

The Implementation of ‘My Lovely Fish’ Intervention to Increase Attendance among Students for Chronic Absenteeism from School

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Abstract: School Truancy is the most prevalent and serious disciplinary problem in school. Therefore, this study aimed to identify the contributing factors to the problem of school truancy among elementary students and to increase their interest through the use of the ‘My Lovely Fish’ method adapted through Animal Assisted Therapy (AAT) to attend school without exception. The study participants consisted of ten students at an elementary school in Johor Bahru district. The research was carried out in three phases namely group counseling, application of the ‘My Lovely Fish’ method, and granting rewards. Data is collected through observation, interview and document analysis methods. All data were analyzed using checklists, field notes, interview transcripts and student attendance records to answer the research questions. According to the theory of Behavior in studies where through the enforcement system, rewards and tasks can increase student’s interest in bringing them to school without failure. The findings also show that the usage of the ‘My Lovely Fish’ method can reduce the problem of school truancy among students. Thus, the role of the Guidance and Counseling Teacher can be expanded with new approaches to help students to grow physically, emotionally, spiritually, intellectually and also be socially balanced.

Keywords: School Truancy, ‘My Lovely Fish’, granting rewards.

I. INTRODUCTION

Discipline in school need to be controlled in order to create a good environment and a proper surrounding so that the process of teaching and learning can happen smoothly. Therefore, the aspect of student’s discipline in schools should be given attention by school and family followed by the recommendation of the Ministry of Education. Based on the news issued by Astro Awani on 21st March 2018, absenteeism from school hold the highest record in the disciplinary misconduct of school students throughout the year 2017. Former education minister, Mahdzir Khalid said the school absenteeism consisted of 1.4 percent equivalent to 67053 students from nearly five million primary and secondary school students throughout the country in 2017.



Based on Figure 1, it can be summarized that absenteeism is the most widely occurring and problematic issue in school. The medias such as newspaper, magazines, blogs and so forth discussed the pros

and cons of these non-moral activities. However, the Government has been actively involved in analyzing the cause and survival of this polemic occurrence.

Skipping the school is considered breaking school rules and if the student is left to miss the class as to become a practice and habit, it can bring negative impact on the students themselves, their family and school. Furthermore, the conduct will cost student to lose the nature of responsibility, left behind in their studies and the most feared of all, they might be involved with negative activities. (KPM, 1995)

According to the *Kamus Dewan*, 2005:979, skipping school is defined as a run from the responsibility or unauthorized task. According to Ang (2007), skipping the class is defined as absent to school without permission from the headmaster or principal.

According to Abdullah (2004), generally skipping the school is absent from school without a reasonable reason and beyond the knowledge of the parent or guardian. Even so, some are absent but in the knowledge of parents. Skipping is also often associated with issues featuring undisciplined and low moral students. Skipping a school is an old illness that has been rooted since our community identifies the school (Azizi Yahya et.al, 2009). According to Rasidah Omar in Azizi Yahya et.al (2009), the school skipping can be defined as student absences to the school purposely without any reasonable grounds. The time should be populated by acquiring knowledge in the school bench instead of being spent doing unbeneficial activities such as hanging in shopping complexes or recreational centers and entertainment centers.

In this research, an intervention called 'My Lovely Fish' was used to increase attendance to school among 10 students whom are categorized under chronic absenteeism. This method is a result of interventions adapted and was innovated through the Animal Assisted Intervention (AAI). AAI or 'Animal Aid intervention' is a broad term that is now commonly used to describe the use of various animal species in a variety of ways such as therapy, education and activities to benefit people with increased physical, social, emotional or human cognitive function (Victoria, 2017).

Animals are members of the community and humans are being benefitted from them for a variety of reasons such as the source of transportation, food and other products throughout the human history. The latest contribution of animals comes through the form of Animal- Assisted Activities (AAA) and using the animals to assist in human therapy. This are done by observing all form of their behavior and trained activities- Animal Assisted Therapy (AAT) as part of patient's treatment plan.

