



INTERNATIONAL JOURNAL OF ACADEMIC RESEARCH IN BUSINESS & SOCIAL SCIENCES



The Development of 'PS3' Psychoeducational Module based on Cognitive Behavioural Therapy (CBT) Approach

Abdullah, N., Bakar, A. Y. A. & Mahmud, M. I.

To Link this Article: <http://dx.doi.org/10.6007/IJARBSS/v11-i3/8990>

DOI:10.6007/IJARBSS/v11-i3/8990

Received: 20 January 2021, **Revised:** 23 February 2021, **Accepted:** 05 March 2021

Published Online: 18 March 2021

In-Text Citation: (Abdullah et al., 2021)

To Cite this Article: 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.

Copyright: © 2021 The Author(s)

Published by Human Resource Management Academic Research Society (www.hrmars.com)

This article is published under the Creative Commons Attribution (CC BY 4.0) license. Anyone may reproduce, distribute, translate and create derivative works of this article (for both commercial and non-commercial purposes), subject to full attribution to the original publication and authors. The full terms of this license may be seen at: <http://creativecommons.org/licenses/by/4.0/legalcode>

Vol. 11, No. 3, 2021, Pg. 861 - 876

<http://hrmars.com/index.php/pages/detail/IJARBSS>

JOURNAL HOMEPAGE

Full Terms & Conditions of access and use can be found at
<http://hrmars.com/index.php/pages/detail/publication-ethics>



INTERNATIONAL JOURNAL OF ACADEMIC RESEARCH IN BUSINESS & SOCIAL SCIENCES



www.hrmar.com

ISSN: 2222-6990

The Development of 'PS3' Psychoeducational Module based on Cognitive Behavioural Therapy (CBT) Approach

Abdullah, N., Bakar, A. Y. A. & Mahmud, M. I.

Faculty of Education, Universiti Kebangsaan Malaysia, 43600 UKM Bangi, Selangor, Malaysia

Email: yazid3338@ukm.edu.my

Abstract

This study aims to describe the content of Self Concept, Sense of Belonging, Student Engagement (PS3) of a psychoeducational module, built based on the Cognitive Behavioural Therapy (CBT) approach. The 'PS3' module aims to focus on the truancy issue of schools linked to self-concept, sense of belonging, and student engagement. CBT provides a framework for helping individuals obtain positive self-concept; enjoy a sense of belonging and engagement thereviating to reduce misconduct in violation of school discipline. The first phase study was conducted to build a draft module through goal construction; identify theories, rationale, philosophy, concepts, targets and timefreating; needs study; setting objectives; selection of contents; selection of strategies; logistics facilitation; media selection; and consolidate the draft module. The second phase study was to try and evaluate the module through pilot studies; determining the degree, reliability and norm; as well as evaluation of effectiveness. However, before the second phase, it is important to gain insights and comments from the panel of experts in terms of the contents of the modules and sessions as well as the activities of the 'PS3' module. The study samples were among the experts in psychology and counselling. The first phase of the findings resulted in 9 sessions and 11 activities in the 'PS3' module. Meanwhile, the second phase of the findings showed the value of the contents of the module according to Russel (1974) and found the presentation value of the session and the 'PS3' module activities was 91.36. Meanwhile, the findings after the first phase show feedback and improvement of modules in terms of content, sessions and activities by a panel of experts. The implication is to be aware of which aspects of the 'PS3' module should be made improvements before the 'PS3' module is used during counselling and cluster guidance sessions in schools. Hence, the outcome of the 'PS3' module can be extended by conducting a pilot study of the 'PS3' module on students facing truancy issues.

Keywords: Psychoeducational Module, Self-Concept, Sense of Belonging, Student Engagement, School Truancy

Introduction

Disciplinary misconduct and pupils are a synonymous and undeniably most pupils will be involved directly and indirectly and stemming from various factors and are believed to have

a consequence later on. Overseas and local studies have proven that prevention is said to be the best way to provide interventions to pupils involved with disciplinary misconduct (Mamat, Ibrahim & Mohamad, 2017; Mustapha, 2017; Hashim, 2016; Ahmad, 2013; Vaughn et al. 2013). Early prevention with careful planning is expected to help teachers and facilitators in realizing the wishes of the ministry, education department, education office even schools to achieve target and KPI declining skipping symptoms. The most effective model for school skipping misconduct is prevention. Monitoring of attendance, improving school and community culture, ensuring schools welcome pupils and transformation of school environments, improving pupil and family engagement, and becoming mentors to pupils for academic success are effective strategies in schools to prevent school skipping (Catalog of Truancy Intervention Models, 2018)

Guidance using modules is an intervention in helping individuals in the counselling process Cognitive Behavioural Therapy (CBT) is one of the counselling theories used by counsellors in helping students. According to Seiler (2008) the purpose of the CBT theory is to help individuals to develop self-concepts to effectively overcome situations that can trigger less self-confidence, normalize emotional anxiety, build emotional endurance and problem-solving abilities, encourage the build-up of peer support networks, feel belonging and engagement of students, mingle with other teenagers and enjoy a pleasant and positive experience. Students are involved in disciplinary misconduct due to various factors, among which are due to low self-concept, lack of belonging and lack of factors of engagement itself (Tharshini et al., 2018; Harahap & Pardede, 2017; Järvelä et al., 2016; McFarland, Murray & Phillipson, 2016; Yusop et al., 2015; Ibrahim, 2014; Kamil, 2013; Ahmad, 2013).

This is evidenced by the study Over (2016) when a student loses his sense of belonging, it has negative consequences for their well-being whose focus on social motivation allows them to engage in certain behaviors. Study by Manurung, Keliat & Erwina (2019) state the problems of school teenagers who often occur are skipping schools, dissolution of school rules, smoking, fights and bullying issues. This is due to the development of the child's self-concept of identity disorder. The main focus of the PS3-CBT module is to ensure that skipping behavioural management and efforts to improve positive self-concept, a sense of belonging and high student engagement can bring happiness in the lives of pupils, cluster members get exposure about the need for goals and planning in life, have good relationships with significant people and provide interaction space between each other as well as fostering a good relationship with others.

