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## **GROUP COUNSELING AS SELF-ESTEEM AND MOTIVATION INTERVENTION FOR TRUANCY PROBLEMATIC STUDENTS: A MALAYSIAN CASE STUDY**

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**Abstract:** The study aims to determine whether the students who presented group counseling for lower trigonometry differed from those in the comparison group. The experimental research plan was used. The number of participants who participated in the study selected several students. Study results indicated that individuals in the treatment group could reduce their worldly behavior; The number of students in the actual practice of basic self-management goals increases compared to students with self-capability goals triples among students during the counselling sessions. However, the recommendations made with this study included a greater need for additional counseling on how to change school behavior rather than using physical punishment.

**Keywords:** Counseling, motivation, self-esteem, school truancy, Malaysia.

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## INTRODUCTION

Truancy is when a school-age youngster or juvenile now and again misses school without a satisfactory reason. Each state has its laws about missed school days and the specific meaning of truancy. Most communities deal with truancy issues. While absenteeism and truancy are more normal among center school and secondary school students, truancy additionally happens in elementary students, particularly in downtown schools. Truancy isn't wrongdoing. It is a status offense and includes law requirements and the court framework. Youth who are waiting on the post-trial process and become truant could go to prison. At times, guardians can be charged for permitting a kid to get truant. Law authorization organizations are regularly engaged with youth truancy cases since truancy can be a forerunner to delinquent practices and low-level crimes. It can likewise demonstrate family issues.

Irregular applications in school and classroom cause triangulation in students, which is known as a truancy problem. In the interaction of directions, the stress caused by different routes, course loads, or drops in psychological pressure can trigger emotional fatigue, desensitization, and a feeling of under-realization. Truancy can include truancy, low motivation to learn, and dropout rates, among other things. Reissner et al. (2019) argue that school culture is important to understand trigonometry and report that peer groups that experience triangulation in school almost badly and above all generate a kind of hatred towards successful people. Hence, peer groups that are successful in school and feel less Trinitarian are more Trinitarian and oppose the school culture. The results of Reissner et al. (2019) provide indications of the scope

of problems that can lead to school triangulation. They found that about half of the medical students chose the triangle; 10 percent of this group had self-harm circumstances, and some even took self-harm precautions.

The advice can be given individually or in groups. Group counseling helps group members reach their individual goals. Group counseling can, among other things, be carried out with couples separated by partners, people with eating disorders, alcoholics, and people with anxiety disorders (Hagborg, Berglund & Fahlke, 2018). Group counseling can consist of confidence-building groups or personal development meetings. In a group query, groups often have members with similar problems. When it comes to group counseling, it is helpful if the counseling process provides group members with general details about "group counseling." In group counseling, the psychological counselor is not positioned as a recognized specialist; Given the doctrine of "not knowing," each part of the group is considered a specialist in its own life. The counselor has little value in changing the group's composition and believes he has the skills and resources to achieve his goals. Hagborg, Berglund, and Fahlke (2018) demonstrated group counseling as follows:

- a. group psychological counseling is a type of counseling that focuses primarily on clients' qualities and strengths and not on the shortcomings and fairness of clients. Everyone is invited to find their potential in this consulting model.
- b. in psychological counseling groups, the counselor forces clients to focus on their positive practices and successful outcomes rather than on their problems.
- c. group counseling offers clients the opportunity to achieve their

- individual goals and recognize their unconscious changes.
- d. if a solution is sought in counseling groups, this means that clients receive a solution from each other, as this counseling model offers its members the opportunity to find a solution among themselves.
  - e. in group counseling, the members' opinions and thoughts are identified and not taken into account. Therefore, members acknowledge no clear or wrong answer, just different acknowledgments and understandings.

In general, due to stress and tension at school and the associated mistakes and obligations, students can become numb, emotionally absent, and dissatisfied with truancy's usual symptoms. This can lead to a decrease in their motivation to learn and a lack of interest in school and, therefore, absenteeism and even school dropout (Lovarco & Csiernik, 2015). Additionally, students' normal classroom practices are also known to wear out and gain weight in the long run. Implicit triangulation leads, among other things, to absenteeism, low motivation to learn, and high dropout rates. In the educational process, stress caused by different classes, teachers, or psychological well-being can trigger emotional exhaustion, desensitization, and a feeling of low performance. Given these negative results, school triads constitute a vital study area (Lovarco & Csiernik, 2015). Studies are needed to analyze why students approach the topic of compassion and its consequences for students. These should be led by subgroups of different educational levels and, taking into account the previous results, contribute to an increasingly better academic future. However, there is a real lack of trigonometry studies among elective and elective students. A

commissioned bibliographic search shows few studies on school trigonometry in schoolchildren in the second phase of primary education (Lovarco & Csiernik, 2015). Given the immediate negative effects of phonetics on students and the effects of feedback on tutors and tutors, these subjects continue to investigate and seek solutions. One such attempt is to reduce school triangulation through solution-oriented group counseling. You should contribute to the literature on the subject and conduct additional studies.

This review's overall objective is to examine the impact of a solutions-based group counseling program aimed at reducing school triangulation (school ranking, family marriage, school mismatch, and lack of interest) among schoolchildren (Lovarco & Csiernik, 2015). Given the absenteeism component, the reasons could be attributed to trigonometries, such as disciplinary method and school situation, parents' attitudes, teachers' attitudes, communication within the family, and feelings of disadvantage (Lovarco and Csiernik, 2015). This survey aims to decrease student empathy by improving their critical thinking skills in these areas.