This method is commonly known as the use of animals in the management of mental health conditions formally referred to as Animal Assisted Therapy (AAT) and is used widely in the West. The most common AAT uses dogs, smaller animals like cats, hamster and fish. The choice of animals depends on its ability to use interactions with specific patients and is mostly divided into domestic animals such as dogs and cats or animal such as horses (Endenburg, 2010).

Various psychological and physiology models have been used to study how the AAT works and how it can be manipulated to produce desired psychological outcomes. One of primordial theories, proposed by Wilson in 1984, is known as the Biophilia hypothesis that ~~it explains that~~ how the human survival of mankind depends on the signal of the animal to show security or threat (Shatheswaran Rajadesinggi, 2018). In terms of modern psychology, the methods are observed through trained animals such as therapy dogs, able to deliver non-peace signals to highly anxious, confused or compulsive patients. However, this form of therapy can only achieve its goals through the type of psychotherapy based on the condition of the disease itself (Shatheswaran Rajadesinggi, 2018).

AAT is a goal-directed intervention where animals are served as therapeutic purposes by health service professionals who are mastery in this field. It includes the activities incorporating animals in therapy as the motivator or facilitator for the prescribed movement. AAA include "meet-and-greet" activities in which pets trained for the purpose of visitation are brought to the children admitted ward for providing them comfort.(Myat Min, 2016)

AAT is a goal-directed intervention in which an animal is incorporated as an integral part of the clinical health-care treatment process. AAT is delivered or directed by a professional health or human service provider who demonstrates skill and expertise regarding the clinical applications of human animal interactions. (Uyemura, 2018)

In Malaysia, the AAT is more applied in special education, where special needs students that own pets become more manageable when dealing with stress compared to students who do not own pets. Animal therapy is capable of increasing self-confidence, body balance, helps children to focus more on how to reduce muscle cramps. If seen deeper, the animals used are relatively large animals in terms of physical appearance such as horses, dogs, cats and fish. (Farah Aziz, 2012).

Thus, researcher have studied and adapt ideas by suggesting the use of 'My Lovely Fish' in the field of guidance and counseling to overcome the problems that have always occurred especially in school. Siamese fighting fish (Betty fish) has been used by researchers in this study. Where, before using this method, researchers will obtain consent from the students who are identified through contract bonds. In this deed, researcher will provide agreement with certain conditions and will obtain a signature from the participants.

As per contract, the pupils must take care of pets prepared by the researcher every day during school hours, resting time and before home. If a study participant was skipping on that day; the fish will not be well cared off and could possibly die of hunger. As such, the students categorized as chronic absenteeism should be present every five days in one week at the school session to keep their fish well. If required, the respondents of the study will be asked to wash the fish aquarium. A percentage of attendance to be achieved at the end of this study will be determined by the respondent at the beginning of the discussion. Indirectly, this activity will increase responsibility, motivation and internal interest to be present without skipping classes as well as creating a love and appreciation of God's creation among the study participants.

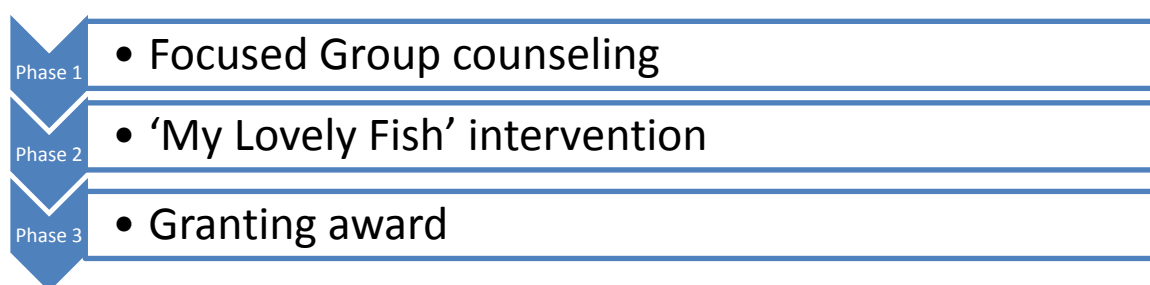
II. RESEARCH OBJECTIVES

The objectives of the study are as follows:

1. To identify the advantages of 'My Lovely Fish' intervention in changing the pattern of the presence of chronic absenteeism student to school.
2. To increase the percentage of the attendance among chronic absenteeism students.