In accordance with Connecticut State Department of Education (2018) students are considered "absentee" if they are not present at school as usual, attending activities held at school (for example, study visits), for at least half of the normal school days and outside school. A standalone concept is defined as an individual's perception of its self-value. An element that influences a person's self-concept i.e. from (1) individual perception of himself, (2) the evaluation of another person against himself and (3) his assessment of the perception of others to himself. However, Islam has additional elements i.e. an assessment of the Creator's views on himself (Jalil, Yusoff & Ismail, 2017) in order for a person to grow healthy, an individual needs to have a positive concept that exists when a person has a high self-appreciation of himself (Hashim, 2016).

The sense of belonging can be described as the perception of students as individuals, respecting their existence, and their support in a school social environment. It has been proven that there is a significant relationship between the sense of belonging to the school and the presence of schools, preparation for schools, fulfilling the assigned tasks and homework, and their involvement in social and sports activities. Another factor related to the sense of belonging to the school is leaving school (Drolet & Arcand, 2013). While student engagement can be given a definition of students who have a higher sense of belonging than their peers tend to also have higher emotional and behavioural engagement. Gillen-O'Neel (2019) reveals that, if the students' involvement in learning activities is necessary so that learning goals can be achieved; students' involvement in learning involves three interconnected dimensions i.e. behavioral engagement, emotional engagement and cognitive engagement. Pupils with high engagement will be able to achieve good academic achievement, but otherwise, pupils with low engagement will gain low achievement, even causing pupils to drop out. One factor allegedly closely related to the pupil's involvement was his sense of belonging (Priyambodo, 2016).

So this is where the role of counsellors who use CBT theory help individuals in developing students' potential to help control the disciplines performed by pupils in schools. In addition to providing awareness to pupils who have committed disciplinary offences especially skipping misconduct to make changes in attitudes and behaviours to develop their own potential as a whole, encompassing beliefs about positive and negative values of self, emotions and dignity that can be formed in accordance with the norms of society. Therefore, the programme is designed to help target pupils to recognize themselves, self-appreciation and build self-goals towards better good and others.

The misconduct of school skipping discipline should be a major issue addressed in the education system. This is because as discussed earlier students' disciplinary misconduct can lead to the effects of pupils escalating towards delinquency behavior in the future. Guidance teachers and counselling in particular need to identify the factors of students' involvement in the issue of school skipping misconduct among students. Weaknesses in various aspects of guidance management and counselling led to inconsistencies that cannot be addressed among students. This is evidenced in the Malaysian Educational Development Plan (2013-2025), that states specifically in the sixth shift enriching the State Education Department (SED), District Education Office (DEO) and schools to provide specific needs-based solutions where each PPD will be able to adjust the support provided to schools, from the students' presence to the placement of principals or headmasters and teachers, the ninth shift in cooperation with parents, communities, and the private sector is widely demonstrated which can be shown that such involvement leaves a significant impact and benefits including more grades high and low pupil absence, and in the tenth shift, the tenth shift gave birth to the wish of maximizing the students' performance by attributing each programme to the obvious production of pupils.

Nevertheless, in an attempt to find self-identity, teenagers rely heavily on peers to get a life guide in the direction they desire. If the peer-to-be has a positive influence, then the positive attraction is also gained as well as vice versa if the influence is negative, then the teenager will be followed by negative behavior as well. Therefore, various efforts should be carried out so that negative influences can be replaced by positive influences to enable

teenagers to build healthy living values to prepare them to become mature and responsible adults. Guidance teachers and counselling need to be assisted to carry out their roles and prepare as student guides towards the personality development of students. Polemics on skipping issues correspond to Ikhtisas Circular Letter No. 9/ 1975 : Discipline in Schools. School Rules for Pupils, such as informed, one among the objectives of lessons is to instill a disciplinary foundation into the hearts of school pupils. This is the duty and responsibility of all teachers. To repair school discipline, it is important for every teacher to know and understand all the ordinances/Circulars/circulars of the Ministry of Education relating to the conduct and discipline of schools.

The findings of the Performance Dialogue for Petaling Perdana District Schools Bil 01/2020 dated 27 December 2019, suggested that the school implement interventions to ensure the attendance of pupils reaching KPI of 95% for primary and secondary schools. Instructions were also issued that pupils who were absent or skipping can be taken to dispose of schools by following the established procedure which is to send 3 times a warning. Skipping symptoms should be addressed effectively and should not be underestimated. Schoolgirls' misconduct shows that school skipping and skipping classes are one of the highest percentages among students. This also coincides with the Ikhtisas Circular Letter No. 6/1995: Addressing Skipping Problems in school. The school's student misconduct report showed that skipping schools and skipping classes was the highest misconduct of percent involvement among students. The Ministry of Education's desire towards 'Zero Defect' in school skipping and skipping-class problems will be affected if these two problems are not overcome immediately. School porteng and skipping classes are prohibiting the conduct of yarg illegal school rules and if students are left school ponterg and skipping classes so that it becomes practice and habits, it can have a negative impact on themselves, his family and even schools. Subsequently, the conduct allows a student to lose their responsible nature, will be left behind in their studies and most feared they will engage in negative activities.

