





## Teaching at rehabilitation schools: An exploration of approaches

 Noor Insyiraah  
Abu Bakar<sup>1+</sup>

 Abdul Talib  
Mohamed Hashim<sup>2</sup>

 Azlina Abu Bakar<sup>3</sup>

 Mohd Muslim Md  
Zalli<sup>4</sup>

 Izazol Idris<sup>5</sup>

<sup>1,2,3,4,5</sup>Faculty of Human Development, Sultan Idris Education University,  
Malaysia.

<sup>1</sup>Email: [insyirah@fpm.upsi.edu.my](mailto:insyirah@fpm.upsi.edu.my)

<sup>2</sup>Email: [abdul.talib@fpm.upsi.edu.my](mailto:abdul.talib@fpm.upsi.edu.my)

<sup>3</sup>Email: [azlina.ab@fpm.upsi.edu.my](mailto:azlina.ab@fpm.upsi.edu.my)

<sup>4</sup>Email: [muslim@fpm.upsi.edu.my](mailto:muslim@fpm.upsi.edu.my)

<sup>5</sup>Email: [izazol@fpm.upsi.edu.my](mailto:izazol@fpm.upsi.edu.my)



(+ Corresponding author)

### ABSTRACT

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Teaching approach.

The purpose of this study is to explore the teaching approaches that are appropriate for juveniles so that they can gain knowledge and skills in line with current demands and develop their potential. A qualitative approach was employed, specifically a constructivist grounded theory research design, involving 15 teachers and three administrators from the three rehabilitation schools. To ensure an in-depth exploration of these issues, data was collected using semi-structured interviews. Observations were also carried out in order to support the interview data and to give a full picture from various perspectives. The findings showed that the teachers practiced various teaching approaches that were appropriate for the conditions and problems of the juveniles at the schools, as detailed in this article. Additionally, the results also revealed that teachers need to choose appropriate teaching approaches to ensure that effective learning can be provided to juveniles, who on average do not have a good educational background and tend to drop out of school. Given that the results of this study are based on the experiences of teachers with extensive backgrounds in teaching juveniles, it is hoped that it will offer valuable insights and fundamental direction to future teachers who will be tasked with instructing juveniles.

**Contribution/Originality:** This study focuses on the teaching practices implemented for juveniles. Most studies focus more on the teaching issues in regular day schools, but little attention is given to rehabilitation schools. Thus, this article extends the knowledge concerning issues related to teaching juveniles in the context of Malaysia.

## 1. INTRODUCTION

Juveniles at rehabilitation schools are individuals who have committed delinquency or a criminal act. However, due to their age, they are not sent to adult prison but instead placed at rehabilitation schools as per the [Child Act \(2001\)](#). In the Child Act, the term 'child' refers to an individual under the age of 18, and juveniles are categorized as children. This Act states that juveniles need to follow the various plans specified by rehabilitation schools in order to improve themselves. An example is the emphasis on learning in academic classes and skills workshops. The rationale is to ensure that they gain knowledge and skills in line with current demands and develop their potential ([Hausam, Franke, Lehmann, & Dahle, 2022](#); [Valente & Caravita, 2021](#)).

However, they seem to face certain learning difficulties. These include low levels of capabilities (Coker, 2021), little interest in lessons (Drury, DeLisi, & Elbert, 2020), and low achievement (Engstrom & Scott, 2020; Hourani, Litz, & Jederberg, 2019). Thus, teachings that are appropriate for these problems concerning juveniles are necessary in order to fulfil their needs, resulting in holistic and maximum development (Pytash & Kosko, 2020).

The purpose of this study is to explore the teaching approaches or methods that are appropriate for juveniles so that they can master maximum knowledge and skills. Undoubtedly, adequate knowledge and skills acquisition can help them gain employment (Balqis, Hajar, Zabdi, & Hajar, 2021; Lotti, 2022), achieve well-being in life (O'Connor, 2021) and avoid repeating their offences after they are released (Hausam et al., 2022; Newton et al., 2018). Specifically, this study seeks to answer the following question:

- i) How is the teaching approach implemented by teachers in Malaysian rehabilitation schools?