III. METHODOLOGY

The design of this study is a qualitative study. The respondents of the study consisted of ten students who were selected through school attendance record. These ten respondents are selected due to chronic absenteeism. In this study, researcher have conducted three phases of action in stages using a combination of several behavioral techniques. Researchers have implemented the following steps:



First phase: The operation of a focused group counseling session.

Before embarking to this phase, the researcher has received information on the list of student names that are skipping school from their class teachers. This is ensure that students are chosen to carry out group counseling sessions are the ones with low percentage of presence. In addition, researchers have also explained on the importance of attendance to schools without skipping it to selected pupils. The pupils have participated in three focused group counseling sessions in which this study was conducted at one of the primary school in Johor Bahru, Malaysia. Each time of this session takes a period of one hour.

Second Phase: Applying 'My Lovely Fish' intervention for three weeks.

A total of ten students who are categorized as chronic absenteeism were used as samples for the first and second phase. In advance, researcher have briefed on the use of this method so that the students are able to prepare and to be involved in this phase. Researcher has obtained agreement from the study participants through contract bonds which have the conditions and rules to be followed by participants. The implementation period for this phase is three weeks.

In this phase, the researcher use pets which are easy to be cared and in accordance with the level of interest of the students namely the Betty fish. As such, the student shall take care of the pets prepared by the researcher every day during the school. If, the pupils were skipping the day; then the animal (Betty Fish) will not be well cared for and it will be possible that the pet will die. Hence, students must attend every five days in a single week to school to keep their pet well. Indirectly, students will increase the internal motivation and interest to be present to the school without skipping and creating a sense of love and appreciation of God's creation. In this respect, the participants would be able to attend school daily and positive behavioral changes are expected to be seen at this stage.

Third Phase: Granting award

In this third phase, researcher has been using reward techniques. This is an approach to a positive behavior that is easily implemented in schools. By using this method, the positive behaviors of the participants can be improved. Each time a student or a sample of studies behave well or shows positive behavior that is present to the school and to take care of his fish, then he or she will be rewarded as a positive enforcement. This activity was named as 'Get a t-shirt hooray'. A board with participants name code is provided. Researcher will use the origami shirt to include the shirt into the 'Get a T-shirt Hooray' board. End of every week, researcher will award one origami t-shirt for whom presence to the school in 4 days and above. At the end of the study, pupils will be able to get gifts according to the number of origami shirts collected. The Board plays an enormous role in terms of motivating the students to change negative to positive behavior and create sense of responsibility. This has also had a great impact on the students' active involvement in class and at the same time increase the percentage of the presence of the chronic absenteeism students to school.

In this study, researcher has used three data collection methods for data collection purposes conducted on the skipping students. The following is a data collection method. The method used to obtain information regarding the level of change in the student behavior is observation, interview and document analysis.

IV. FINDING AND DISCUSSIONS

Findings on observation

First of all, researcher has carried out unstructured observation before implementing the 'My Lovely Fish' method. Researcher has made early observations by using the field note records to identify the issues of this study and to choose a sample study. Researcher has obtained ten samples from three specific classes in the school through observation method. Below are the results of the field note before the implementation of the study:

Date/Week	: 18/8 -22/8/2019 (Week 1)
Time	: First period on school days
Place	: Ten year four classes
Participants	: All year four students
Observation result	: Researcher has found that there are ten pupils consisting of four different classes often skip the school. A total of ten pupils were absent from the school consecutively and provide no reason.

Table 1: Observation Field note before implementation of study

The researchers conduct three focused group counseling sessions with selected samples, which is the first phase of the study. The researcher conducts structured observation using checklist to find out the reasons why they are skipping the schools. Below is the summary of findings on causes for skipping schools using the check list.