It is indicated that the issue of counsellors in addressing pupil delinquents is conducted professionally with skipping pupils and diversifying counselling programs that are suitable for them (Hassan et al., 2019; Yahaya et al., 2011). Environmental factors such as residential atmosphere, families and pupils as well as teachers among the dominant factors contribute to the issue of skipping pupils among secondary school pupils. Thus the relationship between counsellors, teachers and pupil imbalances is crucial to curbing protracted issues. The issue of skipping schools not only affects pupils but also affects schools and local communities (Akhir, Matderis & Kamaluddin, 2019). Skipping problems should not be underestimated because it is likely that skipping students will be used by negative elements to do something harmful to society. This problem should be overcome immediately to prevent the onset of various other adverse symptoms strings from skipping behavior (Amin, 2019). The attitude of skipping pupils is influenced by the lazy attitude of pupils and needs to undergo counselling sessions and motivational camps as one of the solutions to overcome the real problem of schooling (Hassan & Muhammad, 2016).

Connecticut State Department of Education (2018) provides preventive guidance for tackling chronic school skipping. By implementing a staged support system, schools and districts can work proactively to prevent pupils from making skipping issues chronic. Among its strategies are promoting a good presence for all pupils, individual strategies that are responsive to the needs of pupils and intensive strategies of inter-community cooperation for

the purpose of reducing the issues faced. Chronic school absences and skipping have been linked to a range of unwanted outcomes for students including increased risk of dropouts, lower test scores, lower educational and social engagement, delinquent, juvenile, and drug abuse (Anderson, Egalite & Mills, 2019).

Hence, with the various problems mentioned earlier, the PS3-CBT module was built to overcome the guidance and counselling services in general and assist aspects of personality development and discipline among skipping pupils in particular.

Research Background

The PS3 module was built based on the Cognitive Theory of Behavioural Therapy (CBT). CBT's approach is designed to help individuals in a form of psychotherapy focused on cognitive, thought and behavior or actions of a person. The interaction between thought, feeling, and behaviour is the core of CBT. Therefore, CBT looks closely at how individuals think and act to help individuals overcome behavioral and emotional difficulties (Rena & Rob, 2007). CBT's theoretical approach is one of the approaches that can be used as a means of treating school skipping pupils and CBT is clearly proven to be one of the basic methods of intervention that has a foundation in psychological theory (Carroll, 2015).

This CBT theory is a combination of cognitive theories with behavioral theories that began in the 1960s (Beck, 1976; Ellis, 1967; Eysenck 1960; Wolpe, 1958). Cognitively means belief, thought, expectation, attitude and perception of an individual, that is, the way an individual thinks. Based on how to think it also affects the way they are married. If the way of thinking an individual is negatively shaped, then the behavior that exists is also negative. This problem can be repaired through various interventions focusing on undermining the beliefs, thoughts and negative attitudes that affect a person's behavior. This approach can be developed into a form of therapy aimed at transforming negative behaviors into constructively positive through various intervention procedures conducted by counsellors (Mamat, Ibrahim & Mohamad, 2017).

In accordance with Rena Branch, & Rob Willson (2007) CBT not only helps people feel better in the short term but also in using scientifically verified strategies to help people get better and stay better in the long run. CBT is used to treat various psychological problems and skipping misconduct as well as helping mmurid overcomes it. Despite the perceived skipping misconduct that the problem was too severe CBT still serves to find the best solutions for counsellors. Pupils may benefit most from their hussunya therapists who can provide support and guidance in a more positive direction. With continuous research, it is likely that more will be learned about which techniques are most suitable for individuals to be more efficient to challenge negative thoughts for each of their misconduct. They are also most likely to think more positively, and think about the reality or real circumstances of their social needs.

Moreover, Arip (2018) and Branch and Wilson (2010) emphasized that to fundamentally understand CBT, Wilding and Milne (2006) has given a basic training model describing the relationship between thoughts on an event, how one's feelings and actions are. The corconnection between thoughts, feelings and behaviors in the CBT, if a person has a negative conversion, it will also be negatively emotional and can be observed where the sensation is negative and acts negatively. On the other hand when a person is positively minded, it will

have an emotion that does not give up and physically it will feel energized and act positively. In other words, how a person speaks to an event is dependent on how it is of view of the events. The truth is that human feelings only have little impact on humans. The feelings result when humans are minded in the way they choose and the emotions resulting from human thinking will produce feelings of happiness or disorder. The combination of thought and emotions in turn forms a reaction and reaction and will turn into a decided outcome about one's self.

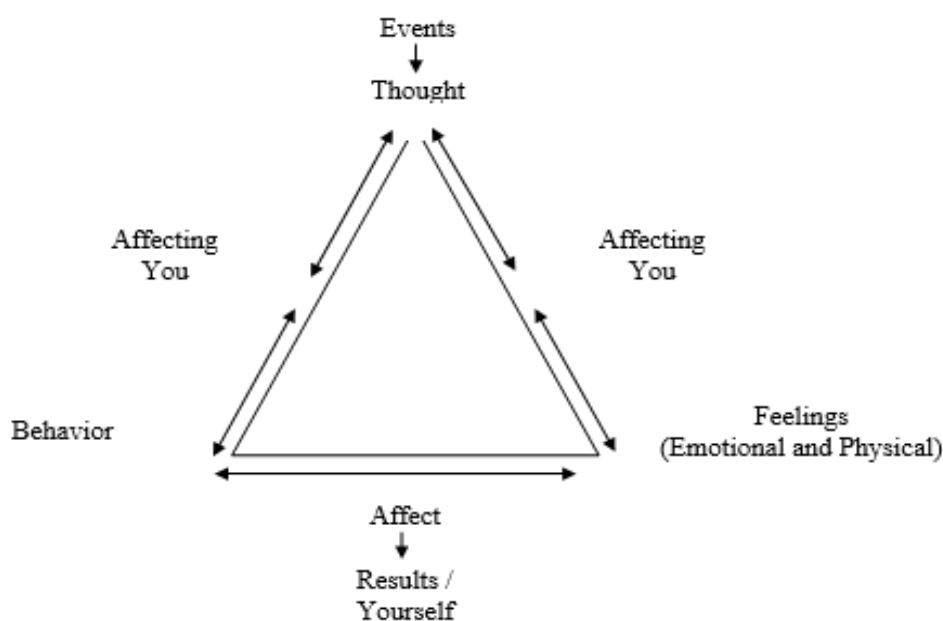


Figure 1: Correlation between thoughts, feelings and behavior in CBT by Wilding & Milne (2006)

The main objective of this study is to review the value of session legality and activities of self concept, sense of belonging, and student engagement of the the 'PS3' module to be developed using CBT approach as illustrated in Figure 1.

