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Exploring the Learning Problems and Academic Achievement of Orphan Students through Psychoeducational Group Intervention

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Abstract

An orphan is a child without a mother or father. Orphans are also noble children in the eyes of God Almighty and other human beings. Efforts to build orphans who continue to progress towards a meaningful life for the well-being of themselves, the community and the country need to be carried out in a balanced way in all fields, especially the academic field. This study explores the factors influencing learning problems and student academic achievement through psychoeducational group intervention. The study participants comprised six students at an orphanage between the ages of 8 to 13. The research methodology is qualitative, using a case study design. A total of 4 psychoeducational group intervention sessions were conducted face-to-face. Interview and observation data were analyzed using a thematic and coding process to generate themes. The findings of the study resulted in 4 main themes which is 2 themes for objective (i) and 2 themes for objectives (ii) namely (1) Learning Style (2) Cognitive Style (3) Individual Factors and (4) Environmental Factors. The implications of this study can provide information and guidance to Guidance and Counselling Teachers at schools and the dormitory administration to find factors that cause learning problems and student academic achievement and find new alternatives for students in the review session. A suggestion for future studies is to apply the psychoeducational group intervention module in this study to a larger group so that comparisons can be made.

1. Introduction

The school system in Malaysia introduced Guidance and Counselling Services starting in the early 1960s. Each school is recommended to obtain a career teacher who guides students in guidance and vocational according to the Ministry of Education Circular Letter 1960 on guidance and counselling. Mok (2010) [25], Malaysia should be provided with guidance and counselling services especially in secondary schools, according to the Ministry of Education Malaysia in 1963. This guidance and counselling service was changed face when Certificate 79 was issued. The Cabinet Committee Report on the Implementation of Education Policy (1979) stressed the importance of enhanced guidance services in schools, as stated in Certificate 79. "It is certified that schools' Education and Career Guide Service should be fully implemented. This service should focus on coaching activities and not merely career guidance activities."

Mok (2010) [25], in the Discipline study, Chapter IV, the certifications on guidance and counselling services are revealed as follows: 238. In the Schools' Guidance and Career Services Plan up to 1978, 3,208 teachers, including head teachers, were given basic courses or training in coaching and career services. 239. Pupils are easily influenced by something interesting that can be seen in their environment. 239.1 It is certified that the Guidance and Career Service in schools shall be fully implemented. This service should emphasize coaching activities and not solely career guidance activities. To date, various changes and reforms are being undertaken towards the effectiveness of Guidance and Counselling services. Every year the School Division of the Ministry of Education conducts studies and monitors the implementation of Guidance and Counselling services in secondary schools. Considering the effects reported in the Report on the Effectiveness of Guidance and Counselling Services in Secondary Schools. The Ministry continues to channel this service to the primary school level.

According to Jamaludin *et al.*, (2004) [18], although it is recognized that the child's innate nature likes to imitate something interesting, it is good, but imitation does not result in the deterioration and collapse of discipline. In this regard, guidance from teachers is urgently needed. In this study, the guidance and counselling services are for improving academic excellence. Among the task areas implemented in this academic excellence are the selection of subjects involving core subjects, the selection of elective subjects and the selection of subjects according to career interests. Efforts to build orphans that continue to

progress towards a meaningful life for the well-being of themselves, society, and the nation should be carried out in a balanced manner in all areas, especially in the academic field. The effectiveness of this school's guidance and counselling services will create a balanced, high-spirited, visionary, and competent orphan.

Education is the most effective way to improve living standards and make individuals more independent. In addition, even though these orphans have no parents, they still have the interests and ambitions of other individuals who still have parents and parents. However, a few of these people are still looking for a career that suits them (Ab. Halim *et al.*, 2008) [1]. Therefore, some voices state that orphans cannot compete with individuals who still have parents due to the lack of impetus that can move their spirit to learn or work. Being seen because they are orphans who have no parents, they are more quickly affected by their peers and involved with unhealthy symptoms. Thus, this has created a negative perception of the community and, thus, a lack of job supply for the orphans.

In addition, some of these children are underexposed about the careers they will face in the future. If they get a good career, they no longer must rely on other individuals and will be more independent in facing their lives. They don't even care for them when they leave the orphanage. There are also problems related to a lack of self-confidence in this group. This makes them prefer isolating themselves from society, and some cannot adapt to the surrounding conditions. Therefore, these orphans should be given equal opportunities with children who still have parents and fathers. Without aspiration, these children will make mistakes in choosing their careers. This is because they have no motivators or individuals who can help them select the right career according to their level (Muhammad Shafiq & Noraini, 2018).