CAUSES	FREQUENCY
Self	28
Friends	23
Teacher	23
Family	16
School Environment	23

Table 2 : Summary of data from checklist according to causes and frequency

According to the outcome of the frequency, among the causes of skipping school occurs are from the aspect of self. Through the checklist, it was found that a total of seven pupils from ten had stated that they were too weak in some subjects and three pupils were less involved in group activities in class; five pupils are embarrassed to teachers and their classmates. In addition, seven samples stated that they did not understand what teachers are teaching. A total of four pupils were saying yes to the late awake construct. When the questions are asked deeper, there was a pupil who stated that he had to help his mother at the food shop at late night and it made him difficult to wake up early in the morning to school.

For the second construct which is friend, six pupils stated that they were always interrupted by a friend in class, and faced misunderstandings with classmates. Six samples stated that they did not close to any of the classmates because they are new to the school. Researcher ask the reason of moving to the new school, and the sample stated that it is due to family issues. This gives an impact on researcher thinking because; friends play an important role in influencing one's behavior especially at the young age.

For the aspect of teacher, samples stated that they do not like coming to school as there is a teacher who is always scolding them, the process of learning is boring, a fierce teacher, and some teachers who are always derogatory and often ignored the samples.

In addition, the family aspects have influenced someone to be involved in the school skipping problem. Three samples of study stated that they did not come to school as they did not paid the bus fare. Five samples have stated that the parents were divorced. Four samples stated that they were asked to take care of the younger siblings at home and some also stayed with (their) grandparents.

Furthermore, (the) aspects of school environment are also the cause of this problem. Based on the checklist findings, sample study stated that there was no interest to come to school for a number of reasons. Among them are lose interest to the class environments, unconducive classes and school rules that are too rigorous.

Researcher has used the field note records as evidence for observation method during 'My Lovely Fish' intervention for three weeks. With this, researcher has determined the time and criteria to be observed such as attendance of samples to schools and to counseling room, behaviors and reactions of samples. The following are field notes throughout three weeks of 'My Lovely Fish' technique implementation.

Table 3 Field note for week one implementation of 'My Lovely Fish' intervention

Date/ Week	: 25-29/8/2019 (Week 1)
Time	: 9.30-10.30 am
Place	: School counseling room
Observation result	: S1-Present 3/5 days in the first week and good pet care. S2-Present 2/5 days in a week and less satisfying pet care. Only present on the first day and last day in the first week. On the fifth day, the fish were dead, and researcher replaced with new fish. Researcher asked S2 to attend the school every day to ensure the fish is healthy and -alive. Absent with no reason. S3-Present 2/5 days of the week and less pet care as the fish is dead. S4-Present 3/5 days of the week and fish care well. S4 also stated that the reason for

present for 2 days is because his grandfather had died.
 S5- Present 3/5 days in a week and fish care is quite satisfactory. S5 is only present to the counseling room when called by researcher
 S6-Present 4/5 days in the first week and fish care was very satisfying.
 S7-Present 3/5 days in the first week and fish care was satisfied .
 S8-Present 4/5 days in the week and fish care was very satisfying.
 S9-Only present on first day and the fish has died.
 S10-Present 3/5 days and good pet care.

In conclusion, during the first of 'My Lovely Fish' implementation, no full attendance was recorded except on the first day. All samples were present on the first day because, researcher has stated about the activities that will be implemented throughout three weeks at the last counseling session. So, the matter attracted all ten samples to attend the first day of implementation of the intervention method. There are two samples that are present for 4/5 days, five samples are present three days and two people who only present for two days of the first day and on the fifth day, but unfortunately on the fifth day the fish died due to not enough food. A sample was present on the first day and his fish was found dead on the fifth day. The samples present to the school four days have got 'a t-shirt hooray'. Tokens are given to attract other samples to be present without skipping and as a reward.

Table 4 Field note for week two implementation of 'My Lovely Fish' intervention

Date/ Week	: 1-5/9/2019 (Week 2)
Time	: 9.30-10.30 am
Place	: School counselling room
Observation Result	: S1-Present 5/5 days in the second week and good pet care S2-Present 3/5 days and good pet care. S3-Present 3/5 days and good pet care. S4-Present 3/5 days and fish well cared. S5-Present 3/5 days and fish care is quite satisfactory. S6-Present 3/5 days and fish care was very satisfying. S7-Present all days and very satisfying fish care. S8-Present all days and good pet care. S9-Present 3/5 days and good fish care. S10-Present 3/5 days and good pet care.