Methodology

The design of the study used the design of experimental studies. This study used a quantitative approach (true experiment) which is a study of pretest experiments and post-testing control groups (*pretest posttest control group*) (Kirk, 2013). The study analyzed the quantitative hardships from experts through cumulative scores as well as analysis from specialist records. In planning the construction of a proper guidance module based on the CBT theory the reviewer conducted a needs study to the guidance teacher and counselling before the draft module was consolidated.

The study performs the seriousness of the face, the content of the questionnaire and the contents of the module. This is intended to gain from the extraction of the questionnaire and the module to be used to ensure that it measures the constructs or scales that are measured (Noah & Ahmad, 2008). The facial breakthrough was done by way of questionnaires and modules written by the studyer was given to three experts comprising language experts

and field experts to be reviewed in terms of language suitability and understanding of respondents when using modules and answering the questionnaire (Arip, 2018). While the contents are given to five experts who are selected by sample purpose. A panel of experts from academics consists of lecturers and graduates of philosophy from UPM, UPSI, UKM, UTM and UM. All panels of experts are registered with the Malaysian Board of Counselling.

Findings

Preparing the Draft Module

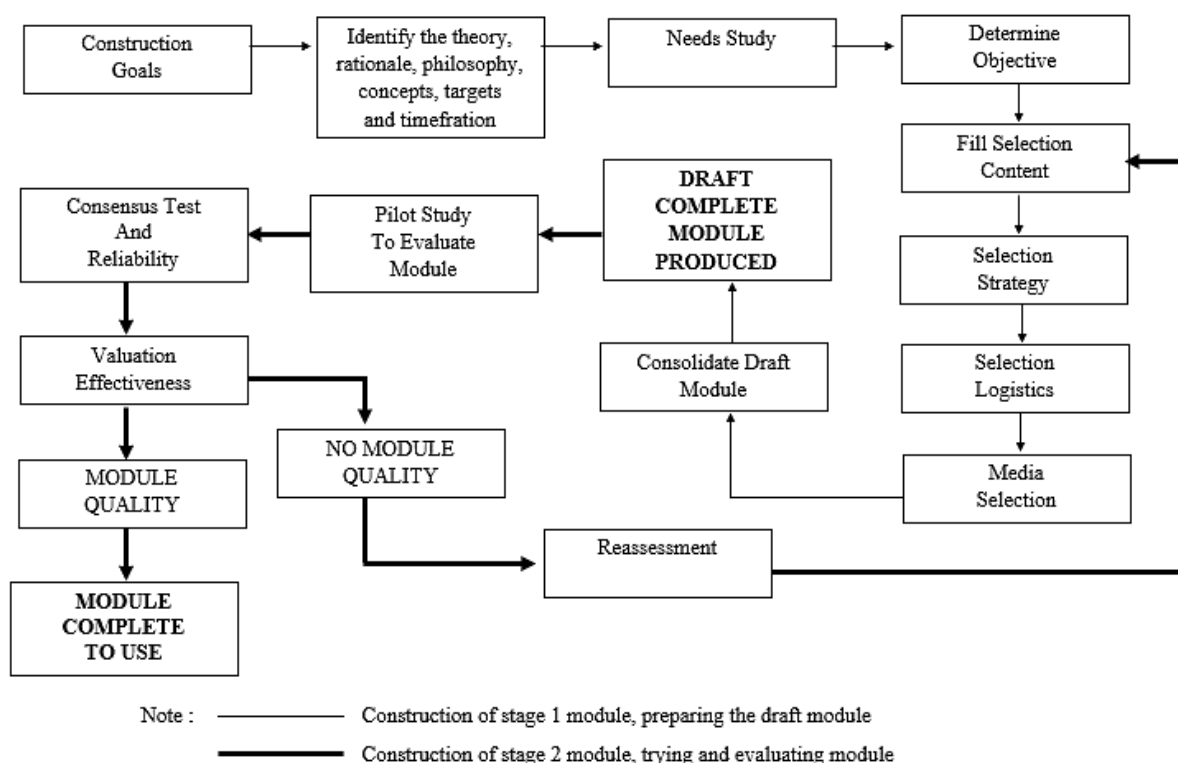


Figure 2 : Sidek Module Construction Model (Noah & Ahmad, 2008)

Figure 2 shows the construction model of the PS3-CBT Module. For the PS3-CBT Module application there are nine cluster sessions of school skipping misconduct treatment submitted. Starting with the construction of the goal of determining in general the purpose of building a module to be produced i.e. a more specific intervention programme to target pupils facing the issue of skipping schools; identify theories, rationale, philosophy, concepts, targets and time frames, for which the theory used consists of a combination of several theories. Studyrs use Self-Concept Model (Fitts & Warren, 1996) explain the self-concept variable. While *School Membership Model* (Wehlage, 1989) used to clarify the flavor enablers belonging to and *Dimensions of Student Engagement* (Fredricks, Blumenfeld & Paris, 2004) for student engagement variables.

The next important step is to study the needs or need assessment. For this purpose, modules have conducted a review of the requirements of stakeholders or parties associated with the target group that will use the module. The step of building specific objectives or purposes of the module in more detail should also be stressed because the objectives of the module must be behavioral in nature which is visible and measured at the end of the implementation of the module. In addition, the selection of contents is also necessary to list, select and screen the contents that you want to load into the module to coincide and

appropriately as well as to select strategies and measures towards the smooth implementation of the module to be produced.