2. Objectives of the Study
1. Exploring problems affecting orphan learning.
2. Exploring problems affecting the academic achievement of orphans

3. Literature Review
Psychoeducational Group Intervention
According to Aslina Ahmad (2013) [5], the number of students involved in group psychoeducation interventions is at least three to five a group. This was emphasized by Corey (2010) [10], who stated that more attention and focus could be given in a group that is not too crowded for the discussion to go smoothly and that the group should have the same issues to discuss. In addition, psychoeducational interventions are more structured, discuss specific issues, and focus on self-awareness, not deep self-exposure (Zazula *et al*, 2019) [36]. Compared to regular counselling sessions, psychoeducation involving the time spent was shorter.

According to Corey *et al.*, (2010) [10], psychoeducational interventions involve providing information that is relevant and appropriate to the problems faced by the students involved. Students are guided to acquire the information they need through cognitive and behavioral strategies. Thus, it can be said that psychoeducational interventions use cognitive approaches to achieve the goals of a given intervention. The inability of a student to find, understand and formulate information becomes a cocoon for them to develop well.

Learning Problems
The Third Edition Hall Dictionary (2002) something or everything that is a problem, (various) problem, question. In the context of this study, the problems in question are learning problems, i.e., peers, respondents' personalities, and laziness. The problem in achieving academics is not being able to understand the lessons, not being able to answer exam questions, and the respondents consider the subjects difficult. Students with learning difficulties are among the students who are at risk in terms of understanding and storage of information as their ability to focus is poor. According to Komalasari (2019) [20], students with learning difficulties refer to students with various learning difficulties, especially in reading, writing, and counting.

According to Komalasari (2019) [20], among the characteristics of students with learning difficulties include difficulty learning skills, following instructions and poor concentration. Baum *et al* (2021) [7], stated that the weakness of the concentration of students with learning difficulties is due to attention that is easily diverted from one stimulus to another. This is due to the difficulty of observing and filtering important information from various stimuli in their environment. This will affect several learning skills, including listening and receiving instruction, engaging in teaching, and learning activities, and frequent offences in schoolwork and homework (Dogru 2014) [12]. At the same time, understanding the academic concepts that are also affected can stimulate these children to interfere in the classroom (Haraway 2012) [14].

Academic Achievement
According to the Third Edition Hall Dictionary (2002), achievement means what is achieved, acquired, or performed. On the other hand, academics are related to academies (higher or higher education centers) and are of a nature or contain knowledge (high or in-depth). In other words, academic achievement is more focused on the grades obtained by a student in the exam being occupied. If a student achieves good grades, it means they achieve excellence in the academic field and vice versa.

According to Muhammad Shafiq & Noraini (2018) [26], various studies state that the factors contributing to the students' academic achievement are the learning method, the teacher's teaching approach, and the student's attitude. There has been an increase in the involvement of educators in identifying factors that influence students' academic achievement. A study conducted by Aydemiz & Kaya (2015) [6], found that in terms of student factors, academic achievement is significantly influenced by student traits such as students' interests, motivation, and attitudes. In addition, Aydemiz & Kaya (2015) [6] also noted that some students enter the class with bad perceptions, low expectations of the subject and their ability to succeed. Thus, it can be shown from the perception of students that they are not confident in their abilities, which will affect their academic achievement.

Orphans
Third Edition Hall Dictionary (2002), Child: man, or animal still in the womb or newborn Orphan: a child whose father died~ a child whose death is the death of both parents. In the context of this study, the selected sample consisted of the death of the father or the death of both parents. Jamaludin *et al.*, (2004) [18] conducted a study involving orphans. Where

their study aimed to identify depression problems among orphanage residents. In addition, a study by Ab. Halim *et al*., (2008) [1] aimed to examine the problems students face from people with low incomes in Selangor, especially in the Sabak Bernam district. According to Collings and Davies (2008) [11], discussions on the self-construction of children in shelters should consider two aspects, namely the issue of orphans that need to be saved and the child's rights. The right of the Orphan to explain that the placement of an orphan should depend on needs such as food needs, protection, and proper education where all of them can be found in the care institution. At the same time, the child's rights are to be close to the family member or in a comfortable environment.