In conclusion, during second week of implementation of the 'My Lovely Fish' intervention, four samples were present without skipping. Six more samples have been present for 3 days in this second week. All samples have shown interest to attend the school. Once in school, almost all samples come to the counseling room and to see their fish. The samples that present all days to school were getting 'a t- shirt hooray '. Tokens are given to attract other samples to be present without skipping and as a reward.

Table 5 : Field note for week three implementation of 'My Lovely Fish' intervention

Date/ Week	: 8-12/9/2019 (Week 3)
Time	: 9.30-10.30 am
Place	: School Counselling room

Observation result :

- S1-Present all days and good care of pet.
- S2-Present 3/5 days and satisfied pet care.
- S3-Present 3/5 days and good pet care.
- S4-Present all days and very satisfied pet care.
- S5-Present 4/5 days and good pet care.
- S6- Present 4/5 days and satisfied pet care.
- S7-Present all days and very satisfied pet care.
- S8-Present all days and very good pet care.
- S9-Present 3/5 days and good pet care.
- S10-Present 4/5 days and satisfied pet care.

In conclusion, during last week of implementation of 'My Lovely Fish' intervention method, five samples were present without skipping. A total of 3 samples were present for four days and two samples were present for three days in the third week. All samples have shown interest to attend the school. Once in school, almost all samples went to the counseling room to see their beloved fish. The samples present to the five-day school were getting 'a t-shirt hooray'. Token are given to attract other samples to be present without skipping and as a reward.

Below is a summary table on samples attendance, level of pet care and feel of the samples for the implementation of 'My Lovely Fish' technique for three weeks.

Table 6: The comparative patterns of sample attendance within three weeks of implementation of 'My Lovely Fish' intervention.

Sample	Week 1	Week 2	Week 3	Pet care level	Total present days	Total "Hooray T-shirt"	Feeling of getting rewarded
S1	3	5	5	very good	13/15	2	happy
S2	2	3	3	good	8/15	0	-
S3	2	3	3	good	8/15	0	-
S4	3	3	5	satisfactory	11/15	1	satisfied
S5	3	3	4	good	10/15	1	satisfied
S6	4	3	4	satisfactory	11/15	1	satisfied
S7	3	5	5	very good	13/15	2	happy
S8	4	5	5	very good	14/15	3	very happy
S9	1	3	3	satisfactory	7/15	0	-
S10	3	3	4	satisfactory	10/15	1	satisfied

Based on the results of the observation method jotted on the field note record of the implementation of 'My Lovely fish' intervention method for three weeks, it can be concluded that initially on the first week; The samples were not very active and were still less interested in attending school. This condition can be seen based on their absences and poor pet care process. Researcher can see a positive behavior in the participants where they are willing to attend to the school and come to the counseling room to keep their pet well. The participants went followed the specific time given as they know that full attendance in a week and good animal care process will be rewarded. The situation was supported by two samples of studies (see table 6), which researcher found that efforts were taken by them when they did not receive rewards then they tried to attend and change the appearance of attendance throughout the second and third week. This is because; the sample of research believes that they can win gifts in the coming weeks if the full presence and the pets are well cared. This belief has resulted in forming a new behavior, which is continuing to be present to school that will cause changes to the school's attendance patterns. This process is repeated by the sample of the study throughout the three weeks and the result of the period to reduce the absence of pupils to school in the final week.

The comparative results of the field note to the implementation of 'My Lovely Fish' intervention with regard to aspects in terms of attendance in the week, pet care as well as the participants' feelings when they get rewards have shown that the use of 'My Lovely Fish' has increased the interest of pupils to attend the school without skipping. Therefore, the behavioral theory believes that one's personality will be formed by the

experience (Hamilton, 2007) and fulfills the Thorndike learning law, which is the sample of study is prepared to engage in action, practice for three weeks and create a positive impact on the changing behavior.