Subsequently, logistics selection is necessary to list all the necessary aided materials modules that launch and facilitate the course of the module and media selection to determine how the module will be delivered. The draft module will go through the second stage of construction i.e. trying and evaluating the module. Session 1 is an introduction to clusters and aims to build relationships; sessions of 2,3,4,5 and 6 are taken from the self-concept domain namely self-identity, self-satisfaction, self-behavior, physical self-suck, moral and ethical self, personal self, family self, and social self. Meanwhile, sessions 7 and 8 are drawn from the domain of taste belonging to positive relationships, a sense of rejection and a sense of acceptance. Subsequently 10 sessions taken from the pupil's engagement domain consist of three elements i.e. effective engagement, cognitive engagement and behavioural engagement.

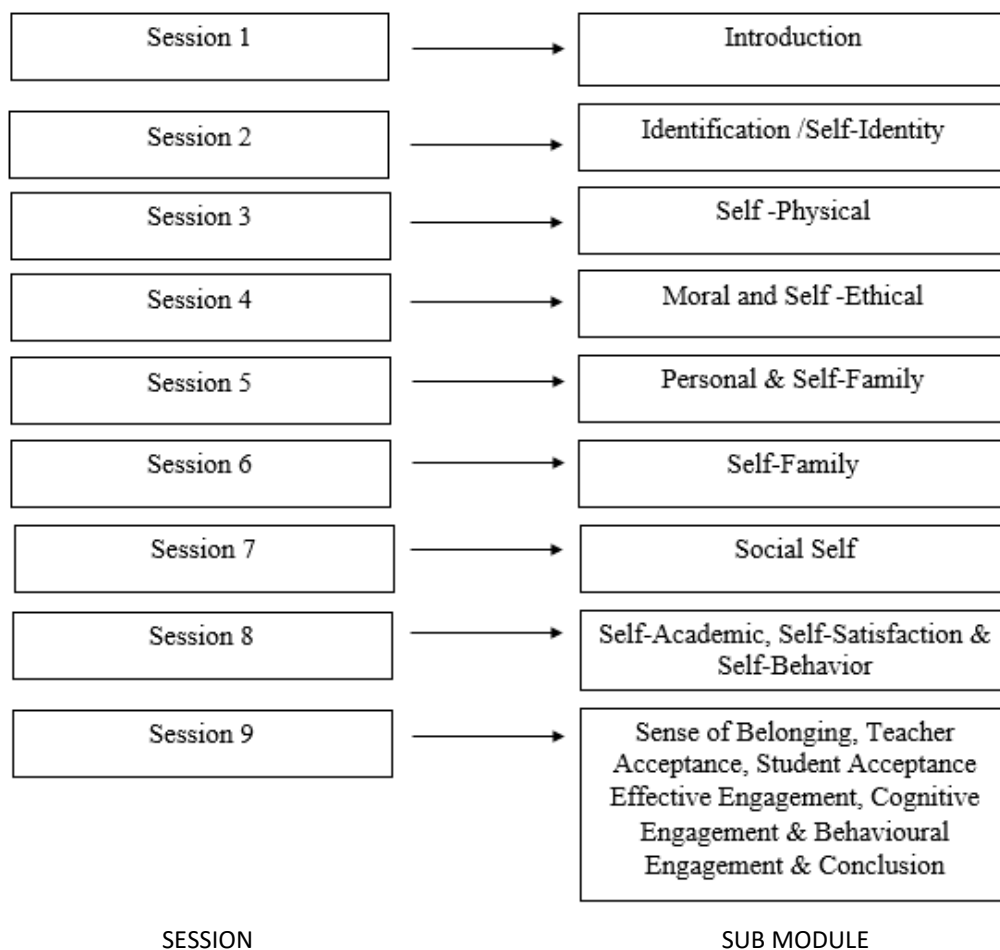


Figure 3 : Session framework and sub module based on CBT Theory

For Session 1 focusing on the introduction and activities carried out are acquaintances, explanations and relationships among cluster members. Session 2 focuses on the aspects of acceptance as well as physical intelligence and activities carried out are pertaining to

perception, health planning, exercise nutrition. For Session 3 focused on the aspect of good and adverse assessment, the activities carried out are related to self-goals and daily diary. For Session 4, how to increase self-edge, the activities carried out are related to applying positive personal self-concepts. For sessions 5 and 6, the focused aspect is how to strengthen understanding and enhance social skills and academic skills. Meanwhile, the 7th, 8th and 9th sessions focused on improving the sense of belonging and engagement of pupils to members and last are the closing activities and activities carried out more on their self-experience reflection.

Generally, although the CBT approach focuses more on thought and behavior, this approach does not mean neglecting direct humanistic, humanitarian or close relationships between cluster members and facilitators. This is because the PS3 module prioritizes therapeutical elements and close relationships between facilitators and members as the primary basis for changing thoughts and behaviors of the success of a cluster depending on the leader, counsellor and facilitator of the cluster (Ahmad, 2008).

Experts' Evaluation

The expert panels group has assessed the content stables of the module, as well as the suitability of sessions and activities (Table 1 and Table 2). The panel of experts also provides insights into the improvements that reviewers can do (Table 3).

Table 1: The value of seriousness according to the Russell Module (1974) of 'PS3' module based on the evaluation of expert panels

Statement	Percent	Expert View
The contents of this module meet the targets of the population	84.00	Received
The contents of this module can be performed properly	80.00	Received
The content of this module is in accordance with the time allocated	88.00	Received
The content of this module can increase the level of self-concept	88.00	Received
The content of this module may increase the level self of belonging	84.00	Received
The content of this module may increase the level of student engagement	80.00	Received

Table 1 show that the minimum percentage value is 80.00% for the statement that the content of this module can be properly implemented and the content of this module can increase the level of student engagement. While the maximum percentage of is 88.00% which is a statement that the content of this module is appropriate to the time allocated and the contents of this module can increase the level of self-concept. Overall the content of the module meets and suits the six aspects of the suitability of the module assessed. Minimal and maximum unequal differences in the assessment of PS3-CBT module do not exist significant differences in expert views.