## 2. LITERATURE REVIEW

### 2.1. *Child Act 2001 and the Establishment of Rehabilitation Schools*

There are several rehabilitation schools in Malaysia for juveniles who commit offences that contravene the country's law. Among these schools are those managed by the Malaysian Prison Department (MPD), the Department of Social Welfare (DSW), and the private sector. Each rehabilitation school under each government agency (the MPD and the DSW) and private agencies has a distinct way of implementing rehabilitation programmes, but the main objective is to rehabilitate juveniles (Azhar, Wahab, Yusuff, & Arshad, 2018; Esa, Salleh, & Mohamad, 2017; Woźniak, 2016).

A Sekolah Tunas Bakti (STB) is a rehabilitation school under the supervision of the DSW that accepts teenagers who were involved in delinquency and sent to the school under a court order (Nur-Najaa, 2021). The establishment objective of an STB, as stated in section 65 of the Child Act 2001, is not merely to detain but to provide education and skills training in addition to guiding teenagers to display good behavior and become individuals who can positively contribute to society. They are sent to an STB under a court order under Paragraph 91(1)(f) or Section 46 of the Child Act (2001). The maximum detention period is three years, but they may be released early with the approval of the minister and the board of visitors for certain reasons. Currently, the country has nine STB schools, which separate juveniles according to gender.

### 2.2. *Juveniles' Learning Problems and the Need for Appropriate Teaching Approaches*

The main focus of an STB is on rehabilitation programmes to improve the behavior of juveniles (Bakar, Dawi, Hashim, Zalli, & Suppian, 2023; Hassan & Rosly, 2021; Zakaria & Zulkifli, 2017). However, in line with the current need to ensure that juveniles master certain education and skills training, rehabilitation schools also run academic classes and skills workshops (Esa et al., 2017; Sew-Kim, Tan, Nainee, Viapude, & Kailsan, 2018). In addition, education is vital for juveniles as it helps ensure comprehensive development (Nazirah, Fauziah, Nor, & Daniella, 2020).

However, there is a view that teachers at rehabilitation schools face various challenges and issues that are quite different from the issues faced by teachers at schools for regular students (Coker, 2020; Houchins, Shippen, Schwab, & Ansely, 2017; Mathur, Griller Clark, LaCroix, & Short, 2018; Pytash & Hylton, 2022). For example, teachers need to face the reality that this group has little interest in learning (Drury et al., 2020; Wexler, Reed, Barton, Mitchell, & Clancy, 2018), have poor achievement (Hourani et al., 2019; Nagamuthu, Samah, Jaffri, & Tahir, 2019; Von Stumm, 2017), and low school attendance (Abu Bakar, Dawi, Hashim, Md Zalli, & Saleng, 2021; Mansor & Jodi, 2020; Somers et al., 2021). Hence, teachers face problems when juveniles at rehabilitation schools have little interest in studies and possess low academic abilities. This is despite the fact that education is one of the most important components in the process of rehabilitating juveniles. In addition, teachers also face challenges when juveniles with different levels of academic abilities are placed in the same class (Chin & Nor, 2020).

Furthermore, some juveniles have learning difficulties (McGriff, 2021; Reed, Miller, & Novosel, 2017; Someki & Allen, 2021; Tannis, 2014) and low intellectual levels (Chin & Nor, 2020; Engstrom & Scott, 2020; Mallett, 2014). Due to the various problems among juveniles at rehabilitation schools, it is important to explore the teaching practices that have been used by teachers to help this group of students learn. This is because appropriate teaching practices can fulfil the needs of juveniles at rehabilitation schools (David Coker, 2020; Pham et al., 2017).

According to Wexler et al. (2018), teachers need to be smart in their use of teaching practices to ensure that juveniles can master the knowledge and skills imparted to them. For example, as stated by Pevtsova, Sapogov, Timofeev, and Knyazeva (2016), project-based teaching practices, as well as teaching that meets juveniles' ability levels and discusses the issues pertaining to juveniles' interests, such as social issues, substantially help juveniles increase their knowledge mastery. Meanwhile, Winn (2011) showed that teaching practices such as theatre and art programmes not only facilitate juveniles' understanding but also stimulate the generation of new ideas, thus indirectly developing their cognition and interest. Further, according to Pytash and Li (2014) and Pytash (2016), learning effectiveness increases when teachers incorporate literature and art in teaching. Steele, Bozick, and Davis (2016) view computer-aided teaching and individual-based teaching as important aspects in teaching juveniles. This is because individual-based teaching helps juveniles, who have different abilities, understand the lesson content more easily. Pytash and Kosko (2020) added that teachers need to consider using multimedia, hands-on and practical activities, and group discussions in teaching, because these approaches can attract juveniles' interest to learn.