## **METODE**

The participants were secondary school students who turned to the school counselling office to get higher grades in "class conduct". At the psychologist's recommendation, the Teachers Council affirmed to concede one extra point in class conduct to students willing to participate in 4 sessions and 2 focuses to the individuals who were able to participate in 5 sessions. At first, 24 students were keen on the counseling program, 2 students picking singular sessions, and 22 students being taken on the experimental group.

The experimental group was chosen by likenesses in gender, age and number of absences prior to starting counseling. Students who decided to come to counseling realized that their essence there would present to them an extra point in class conduct grade, yet they knew nothing about the exercises inside the program; in this manner, the individuals who believed that, by only partaking in discussions, they would be

pardoned for having skipped classes, surrendered after the main session when they got more data about the program. This was the situation with the students selected for singular sessions and with three students from the experimental group.

Table 1 shows how students attended the group counseling sessions, and later, the implementation stages were carried out.

**TABLE 1.** *Students attended the group counseling sessions, and later, the implementation stages were carried out*

Session	Approach	Goals	Session analysis results
1	“who am I” sharing and activity	Build therapeutic and rapport environment	Towards support, self-motivation, and life propensity.
2	Self-disclosed sharing method on self-management	Self-management sharing and experience aspect	Nutrition management, stress management, self-motivation, and body hygiene management,
3	Exploring and drawing	Self-potential pertaining self-management	Capable of managing oneself at times in need of social support
4	The follow-up session	Self-capability	The future and present desires in terms of social support and resilience.
5	Discussion and reflection	Disclosure	They promote self-motivation in offering social support and motivation that is important for self-management.

## RESULTS

The study found that a treatment group focused on group counseling reduced their class behavior compared to that of the control group. The study found that individual Self-disclosed sharing method on self-management had to go through stress management, nutrition management and body hygiene management during the session.

The study also found students who are using the exploring and drawing approach have a self-potential over their self-management approach. The study found out from the session that these students are capable of managing

themselves when they need social support.

The study also found that students' refusal to go to school is when they cannot manage themselves effectively. This was since the students did not have social support; thus, they are not motivated to go to school which later affects their performance.

## DISCUSSION

The first finding found a stark contrast between the students presented for group counseling and those in the control group. This indicated that the null hypothesis had been disproved. This

means that the students in the treatment group made many improvements after treatment. The result was consistent with Eremie and Gideon (2020), who used group therapy to reduce students' sympathy. This means that the efficient methodology of our schools will reduce the efficient counseling method. Likewise, Thastum et al. (2019) found an improvement in class attendance in the treatment group after a counseling intervention.

The second finding showed a distinction in school attendance between students with self-management goal and students with a self-capability after applying a t-test. The sequelae of the results showed that the null hypothesis had been disproved. Therefore, this means that young people who can manage self-management have a higher rate than those who are self-capable. This is in line with Townsend (2013), who argued that parents who support their children to gain the self-management goal have a higher chance of reducing their absenteeism in school. This seems to have to do with the fact that some families took their children to counselling sessions to alleviate some self-management problems. This is also true with Thastum et al. (2019), who lamented that most students advocated for self-capability to increase their attention and diverse needs at school. Townsend's (2013) findings suggested that lack confidence to meet their self-capability needs in publicly chosen senior schools prevented students from going to classes.

The final finding showed a distinction between the school attendance of students during the discussion and reflection approach. Average attendance in this approach is more significant than average attendance during the follow-up session. The t-test showed a strong contrast between students' presence during the discussion and reflection and the follow-up session. This indicates that the null hypothesis has been disproved. This

means that school attendance was more normal and stronger during the discussion and reflection session than during the follow-up session. According to Esposito et al. (2020) self-motivation offers social support which encourages students to attend school. Motivation is very important for self-management as the students are able to know and adhere to the schedule of the classes and attendant effectively.

In light of the results of this study, accompanying recommendations are made:

- a. counseling efforts need to be intensified to change variability practices rather than apply business discipline.
- b. the government should invest more money in the education sector, which can benefit from government support for students, to meet the immediate needs that could keep them away.
- c. the government must provide these students and accommodation to compel students who live far from the school.

## CONCLUSION

In a nutshell, group counseling is effective in adjusting to trigonometry. In light of these results, it is recommended to train classroom teachers in school triangulation. Likewise, teachers should be reminded that students in conflict can create feelings of inadequacy to hope that higher performance levels than inadequate skills will cause discomfort and that many will encourage school work. An unfortunate, solution-oriented methodology that highlights students' qualities can enhance students' feelings of burnout and self-efficacy. In such a structure, parents must be educated on these issues. These details can be made available to parents through composition files or during a workshop. Another reason to burn off emotions is that students enjoy extracurricular activities and find school activities, lessons, and homework exhausting. Because of the

results of this study, the accompanying conclusion was drawn. This study confirms that imperfect students' imperfection is a strong consciousness that can cause them to drop out of school. This can lead them to engage in substandard activities that negatively impact the general public. A solution to end the situation was provided through group counseling intervention.

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