Content Confirmation of the Module

In order to obtain the validity of specialized formula content used i.e. the number of scores filled by experts (x) will be divided by the total score (y) and multiplied by one hundred. A module is confirmed to have high degrees when it scores above 70% and above (Tuckman & Waheed, 1981; Ahmad, 2002; Noah & Ahmad, 2005). The summary of the formula is;

$$\frac{\text{Total Expert scores (x)}}{\text{Total Score}} \times 100\% = \text{Level of content level of the module}$$

For this study, two specialist verification methods were carried out, that is; a) partitioning in terms of constructive division (sessions) and subconstructs (activities in session) and b) content verification.

Table 2: The value of session and activities of the 'PS3' module based on the evaluation of expert panels

Guidance Session/ Sub Module PS3-CBT	Per cent (Based on Activities)	Experts View
Session 1 : Introduction	93.33	Accepted
Activity 1: You Are Here & Now!	93.33	Accepted
Session 2 : Identification / Self-Identity	91.11	Accepted
Activity 2: Knowing TKT-TSCS, PSSM & SE	91.11	Accepted
Session 3 : Self –Physical	93.33	Accepted
Activity 3: What's Your Perception!	93.33	Accepted
Session 4 : Moral and Ethical Self	93.33	Accepted
Activity 4: Best of Luck!	93.33	Accepted
Session 5 : Personal & Self-Family	88.89	Accepted
Activity 5: What's Next?	88.89	Accepted
Session 6 : Self-Family	91.11	Accepted
Activity 6: Me and Family's Obligations (Play The Script Until The End)	91.11	Accepted
Session 7 : Self-Social	91.11	Accepted
Activitiy 7: My Social Skills!	91.11	Accepted
Session 8 : Self-Academic, Self-satisfaction & Self-Behavior	95.56	Accepted
Activity 8: My Future!	95.56	Accepted
Session 9 : Belonging to, Teachers Acceptance, Students Acceptance	84.44	Accepted
Activity 9: My idol	88.89	Accepted
Activitiy 10: My Lovely Teacher & Friend	84.44	Accepted
Activitiy 11: Need Each Other & Conclusion	80.00	Accepted
Total Values PS3-CBT Module	91.36	Accepted

Table 2 shows the percentage of 11 activities in nine cluster sessions conducted. For the minimum percentage are 84.44 for session 9. Meanwhile, for the maximum percentage is for session 8 which is 95.56. Therefore, based on the overall analysis of the percentage value were 91.36 above 70%. This means that the degree of distress of the PS3 module is reliable

and has strong consistency. In other words, the PS3-CBT module is believed to be increasing measurements that should be measured by the subsection of self-concept, sense of belonging and involvement of pupils. The reliability value of the module considered best by the specialist is more than .80 which is the value of the alternate set to be received by the (Noah & Ahmad, 2005; Edward & Richard, 1979; Ebel, 1972).

Discussion

The main module development design that references this study is the Sidek Module Development Model. There are several studies who also conducted research on the construction of modules using the Sidek Module Development Model. Among them are a combination of descriptive studies and pure experimental studies of randomized group design pre tests, post-testing and follow-up tests (Mahmud, 2017), study design of qualitative and quantitative combinations involving two phases of quasi-experimental methods (Zainuddin, 2017), using the design of the control group's experimental quasi is not similar (Ahmad, 2017), study design using experimental quasi control groups does not similar pre-testing and postal tests (Surat, 2012) and many more are not mentioned here. Model Pembangunan Modul Sidek (2001) has two different stages of approach to its purpose. The first stage is the stage of preparing the draft module. This stage has nine steps beginning with the construction of goals and ending with the consolidation of the draft module (Noah & Ahmad, 2008). While the PS3-CBT module also uses a combination method of descriptive studies and pure experimental studies of pre test randomized groups, post-testing and follow-up tests.

As a result of the assessment of the contents of this module, the minimum percentage was 84.44% and meant the maximum percentage was 95.56%. Meanwhile, for the session and activities, the minimum percentage is 84.44% and the maximum percentage is for session 8 at 95.56%. Therefore, based on the overall analysis of the percentage value was 91.36 above 70%. The findings of content verification by all experts found that the value of the transactions of this module is high which exceeds the minimum level of 70% of the specified level.

Based on the recommendations expressed by assessors, there are several improvements that can be made to improve the quality of the module produced. Among them is that they recommend re-looking at the term use of words used in instruments. The panel also recommended that additional time supplements be given to some activities that require longer periods of time so that cluster members can share their experiences in-depth. Moreover, the panel suggests it necessary to focus on the process in batches, the use of time used so as not too long or too short.

The implications of the study focus on theoretical and practical aspects of education in Malaysia, counselling knowledge, implementation of counselling programmes in schools and PS3-CBT Modules. For educational implications in Malaysia, student problems often associated with skipping misconduct should be assisted by self-concept improvement interventions, sense of belonging and involvement of the pupils themselves. Subsequently the PS3 module which incorporates the CBT approach is proven to have high legality and reliability for both types of clusters carried out. The legal value of the panel of experts is more than .06 which is the minimum value set to be received.

For the findings of magic using whole item correlations (based on the seriousness of sessions and activities as well as the seriousness of Russell Module, 1974) was also significant at level 05. Therefore, the findings provide injections for the study to apply the PS3-CBT approach in providing guidance to reduce skipping behavior of pupils. CBT theory focuses on changing the mindset of an individual (cognitive pattern) to change the behavior and emotional state of the individual. While the theoretical behavioral changes using the PS3-CBT Module can be applied in the specifications of the thought process affecting behavior, the thought process can be controlled and modified, and the desire to change behavior can be influenced by changes in thinking. Subsequently, the thought processes and behavioral strategies aimed at making these thoughts and behavioural changes are important in changing the conduct of absenteeism misconduct appropriately and effectively.