Based on the literature review, teachers who teach juveniles have diversified their approaches. What is discussed above is based on reviews of research that took place abroad, and the general conclusion is that there is no specific way or practice to teach juveniles at rehabilitation schools because each juvenile has different learning problems and capabilities.

However, in the Malaysian context, research on teaching approaches for juveniles is lacking and has not been given much attention compared to other countries. Thus, to fill the gap on this topic, this article intends to specifically explore the teaching approaches practiced by teachers at rehabilitation schools in the context of Malaysia.

### 3. METHODOLOGY

#### 3.1. Research Design

This study used a qualitative approach known as Constructivist Grounded Theory (CGT). CGT focuses on social phenomena that occur in society (Tie, Birks, & Francis, 2019) with the specific aim of finding answers to the questions of "what" and "how" (Charmaz, 2014) pertaining to something that happened. This fits the scope of this article, which is to explore the teaching approaches implemented for juveniles at rehabilitation schools. Also, the CGT approach (Charmaz, 2014) was chosen because the study's data was derived from interviews between the researcher and the respondents (Sedano, Ralph, & Péraire, 2017; Tie et al., 2019), and the respondents' experiences could be explored in a natural context without any manipulation (Creswell & Poth, 2018). Moreover, CGT enabled the researcher to obtain a deep understanding of the aspects explored (Flick, 2018; Gibson & Hartman, 2014). In the context of this study, it refers to the teaching practices for juveniles at rehabilitation schools in Malaysia.

#### 3.2. Study Respondents

For the qualitative research, this study used non-random purposive sampling because it allows the researcher to select respondents accurately, comprising individuals who could provide detailed answers to the study (Creswell, 2013; Creswell & Poth, 2018; Merriam & Grenier, 2019). A total of 15 teachers and three administrators (juvenile affairs) were selected from three rehabilitation schools in order to obtain comprehensive data. In general, these teachers teach in rehabilitation schools that house juveniles aged 10 to 18 who attend academic classes or skills

workshops. Among the criteria considered in selecting the respondents for this study were gender diversity, voluntary participation in the study, and the ability to provide full cooperation. Participants' willingness to participate voluntarily in this study was important so that they would not feel burdened in answering all the study questions, and it is also one of the ethics of research studies (Merriam & Grenier, 2019). Another criterion was that the teachers must have more than five years teaching experience so that the data obtained could answer the objective of the study accurately. Likewise, the administrators were required to have more than five years of involvement in managing juvenile affairs.

### 3.3. Data Collection

There are three types of interviews in research, namely structured, semi-structured, and unstructured. This study conducted semi-structured interviews because they involved questions that were developed earlier, but the questions could change according to the interviewer's suitability in addition to having open answers (Othman, 2017). Probing questions could also be asked during the semi-structured interview sessions (Creswell & Poth, 2018; Marshall & Rossman, 2016). Therefore, semi-structured interviews fitted the context of this study in order to obtain detailed and in-depth data from the open and probing questions posed to all the respondents. Semi-structured interviews are in-depth and intensive; if the data did not reach saturation, then the respondents were re-interviewed again (Creswell & Poth, 2018). The number of respondents would also be increased until the study reached data saturation. Further, observations were conducted to obtain an overview of the teaching implemented by teachers at the rehabilitation schools. Field observation results were recorded in the form of field notes, which give detailed descriptions of what was observed at the study locations, and the writing is non-judgmental (Creswell & Poth, 2018; Marshall & Rossman, 2016). This study needed the observation field notes to support the interview data, as emphasized by Sedano et al. (2017) and Tie et al. (2019).