Findings through interviews

To answer this study, researcher has used the interview method. The interview was conducted with class teachers before and after the 'My Lovely Fish' method was implemented for identified samples. In addition, researcher has also interview all the selected samples after implementation of the intervention method. Talks between researcher and samples were recorded as transcripts. The interview methods were analyzed and all data collection was compiled according to their respective themes to obtain their perception on the chosen issues.

The finding of interview with class teacher

Researcher undertook an interview with class teacher to all samples of studies before and after action was executed. Researcher have chosen a semi-structured interview because it is very flexible and such conditions are able to provide space for a sample study to describe what to share with the requirements of the issue. Given that the samples were selected from three different classes, the interview was implemented with all three class teachers. Interview data analysis is discussed according to few themes such as opinion on school skipping, level of school skipping problem at school, time or phases where school skipping usually took place, causes that cause school problems and actions that have been taken to overcome the problem.

All three class teachers has stated that absenteeism is more to the deed of students in school where one is absent to school without acceptable reasons. One of the teacher even said that school skipping can be compared to infectious disease, which no medication but must be controlled before spreading to others. When questioning about the level of school problem in the school , all 3 teachers said that it has been increasing nowadays as the school students are vary from different aspects such as family background, socioeconomic status and some even have their own family issues that have been bothering them.

Referring to the third theme which is questioning about the time or phases which this school skipping problem happens, the teachers respectively answered that it is usually after midterm break and year end examination. This is because the exams are over and parents do not send their kids to school. Moreover, one of the teacher has stated that during first day of school which is Sunday, the number of absences do increase because parents who are working on all days are only available on Sunday and they mostly wanted to spend time with their children.

Meanwhile, the teacher also mentioned that some of the pupils still unaware of the importance of studies. They also stated that this issue happened due to poor family background, separated parents and some even could not afford to pay school bus fares. One of the teachers has said that some pupils' attitude and behavior such as being lazy should be treated to overcome this issue. They also mentioned some of the school activities that has been done to overcome this issue such as motivation talks, school 0% absenteeism program.

The researcher conducted an interview with all the same class teachers after the implementation of intervention. They showed satisfaction after the decrease in number of absence after the intervention. One of the teacher has said that this technique should reach more student until the school is able to achieve a target in the attendance list.

Findings of interview with study samples

The researcher conduct semi-structured interview with study samples after the implementation of 'My Lovely Fish' intervention. This interview is to get some information about their feelings and actions to be taken after this.

Based on the interview, all the study samples have stated that they enjoy and feel delighted with the implementation of 'My Lovely Fish' intervention in which the process involve living things and they are assigned to pet them well. One of the samples said that he was having fun coming to school because there is a fish to see and take care of. The study samples also stated that this activity is able to attract and pose a sense of responsibility. Researcher see that all the samples of the study require a school environment that can meet their interest and a hobby so that they can attend the school every day.

Moreover, the study samples showed that they would try to come to school without skipping and will be actively involved in all activities carried out by the school in and out of the classroom. The use of 'My Lovely Fish' in reducing the absenteeism is one of the means that it can meet the needs and interest of a student in school. In addition, there is a sample stating that for three weeks, he is present to school just to take care of his fish. However, he has also entered the classroom and followed a learning session. It is indirectly able to provide awareness on the importance of attendance to school without skipping.

Overall, researcher has found that the sample studies are tempted and can increase their interest to attend the school without skipping with the implementation of 'My Lovely fish' intervention method. This activity is able to change the study sample's behavior to feel more motivated in attending school without skipping. With this, they will be prepared and practice to try new things to change a behavior and if the impact is good, then the behavior will continue and this process has fulfilled the Thorndike learning law (Melati Sumari et al, 2014).

Researcher has conducted document analysis to support the findings from interview and observation. The researcher has analyzed the attendance record book of the study samples to review the pattern of attendance with cooperation and help of respective class teachers. After analyzing the record book, researchers found that there were significant changes before and after the 'My Lovely Fish' method was implemented to reduce the problem of skipping classes among primary school pupils. The following is the result of analytical records of students to school attendance.