Therefore, the implication of the study is to provide theoretically and practically PS3-CBT Module for the Ministry of Education, the field of counselling knowledge, counselling practices in schools. It is hoped that the success of the reduction of absenteeism misconduct will provide significant relationships to various other variables in the psychological trets of students to form quality students as desired by the country.

Recommendations

The construction of the PS3-CBT Module is based on the Cognitive Behavioral Therapy. The CBT concept is an active, recreative, currently centered theory, and does not require a long session period. Students are helped to get the cause of an unwanted behavior. The usual habit of emotional disorders experienced by a person is based on inappropriate thought patterns and subsequently given guidance to transform a negative behavior in a better direction. This coincided with Branch and Willson (2007) stating that CBT could be applied for behavioral change. CBT theory helps students to see long-standing beliefs and ways of thinking that can affect students nowadays, helping students challenge negative and unwavering beliefs about themselves, others and the world in general. Students are also helped to deal with techniques to make their new beliefs more permanent. Besides that, CBT also gets the opportunity to focus on further personal development as well as help students to live in a positive way even after they largely beat their initial problems.

Meanwhile, the reliability index value of this module is .982 whereas the overall value of session and activities of the PS3-CBT Module was 91.36%. This indicates that this module can be used or applied against pupils with absenteeism misconduct. In contrast, Fraenkel et al. (2012) placed the acceptable reliability decitation value of is .70. The value of the validity used as the basis of this pilot study, refers to the opinion of Noah and Ahmad (2008), the minimum acceptable value is .50. In this pilot study, a total of 40 absenteeism students, in one of the schools were involved as a sample of the study. The sample selection method was carried out in a sample aimed at the absenteeism students who received warning letters 1 and 2 and names recorded in the Student Disciplinary Misconduct System (SDMS) involved as a sample of the study. Therefore, the reliability index value of this module is between two minimum reliability values of .50 and a maximum .70, so this module is acceptable and applied.

The construction of this module complies with the module construction standards with the Sidek Module Construction Model. This module also applies the Cognitive Behavioral

Theory in developing 9 sessions. Therefore, researchers have complied with the conditions and characteristics in the construction of quality modules, integrated and systematic. Therefore, it is appropriate to apply towards students having misconduct of absenteeism. The PS3 module can be used as a guide in implementing cluster guidance on the target groups. Referring to research aspects, experimental studies are proposed to test the effectiveness of the PS3-CBT Module on the aspect of reducing misconduct of absenteeism.

Based on the research findings, several aspects are recommended for future research, as follow:

- a. implementation of pilot studies to see the reliability of the PS3-CBT Module among students.
- b. interventional approach that incorporates the CBT-Module PS3 approach can be conducted experimental studies to see the effects of the PS3-CBT Module in terms of reducing absenteeism misconduct.

Conclusion

All in all, the study successfully built the PS3-CBT Module based on cognitive Behavior theory and past studies. Also through content findings by a panel of experts according to Russell (1974) proved very high value of all statements given by a panel of experts above 80.0 per cent. The equality of comments and expert panel's views on the PS3-CBT Module was also evident when the findings from session activities and modules also gained an overall value of 91.36%. Therefore, it can be formulated that the PS3-CBT module can be developed and used in further experimental studies. This is in line with the following studies conducted to test the effectiveness of PS3-CBT Module in the context of Malaysian students. The construction of this module is expected to provide treatment to negative behaviour on the issue of misconduct of absenteeism students. This module will also be able to guide students in meeting the needs of increased self-concept, a sense of belonging and significant engagement aimed at planning changes to the behavior towards a more positive direction that will further fulfill the aspiration of one of the main shifts in the transformation of the Malaysian Educational Development Plan 2013-2025.

Acknowledgement

The authors are grateful to the Faculty of Education, UKM for funding the publication process of this article via internal research grant (Code: GG-2019-028).

References

- Ahmad, A. (2013). *Kesan Intervensi Psiko-Pendidikan Terhadap Tingkah Laku Murid Sekolah Menengah oleh Guru Bimbingan dan Kaunseling*.
- Ahmad, A. (2017). *Kesan Modul IDEA-i Terhadap Pengaturan Kendiri, Kemahiran Penyelesaian Masalah, Efikasi Kendiri Kreatif Dan Kemahiran Mengurus Tingkah Laku Dalam Kalangan Pelajar*.
- Ahmad, J. (2008). *Modul dan Pengendalian Bimbingan Kelompok*.
- Akhir, N. M., Matderis, N. S., & Kamaluddin, M. R. (2019). Penglibatan Remaja dalam Tingkah Laku Ponteng Sekolah di Sekolah Menengah Daerah Limbang Sarawak. *Malaysian Journal of Youth Studies*,.
- Amin, L. H. M. (2019). Masalah Kecelaruan Tingkah Laku: Masalah Ponteng Sekolah.