Guidance and Counselling Teachers
According to Hudson & P (2022) [16], a counsellor is a person who has completed a training plan prepared, met the licensing requirements and competency examinations in compliance with certain codes of conduct and by being responsible for the results of his assistance. Guidance and Counselling Teachers need to be aware of their role's importance in shaping these orphan students' future. The guidance and counselling services are for the improvement of academic excellence. Therefore, guidance and counselling teachers must conduct individual and group counselling programmed and sessions more specifically for orphans living in the Walidaina Orphanage Care Centre, Seremban.

4. Study Methodology
The design of this study is a qualitative study in the form of case studies through psychoeducational group counselling interventions. Qualitative methods help researchers obtain in-depth information on a case which helps the researcher to

have a deep understanding of the context discussed. According to Chua Yan Piaw (2014) [9], something unique from the experience of study participants can be learned from the findings of the case study.

Study Participants
The participants selected were non-randomized in the form of targeted sampling (*Purposive Sampling*), which is six students aged 10 to 13 years old at the Walidaina Orphanage Care Centre, Seremban. The study participants consisted of six male students. All the participants selected were those who agreed to participate in the study. The basic criterion for selecting participants is that they are students who receive poor examination results and selection assistance from the hostel administration.

Data Collection Methods
The findings were obtained through verbal interview sharing and module activities conducted. The study was conducted in three sessions arranged face-to-face. This method was chosen because this design can explain in detail the factors that cause learning problems and academic achievement and the impact of academic deterioration on pupils.
The interview and observation data are transcribed into the text for analysis. These data are analyzed using thematic analysis. Interview questions and module activities are guided by the exploration based on each session's goals. The interview session from start to finish was recorded using a recorder with the consent of the study participants. Through interview techniques and module activities, the views and experiences of the study participants were explored in depth, including the intervention results. Thus, the researchers could clearly understand and see the effects of the group of psychoeducational interventions.

Implementation of Counseling Sessions

Number of Sessions	Explanation
First Session	▪ Introductory sessions, restructuring and relationship building. ▪ The activities share about oneself and create partnerships among group members. ▪ Realizing self-confidence and communication between study participants.
Second Session	• Exploring the problem academics and behavior as well as identifying self-advantages and weaknesses through writing activities in A4 Paper. • Counsellor guide and relate between the problem academics and the behavior of respondent. • Each member of the group shares the learning outcomes.
Third Session	▪ Exploring the academic achievement and identifying what they like in the school through writing activities in drawing papers. ▪ Conduct individual counselling to make exploration more effective.
Third Session	▪ The last session is formulation and termination. ▪ Termination is made with each participant giving a summary and the counsellor giving praise and encouragement.

Data Analysis Methods
Interview and observation data were analyzed using thematic and coding processes to produce themes. Specifically, data analysis uses thematic analysis guided by six easy steps (Campbell *et al*, 2021) [8]. The six (6) steps are: (1) Familiarizing yourself with the data, (2) Generating initial code, (3) Searching for themes, (4) Examining themes, (5) Refining and naming themes, and (6) Generating reports.

5. Finding of Studies and Discussions
This chapter will be described in detail the analysis of the findings of the study. The findings answered the objectives

of the studies listed by the reviewers. Data are obtained through interview techniques conducted on a group basis of psychoeducation using case study methods. The study involved six students at the Walidaina Orphanage Care Centre, all of whom were male. In this study, they will be coded as Study Participants (PK); PK 1, PK 2, PK 3, PK4, PK5 and PK 6.

Demographic Information of Study Participants
Based on Table 1, the demographic distribution of study participants is selected according to gender, age, exam results and position in the class. The study participants were six male students between 10 and 13 years old. Study

participants were selected to explore learning problems and academic achievement.