### 3.4. Data Analyses and Research Validity

The data analysis process began with transcription of the interviews. The purpose of transcribing was to facilitate the researcher in reading and understanding the data, and finally performing the coding process (Creswell & Poth, 2018; Marshall & Rossman, 2016). According to Charmaz (2014), who introduced the CGT approach, coding has two stages—initial coding and focused coding. Hence, the analysis was conducted as recommended by this CGT pioneer. The coding process commenced with initial coding, where the researcher read the transcription word by word and line by line to obtain in-depth understanding. This stage was aimed at breaking down the data into small components, forming the initial data codes. The next step entailed combining, removing, and organizing the initial codes until the main theme and sub-themes emerged. Finally, the themes were organized to answer the objective of this study, namely how the teaching approaches for juveniles are implemented at rehabilitation schools.

Next, the researcher validated the study via triangulation, which entailed collecting data using various methods (in-depth interviews and observations) to explore the problem of the study. This aligns with Creswell and Poth (2018), who stated that using various methods can validate a study and provide a profound understanding of the phenomenon being studied. In addition, a peer review exercise was carried out to enhance the validity of the study, as recommended by Creswell and Poth (2018).

## 4. FINDINGS

- The findings confirm the existence of several problems among juveniles. One was a lack of interest in learning, as shown in the interview quotes involving several teachers (G4, G5) and a school administrator (P1) of the rehabilitation schools.

Pk: During your work here for the last six years, which is a long time, what are the problems that you see when juveniles are learning?

G4: The problem is a that the residents lack interest in learning. (G4: para 11-12)

Pk: Are there any problems that you see during learning among juveniles?

G5: What is usually seen is a lack of interest. We see a lack of interest in learning after leaving school for a long time. (G5: para 21-22)

P1: We at this institution sometimes accept children who haven't attended school for a long time, and when they haven't been schooling for a long time, there are some juveniles who are not interested in the lessons. (P1: para 18)

- According to the information shared by most teachers during the interviews, the problem is that the students forget easily and face difficulties in memorizing the topics taught.

G6: Difficult to memorize hadith...when we teach it today, we ask it tomorrow and they have forgotten it. (G6: para 22)

G3: For example, there is one Form 4 student who is forgetful, the teacher talks for 15 minutes, and if asked the about it the next day, they will have forgotten.

(G3: para 52)

- Due to these problems, the teachers always varied the teaching approaches to ensure that the juveniles could understand their lessons. For example, to address the issue of juveniles struggling to remember what they had learned, the teachers had to repeat the important learning points several times.

G6: For us to ensure understanding, we need to repeat the information more than three times.

(G6: para 20)

- The teachers in academic classes also gave repeated exercises (drills) of previous years' examination questions so that they could understand easily. Here are the views shared by a mathematics teacher (G7) and a Malay language teacher (G4).

Pk: Some of them don't understand, how do you make them understand?

G7: Usually we give exercises and drills and when it's close to the exams, we give spot questions to ensure they'll pass. (G7: para 19-20)

G4: Sometimes they take quite a while to understand each topic, so we cannot follow the RPH (daily lesson plan) too strictly. We have our own ways. I give previous years' exam questions, and we attempt the questions repeatedly. (G4: para 62)

- The next finding revealed that the teachers included games (poison box is one) when they taught certain topics, and it seemed to help the juveniles become more interested and not sleepy in class.

G6: I don't focus on talking only and I don't focus on writing work, I get them to play games.

Pk: Games are interesting, how do you do that?

G6: I usually make "pick up" cards. For example, I make a special box and from it they will pick cards one by one and answer the question on the card while a song is playing.

(G6: para 24-26).

The English language teacher incorporated games during teaching to increase interest.

G5: Likewise, for English, if exercises weren't given, it wouldn't work.

Pk: What do you do?

G5: We do quizzes and word searches.

(G5: para 44-46)

- Data from the teaching observations also supported the interview findings pertaining to the use of games in class.

The *ustazah* (female religious teacher) used the poison box game. She distributed a box containing questions on umrah and hajj. The juveniles took turns to pick questions from the box. They seemed happy during this game.

(Observation of religious subject class, Rehabilitation School A)

- Another teaching method used was showing videos and movies related to the learning topic on television, as practiced by the Malay language and history teachers.