Table 7 Summary of attendance record for three weeks of study samples before implementation of 'My Lovely Fish' intervention

Week/ Sample	1 (4-8/8/2019)	2 (11-15/8/2019)	3 (18-22/8/2019)	Total days of absence
Sample 1	2/5	3/5	2/5	7/15
Sample 2	3/5	3/5	4/5	10/15
Sample 3	2/5	2/5	3/5	7/15
Sample 4	3/5	1/5	3/5	7/15
Sample 5	4/5	1/5	4/5	9/15
Sample 6	2/5	1/5	3/5	6/15
Sample 7	4/5	4/5	3/5	11/15
Sample 8	2/5	3/5	2/5	7/15
Sample 9	3/5	3/5	4/5	10/15
Sample 10	3/5	3/5	2/5	8/15

Table 8 Summary of attendance record for three weeks of study samples after implementation of 'My Lovely Fish' intervention

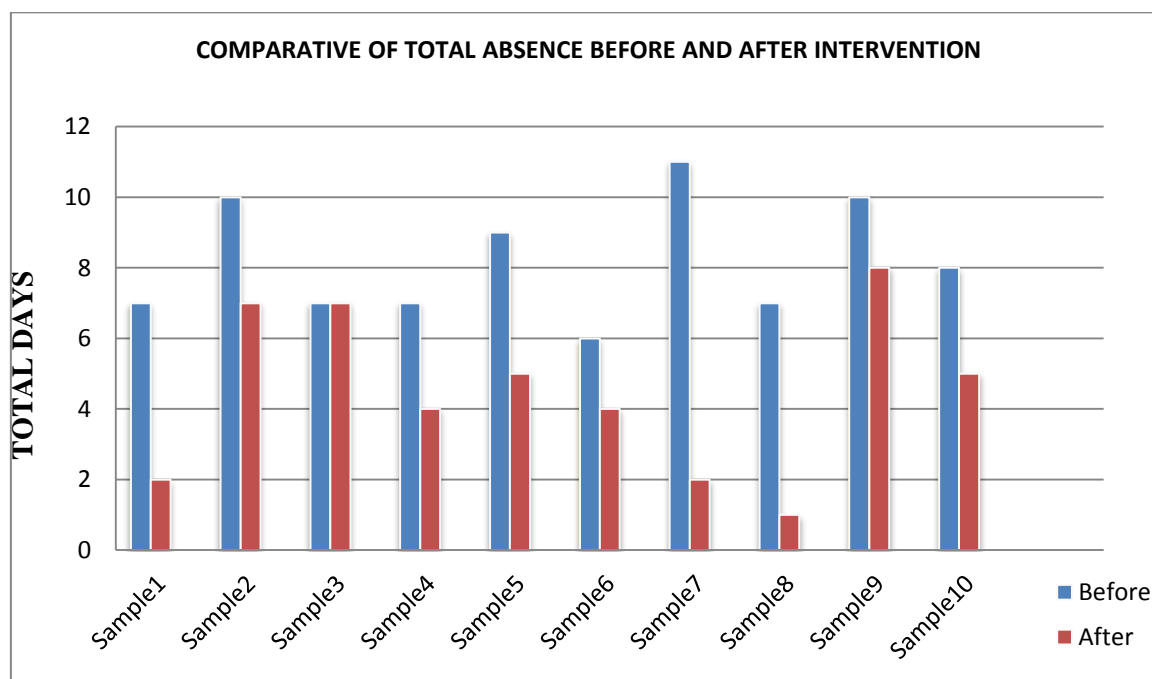
Week/ Sample	1 (25- 29/8/2019)	2 (1-5/9/2019)	3 (8-12/9/2019)	Total days of absence
Sample 1	2/5	0/5	0/5	2/15
Sample 2	3/5	2/5	2/5	7/15
Sample 3	3/5	2/5	2/5	7/15
Sample 4	2/5	2/5	0/5	4/15
Sample 5	2/5	2/5	1/5	5/15
Sample 6	1/5	2/5	1/5	4/15
Sample 7	2/5	0/5	0/5	2/15
Sample 8	1/5	0/5	0/5	1/15
Sample 9	4/5	2/5	2/5	8/15
Sample 10	2/5	2/5	1/5	5/15