Table 1: Distribution of study participants by gender and age

S. No	Study Participant Code (PK)	Gender	Age	Examinition Result / Position in the Class
1	PK 1	Man	10 years old	2A 1C 3E (26/29)
2	PK 2	Man	11 years old	1C 2D 3E (26/26)
3	PK 3	Man	12 years old	1C 2D 3E (25/29)
4	PK 4	Man	12 years old	1B 1C 2E (23/27)
5	PK 5	Man	13 years old	2B 1C 3E (21/30)
6	PK 6	Man	13 years old	1C 3D 2E (27/31)

Below are the findings for research objective (i) which is Exploring Problems That Affect Orphan Learning. There are 2 themes obtained from the interview session with the study participants, namely **Learning Style** and **Cognitive Style.**

Theme 1: Learning Style
1. Learning Techniques
Appropriate learning styles are important for improving students' academic achievement (Ridzuan *et al.*, 2018) [30]. Chambers argues that students should use learning styles as their strength in the academic field. This is because the appropriate way of learning characteristics will make students at all levels more motivated and thus increase academic achievement. In this subtheme (i), PK (1) and PK (3) stated that no technique or learning style is used where they rely only on spiritual efforts before the exam and rely only on doing schoolwork. This makes one of the factors for their learning difficulties where there is no method such as asking the teacher or making learning notes. Below is an excerpt of a sentence from the results of an interview with the study participants.

*"... **We perform the hajat prayer** because before the examination Ustaz asked us to perform the hajat prayer..."* (PK 1)

"... "I'm doing schoolwork... if I don't have my schoolwork, I will look back at the exercise that the teacher gives before..." (PK 3)

Gas *et al.*, (2017) [13] also supported this factor and introduced the freestyle of terrain and field-leaning. Among the characteristics of field-freestyle students are the love of formally interacting with the teacher, learning goals from internal causes and the love of self-designing ways of learning. Therefore, the appropriate learning technique for a pupil determines competence and ability to assimilate the knowledge learned with excellence and effectiveness

2. Teaching Techniques
Teaching techniques by a teacher play an important role in students' academic achievement. Less effective teacher-teaching techniques will affect pupils' learning problems, thus impacting pupils' academic achievement. According to Amtu *et al.*, (2020) [4], the creativity created by the teacher

will be a model for students to form creativity indirectly. Teachers need to deliver the lesson's content creatively to achieve the teaching and learning objectives. They need to ensure that creativity is applied in the teaching and learning process to make students more creative (Maley & A, 2015) [23]. In this subtheme (ii), PK (1), (PK5) and (PK6) stated that the teaching techniques delivered by teachers are the root cause of their learning mismanagement. The following is an excerpt from the interview results with the study participants.

*"... Teacher teaches us like we are in University because **she teaches us with fast mode** and teacher teach us only with speaking without have any activity in the class... I felt bored..."* (PK 1)

*"...I don't think that my teacher has any plan before he teaches us because we can say that every day, he kept repeating the same thing... It's like **he doesn't have a new thing to teach and I don't have a new thing to learn..**."* (PK 5)

*"... I've told my teacher that I don't understand a theory... I'm more to practical in Science Subject but she still **teaches us with open the book and just give an exercise**...."* (PK 6)

Creativity in teaching and learning will shape creative-minded students in performing an assignment. Scholars and psychologists say creativity is also needed for the development of a country, especially in an era of globalization filled with transformation, challenges, and competition. The importance of creativity has long been known in the development of a society and a country (Puccio & G.J, 2017) [29].

Theme 3: Cognitive Style
3. Difficulty Understanding the Subject
According to Huertas *et al.*, (2017) [17], cognitive style refers to the way a person obtains, processes, and evaluates information received. This style influences how a person scans and observes the environment for information, how to organize and interpret it, and how to integrate their interpretation into mind maps and theories that will stimulate subsequent actions. Understanding such a matter is difficult if a person's cognitive style is moderate. In this subtheme (i), PK (1), PK (2) and PK (5) stated that their difficulty in understanding the subjects taught by the teacher was one of the factors in their learning problems. The following is an excerpt from the interview results with the study participants.

`"... because it's hard... I don't like English Subject because it's hard to understand and make me feel dizziness because I need to remember past or present tense..."* (PK 1)

*"...another one like need to build sentence or an essay... I don't like to build sentence because I have **to think a lot even in Malay subject**..."* (PK 2)

*"... the other subject is like half and half, not like and no hates... like a Mathematic Subject, I have interest

in Mathemati Subject but doesn't like the numbering...
I feel dizzy when looking at the numbers...*(*PK 5)

Each student learns differently because there are differences in the ways and styles of learning. Most of the studies proved that cognitive style significantly impacts student learning (Al-halafawy *et al*, 2014) [3]. Based on their observations and studies, also concluded that students could process information effectively if the information is presented in a form compatible with their cognitive style.