- International Journal of Humanities, Management and Social Science*,.
- Anderson, K. P., Egalite, A. J., & Mills, J. N. (2019). Discipline Reform: The Impact of a Statewide Ban on Suspensions for Truancy. *Journal of Education for Students Placed at Risk*,.
- Arip, M. A. S. M. (2018). Kelompok Bimbingan Peningkatan Konsep Kendiri Berdasarkan Kognitif Tingkah Laku.
- Arip, M. A. S. M. (2018). *Pembinaan dan Pengujian Instrumen Penyeldikan*.
- Branch, R. & Willson, Rob. (2007). *Cognitive Behavioural Therapy Workbook For Dummies*. England : John Wiley & Sons, Ltd
- Branch, R. & Willson, Rob. (2010). *Cognitive Behavioural Therapy For Dummies*. England : John Wiley & Sons, Ltd
- Carroll, H. C. M. (2015). Pupil absenteeism and the educational psychologist. *Educational Studies*, 41(1–2), 47–61.
- Catalog of Truancy Intervention Models*. (2018).
- Drolet, M., & Arcand, I. (2013). The Development of the “Sense of Belonging to School” Scale. *Eurasian Journal of Educational Research*, (53), 215–230.
- Gillen-O’Neel, C. (2019). Sense of Belonging and Student Engagement: A Daily Study of First- and Continuing-Generation College Students. *Research in Higher Education*,.
- Harahap, E., & Pardede, N. (2017). Self-Concept in Student Learning and Motivation Truant : Descriptive-Correlational Studies. *GUIDENA: Jurnal Ilmu Pendidikan, Psikologi, Bimbingan dan Konseling*,.
- Hashim, R. C. (2016). Kesejahteraan Spiritual dengan Penghargaan Kendiri Remaja Ponteng.
- Hassan, J., & Muhammad, N. S. (2016). Faktor-Faktor Yang Menyebabkan Masalah Ponteng Sekolah Di Sekolah Menengah Daerah Kulajaya, Johor. *Journal of Educational Psychology & Counseling*, 1(1), 1–9.
- Jalil, S. J. A., Yusoff, Y. M., & Ismail, R. (2017). Pembinaan Konsep Kendiri dari Perspektif Barat dan Islam. *Journal of Usuluddin*,.
- Järvelä, S., Järvenoja, H., Malmberg, J., Isohäätä, J., & Sobocinski, M. (2016). How do types of interaction and phases of self-regulated learning set a stage for collaborative engagement? *Learning and Instruction*,.
- Johari, S. H., Fuad, D. N., Akhwan, S. N. A., Nabila, R., & Apdal, J. (2019). Peranan Kaunselor Dalam Menangani Masalah Ponteng Sekolah. *International Journal of education, Psychology and counseling*,.367-378.
- Kamil, M. A. (2013). Penggunaan Teknik dan Intervensi dalam Menangani Pelajar Berisiko di Sekolah Menengah.
- Kementerian Pendidikan Malaysia. (2013). Ringkasan Eksekutif Pelan Pembangunan Pendidikan Malaysia 2013-2025 (Pendidikan Prasekolah hingga Lepas Menengah). *Bahagian Perancangan dan Penyelidikan Dasar Pendidikan Kementerian Pelajaran Malaysia*,.
- Kirk, R. E. (2013). *Experimental Design 4th Edition Procedures for the Behavioral Sciences*. United State of America : SAGE Publications
- Mahmud, M. I. (2017). *Kesan Program Kerjaya Psiko-Pendidikan Cognitive Information Processing Terhadap Ketidakefektifan Pemikiran Kerjaya dan Efikasi Kendiri Kerjaya Pelajar Di Sebuah Universiti Awam*.
- Mamat, M., Ibrahim, M., Mohamad, Z. (2017). Perbaikan tingkah laku bermasalah kanak-kanak sekolah rendah melalui terapi kognitif–tingkah laku. *Southeast Asia Psychology Journal*,.1-11.
- Manurung, A., Keliat, B. A., & Erwina, I. (2019). Pengaruh *Therapy Supportif* Konsep Diri

- terhadap Konsep Diri Anak Sekolah Dasar. *Jurnal Keperawatan Jiwa*,. 293-302.
- McFarland, L., Murray, E., & Phillipson, S. (2016). Student-teacher relationships and student self-concept: Relations with teacher and student gender. *Australian Journal of Education*, 5–25.
- Noah, S. M., & Ahmad, J. (2008). *Pembinaan Modul: Bagaimana Membina Modul Latihan dan Modul Akademik*. Serdang: Penerbit Universiti Putra Malaysia.
- Over, H. (2016). The origins of belonging: Social motivation in infants and young children. *Philosophical Transactions of the Royal Society B: Biological Sciences*,.
- Priyambodo, F. (2016). Hubungan antara *sense of belonging* pada sekolah dengan *student engagement* pada pembelajaran 1(1).
- Sa'ad, F. M. (2014). *Keberkesanan kaunseling kelompok pendekatan pemusatan insan dan pendekatan psikologi kognitif ad-din ke atas konsep sendiri, kemurungan dan daya tahan remaja hamil luar nikah*.
- Seiler, L. (2008). *Cool Connections with Cognitive Behavioural Therapy*. London: British Library.
- Surat, S. (2012). *Keberkesanan Strategi 4-Meta Dalam Penulisan Karangan Bahasa Melayu Pelajar Tingkatan 4*.
- Tharshini, N. K., Ibrahim, F., Mohamad, M. S., & Zakaria, E. (2018). Tahap Konsep Kendiri, Kesedaran Komuniti, Sokongan Sosial dan Pengintegrasian Sosial bagi Pesalah Muda di Malaysia. *Akademika*, 88(3), 91–100.
- Yahaya, A., Yahaya, N., Hashim, S., Ramli, J. & Krishnan, V. (2011). Perkaitan Antara Gejala Ponteng Sekolah, Kelas Dan Kokurikulum Dengan Pencapaian Akademik Pelajar Di Sebuah Sekolah Menengah Daerah Skudai, Johor Bahru. *Jurnal Teknologi*, 54(1), 25–50.
- Yusop, Y. M. (2015). *Kesan Bimbingan Kelompok Terhadap Konsep Kendiri Murid Sekolah Rendah*.
- Yusop, Y. M., Sumari, M., Mohamed, F., Ibrahim, A. F., & Muniandy, K.(2015). Kebolegunaan modul bimbingan kelompok konsep sendiri: kesan terhadap pelajar. *Jurnal Bitara Edisi Khas (Psikologi Kaunseling)*,.
- Zainuddin, A. (2017). *Kesan Bimbingan Kelompok Menggunakan Modul Kesejahteraan Diri Mualaf (MKDM) Terhadap Kesejahteraan Diri Di Selangor*.