Table 9 Comparative patterns of sample attendance within three weeks before and after implementation of ‘My Lovely Fish’ intervention

Total days of absence/ Study samples	Before	After
Sample 1	7/15	2/15
Sample 2	10/15	7/15
Sample 3	7/15	7/15
Sample 4	7/15	4/15
Sample 5	9/15	5/15
Sample 6	6/15	4/15
Sample 7	11/15	2/15
Sample 8	7/15	1/15
Sample 9	10/15	8/15
Sample 10	8/15	5/15

Based on table 9, the number of days of absence before the implementation of ‘My Lovely Fish’ intervention was higher than after the implementation. For example, total days of absence for sample 7 before were 11 days and after three weeks of implementation it reduces to two days in three weeks’ time.

With all the findings, researcher found that the ‘My Lovely Fish’ intervention is capable of giving a boost to study samples to continue to attend the school without skipping. The findings were also a testimony of the present percentage of the sample of study to school before and after the ‘My Lovely Fish’ intervention together with the reward which is a highly effective behavioral form. The following is a comparison between the total days of absence in each sample within three weeks before and after the implementation of ‘My Lovely Fish’ intervention in graph bar.



As we all are aware teachers act as an agent of socialization change in reducing this problem by bringing changes in student behavior (Ismail, 2018). According to *Ragbir Kaur 2005*, modification of behaviors can be defined as a plan to modify problematic behavior into a given goal with appropriate techniques. The implementation of ‘My Lovely Fish’ intervention has actually increased the percentage of students' attendance which are poor before. This intervention is an idea that is adapted through Animal Assisted Intervention (AAI). The AAI or Animal aid intervention is a broad term that is now commonly used to describe the use of various animal species in various ways such as therapy, education and activities to benefit people by helping animals to promote the increase of physical, social, emotional or human cognitive function (Victoria, 2017).

As this study can bring positive changes to the attendance of students to schools, researchers and school counselors have been planning to continue this method with pupils with similar problems from other classes. According to the assumption of behavioral theory as set out in the Thorndike law, through the system of gifts, reward and assignment can help them to practice good behaviorism and change to betterment in order to increase the interest of the pupils in attending to the school without skipping.

V. SUGGESTIONS

After undergoing this study by using 'My Lovely Fish', researcher concluded that this way is useful to reduce the problem of skipping to school. The findings have also proven that the use of this intervention in accordance with three phases can attract the interest of students to attend the school without skipping. However, the proposed follow-up action is required in this study to enhance the effectiveness.

Therefore, researcher suggests that further studies are carried out in addition to the activities to reduce the problem of skipping in primary school pupils. It also suggested that the study was on the other hand by taking more participants from various districts or states to obtain the scope and results of different aspects of the culture and the student's environment which are consisted of various groups.

This study can also be expanded by means of interview or knowing the family members of the study participants. With this we can identify how the environment in home affects the behavior of a student that trigger the problem of skipping the school.

In addition, the 'My Lovely Fish' intervention which has been implemented by the researcher involves a fairly high cost and the good care process. This is because researcher have used 12 Betty fishes as an action material given to ten participants separately in ten small aquariums. Through, the researchers have faced challenges to take care of the fishes in 10 small aquariums each day after the school's time ceased. Therefore, this will need to be reacted with a simple method which is to put all the fishes in one large aquarium so that the pet care process can occur properly and easily. Researcher also suggests that 'My Lovely Fish' who use Betty Fish in this study can be replaced by other pets to suit the school environment.

Therefore, the researcher feel that the proposed suggestions will further enhance the effectiveness of 'My Lovely Fish' to reduce the problem of skipping the school among students in primary school.

VI. CONCLUSION

In conclusion, researcher have concluded that the use of 'My Lovely Fish' is one of the tasks and rewards is an example of a positive preform that changes the sample behavior of the study, which is not always present to the school to the conduct of a trial to the school without skipping. According to Walgito (2002), the behavior is a person's response or reaction to external stimulation and internal stimulus, however, most of the behavior of the person in response to external stimulation environment.

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