Below are the findings for research **objective (ii)** which is Exploring Problems Affecting the Academic Achievement of Orphans. There are 2 themes obtained from the interview session with the study participants, namely **Individual factor** and **Environmental factors**

Theme 1: Individual Factors
1. Self-Attitude
For the subtheme of Individual Factors, PK (2), PK (3) and PK (4) responded similarly, stating that one factor in obtaining low
marks and influencing their academic achievement are due to the laziness and boredom present in themselves. Feeling lazy is one of the students' lacks responsibilities for themselves and their academics. The following is an excerpt from the interview results with the study participants.

*"... sometimes I **feel lazy to think**, **lazy in the class** because I'm sleepy but I don't know why I felt like that..."* (PK 2)

*"... I went to school **just for met my friends**. I don't like to study in the class because **whenever I try to focus, I felt sleepy**..."* (PK 3)

*"... maybe **because I'm a lazy person**... I'm lazy to answer the examination question... It's like that I only answered a question that I know, that's why I only got 2 marks in English paper..."* (PK 4)

These findings show that learning problems among orphans arise from themselves. Three study participants among the orphans agreed with this finding and said that the main cause of the learning problem is their lazy attitude. Orphans feel lazy to learn. After all, they feel there is no reason for them to succeed in their studies because they want to be proud of their mother and father.

2. Motivation
In the second subtheme, all the study participants showed that motivation was a factor in academic achievement. In contrast, they felt that the lack of enthusiasm for learning was due to a lack of encouragement and support from family members. In addition, PK (2), PK (4), and PK (5) also assume that the distance between them and their families causes a loss of motivation in learning. Orphans feel lazy to learn. After all, they feel there is no reason for them to succeed in their studies because they want to be proud of their mother and father. This study has also been supported by Von *et al*., (2014) [33], who state that many studies that prove that orphans are deeply affected in terms of children's aspirations, passion, interests, and motivation in education as if they feel lost their place to share a sense of joy and

pride if they succeed in education or no longer want to keep going. The following is an excerpt from the interview results with the study participants.

*"... I feel **lazy** when I wake up in the morning. because my mom not around... I just missing my moment with mom at home... My mom preparing my breakfast before I went to school..."* (PK 2)

*"... every time I see my friends with their parents like attend the meeting for take the examination result, I felt sad... I just only say in my heart that I want to be like them. I want my parent always stay near with me **so that I can more enthusiastic with my school**..."* (PK 4)

*"... because I'm not with grandma. **I excited if there's a mom and grandma here.** I want to succeed just for them but now they're not here so what for I got a good result in examination..."* (PK 5)

3. Interest
Interest is one of the important things that can drive someone to do something they want. In this third subtheme, PK (1), PK (3) and PK (6) stated that they felt bored, as if they had no interest during the learning session. According to *Ho et al*., (2020) [15], interest in learning greatly influences learning outcomes because if the learning material does not follow student interests, students will not learn well. If learning without interest, students will be lazy and not get satisfaction in the following learning. When students have an interest in learning, they will show several indicators, according to Slameto (2010) [31], namely (A) there is a feeling of liking for learning, (b) there is a strong desire for mastery and involvement with learning activities, (c) There is a high feeling of interest in learning, (d) There is awareness as an educational subject and aware of the need for learning and (e) knowing the purpose of learning. This is one of the factors that affect their academic achievement. The following is an excerpt from an interview with the study participants.

*"... Another reason is because I **feel bored in the class**. It feels like I don't want to do anything on that day..."* (PK 1)

*".... **I'm always feel lazy to think** and feel tired in the class because I feel sleepy... maybe because I'm sleeping late at night..."* (PK 3)

*"... Sometimes I can focus but sometimes I can't but mostly can't focus on teaching process because I always feel **sleepy in the class**... In my mind, I just want to play football and able to represent the school in football matches..."* (PK 6)

A person's interest is very important because it can influence whether the student wants to study or not. If a person does not have a high interest in a field, it will hinder a person from achieving outstanding achievements (Johari & Norsuriani, 2011) [19]. Wu *et al*., (2015) [35] highlighted that a pupil's interest in a lesson is a force that will encourage pupils to study diligently. This means that a pupil or student's interest in a subject is very important as it can

encourage a person to strive harder and more actively towards achieving excellent results.

