan Gizi di PAUD untuk Guru PAUD. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 7(6), 7242-7251.
- Sapian, N. A. B., Mahamod, Z. B., & Mahad, I. B. (2021). Penglibatan Murid-Murid Sekolah Kebangsaan Di Kawasan Bandar Dalam Pembelajaran Bahasa Melayu Dalam Talian Daripada Persepsi Guru Bahasa Melayu: Involvement of National School Pupils in Urban Areas in Learning Malay Language Online from Perception of Malay Teachers. *PENDETA*, 12(2), 80-97.
- Noah, S.M., & Ahmad, J. (2008). Pembinaan Modul: Bagaimana Membina Modul Latihan dan Modul Akademik. Serdang: Penerbit Universiti Putra Malaysia.
- Smith, J. A., & Lewis, K. L. (2021). Long-term behavioral interventions in educational settings: A systematic review. *Journal of Educational Psychology*, 113(4), 689–702.
- Radzak, S.A., Hamzah, M.I.M. & Hamzah, M.I. (2023). Analisis Faktor Dominan Terhadap Tingkah Laku Delinkuen dalam Kalangan Pelajar Sekolah Menengah di Malaysia. *Jurnal Kemanusiaan*, 21(2), 1–8.
- Tao, Y., Meng, Y., Gao, Z., & Yang, X. (2022). Perceived teacher support, student engagement, and academic achievement: A meta-analysis. *Educational Psychology*, 42(4), 401-420.
- Tarmizi, R. A., Setambah, M. A. B., Azmi, S. H., Koning, S. I., & Jaafar, W. N. W. (2023). Analisis keperluan untuk membangunkan modul pembelajaran neoterik matematik tahun dua dalam bidang nombor dan operasi. *Journal of Science and Mathematics Letters*, 11, 9-22.
- Xie, F., & Derakhshan, A. (2021). A conceptual review of positive teacher interpersonal communication behaviors in the instructional context. *Frontiers in Psychology*, 12, 708490.

- Yahaya, A., & Ahmad, R. (2017). Faktor-faktor yang menyebabkan masalah ponteng di sekolah.
- Yusuf, Y., & Jamaludin, K. A. (2022). Cabaran Perubahan Pendekatan Pengajaran dan Pembelajaran dalam kalangan Guru, Ibu Bapa dan Murid Semasa Perintah Kawalan Pergerakan (PKP). *Jurnal Dunia Pendidikan*, 4(3), 120-133.
- Yusof, N., Baharudin, H., Lubis, M. A., & Luqman, M. (2018). Persepsi pelajar terhadap penggunaan kaedah bimbingan rakan sebaya (BRS) dalam pembelajaran kosa kata Arab. *International Conference on Islam and Global Issues (iCIGI2018)*, Universiti Teknologi MARA (UiTM) Kelantan Branch.
- Wehlage, G. G. (1989). *School Membership Model*. New York: Teachers College Press.
- Rasik, W.R.M. & Ismail, M.S. (2019). Pembangunan Modul Kaunseling Intervensi dalam Menangani Isu Salah Laku Ponteng Sekolah dalam Kalangan Pelajar Sekolah Menengah. *Jurnal Psikologi dan Kaunseling*, 9, 35-50.