Theme 2: Environmental Factors
1. Family
Parents' involvement in the child's achievements often gets researchers' attention. This statement is also supported in the Wilder & S (2014) [34], which showed that Pearson's correlation analysis findings significantly associated parental involvement and student achievement. Regression analysis found that parental involvement contributed 74.5% to students' academic achievement. Parents play an important role in creating an appropriate learning environment and ensuring their child's learning process is correct. This is because the family is the first environment for children from birth, and a child's basic education starts in a family. In this subtheme (i), PK (1), PK (5) and PK (6) state that there is no encouragement from family members that causes their academic performance to be affected. The following is an excerpt from the interview results of the study.

*"... **because of my mom not around here**... I always miss to be near with my mom... If I'm like the other friends which is sitting at home and my mom pick me up back from school every day, I'm pretty sure must be more eager to go to school..."* (PK 1)

*"... **I miss my brother**... I still remember when we are in kindergarten, my brother and I always went to school together and if he not going to school, I'll pretend that I'm sick so I can be with him at home... now he stays with my aunt and I don't see him for a long time..."* (PK 5)

*"... because **my friends stay at home, they have parents who** can monitor them when they study... if they don't understand something, they can ask their parents immediately..."* (PK 6)

The study of Levickis *et al*., (2022) [21] affirm that clear communication between parents and children has allowed parents to interact well to engage in children's studies. In this regard, in this communication, the children have the space to be friendly, exchange views on knowledge, and ask the parents' opinions on their studies. This statement is also supported by the study of Norhaida *et al*., 2015) [27] at the Selangor International Islamic University College. Studies show that parental factors through communication have the most significant relationship with students' academic performance.

2. Teacher
The surrounding community generally labels teachers as *role models* to students. Students often observe everything that is conveyed, or the movements performed by the teacher. The teacher is also arguably a student's parent on the school grounds. This is because teachers are directly involved in educating and guiding students. This statement is supported by a study by Mohamad Johdi *et al*., (2012) [24] which shows that 100% of students support the assertion that teachers are the main guides. In the study of Adedigba *et al*., (2020) [2] showed that teachers significantly influence student performance in subjects. In this subtheme (i), PK

(1), PK (3), and PK (6) state that the teaching methods presented by the teacher are less satisfactory and poorly understood. The following is an excerpt from the interview results of the study.

*"... Yes, the math teacher **teached me that I could not understand**... The teacher likes to be angry and likes to punish us if we didn't finish schoolwork..."* (PK 1)

*"...I don't understand what my teacher teaching. For example, like English Subject, I like English Subject, but **I don't understand** what my teacher teaches..."* (PK 3)

*"... Because I don't understand. **The teacher teaches us in a fast mode with slower voice, it is hard for us to hear her**..."* (PK 6)

The role of the teacher as a guide is seen in various aspects, whether in terms of quality, the attitude of the teacher and the teaching methods performed in the classroom. According to Onyema *et al*., (2019) [28], quality teachers can increase students' commitment to learning activities and intellectual involvement in the teaching and learning process in the classroom. In addition, quality teachers also increase students' interest and create a positive attitude towards students. Storage & J.H (2018) [32] also agreed with the statement in which stated that quality teachers are creative in choosing the right learning strategies that can cause the delivery system to become more effective, attractive, and able to stimulate students' interest in learning. On the other hand, the low quality of teachers indicates how to teach teachers in poor classes.

6. Conclusion
In conclusion, there is no doubt that the problem of learning and academic achievement does not only occur among orphans. However, there is no doubt that children who lack social support will be at greater risk of learning and academic achievement due to the lack of social support from their immediate parents and family. Therefore, this study explored the problems of learning and academic achievement of orphan students to know more clearly and accurately about the factors affecting the learning problems and academic achievement at Pertubuhan Anak Yatim Darul Aminan, Seremban.
Psychoeducational interventions can provide study participants with knowledge and literacy on factors contributing to their academic achievement problems and their efforts towards self-development to carry out their responsibilities. However, this study only provides exposure in the early stages as the study participants are primary school and 13 years old student. This provides some explanation and insight to the study participants on what factors are causing their academic achievement problems and assists them in making improvements and readiness for the future.
The researcher hopes that this study can be used as a guide for Primary and High School Guidance and Counseling Teachers as well as the dormitory administration to help students who have problems in academic achievement and learning problems. The information obtained can be used as a reference to improve in order to be in line with the goal of the school and the government that everyone has equal

rights to succeed including orphans. As a suggestion for future studies, the module that has been used in this study can be apply to orphans at the University level to see the difference in academic achievement factors between orphans among pupils and the University student.

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