G4: We cannot teach them too much by simply telling or writing because they tend to need us to show them examples visually, such as YouTube videos. If we learn without using visuals, it's more boring.

(G4: para 66)

G3: History is usually related to stories of the past. We let the juveniles watch movies related to history.

Sometimes when we teach, the kids get bored. We show a movie on TV, but we filter it first.

(G3: para 86)

- The observation data revealed that the teachers used YouTube videos during teaching. The observation result showed that the juveniles could remember the lesson content more easily.

During the 30 minutes of observation, it was noted that when some juveniles could not answer the questions, the *ustazah* repeated the information to make them understand. For instance, when a juvenile could not

memorize the utterance of hajj *talbiah*, the *ustazah* turned on the laptop and played a YouTube video on the *talbiah* utterance.

(Observation of religious subject class, Rehabilitation School A)

- Meanwhile in the training workshops, the teachers focused more on the practical aspect than theory. This is because the juveniles were quite poor at memorizing theory, but they could understand more easily by doing practical work.

G13: I focus more on practical work to make the kids understand faster. Some students cannot read, so we do more practical work, which is more effective.

(G13: para 24)

G15: I focus more on practical work. There's some theory too, but not much. About 70% is practical, only 30% is theory.

(G15: para 44)

- For example, one of the teachers emphasized the practical training aspect in the sewing workshop, during which the juveniles were given the task of making clothes, as per the conversation below.

G2: We teach many times, but once they know, they can complete a shirt and are proud when they are able to sew the clothes, I asked them to make.

(G2: para 74)

- Likewise, the bread and furniture workshop teachers emphasized practical training by giving them tasks to complete. The juveniles were given the task of producing wood products (e.g., small desks, shoe shelves, picture frames). Meanwhile, the juveniles attending the bread workshop were tasked with making bread for consumption in the school and for sale to restaurants.

Pk: Does this workshop have regular customers?

G11: Yes, and once a week we cater to outside orders from restaurants, and we make bread for consumption by the juveniles in this school.

(G11: para 61-62)



G15: The things they have produced so far include souvenirs, such as keychains, and picture frames and small shelves. (G15: para 18)

- The observations at the workshops support the statements made by the workshops' teachers regarding their focus on practical training. During the one-hour observation, the juveniles were seen working hard to complete their task of making *baju kurung* (Malay traditional cloth) for Eid. The teacher tried to help the students who faced difficulties. Most of the juveniles were able to sew *baju kurung* for their friends. The fabric used to make the *baju kurung* was donated to the rehabilitation school by a private company. (Observation at the sewing workshop, Rehabilitation School A)

When the researcher entered a bread workshop at 8.30 a.m., there were eight juveniles working on their respective tasks. They were making bread to be sold in one of the shops. The juveniles wanted to make four different types of bread. Thus, the teacher divided the tasks. Two juveniles made buns with coconut curd filling, two juveniles made mini pizzas, two juveniles made cheese buns, and the last two juveniles made hot dog buns. (Observation at the bread workshop, Rehabilitation School B)

The wooden items produced by the juveniles were displayed at the back of the workshop. Examples are key holders and coffee tables. The picture frames that were designed by the juveniles had various shapes and were hung in the workshop. (Observation of furniture workshop, Rehabilitation School C)

- To overcome the problems during learning in workshops, such as juveniles who were weak in the practical aspect, the workshop teachers had to repeat themselves several times.  
G14: It's the same, need to repeat.  
Pk: Meaning repeat the earlier practical?  
G14: Yes, repeat the whole thing until they can follow. (G14: para 50-52)

- In addition to repeating the practical lesson, some of the workshop teachers implemented the paired learning approach. According to the teachers, this method can increase juveniles' understanding. The teachers paired a skillful juvenile with another who was less skillful.  
Pk: There must be some weak students. What do you do to help?  
G10: I use the mentee system for them. I apply learning in pairs. For instance, the principal asks for repairs to be done at the school. So, the older kid will do the electricity repair work. The new kid who is the partner will observe and learn from the older student. The new kid will be excited to learn from the older kid. So, this new kid can learn and cooperate. (G10: para 17-18)

G14: We teach the old kids until they are competent, and then the old kids help the new kids learn. The old kids will pair up with the new kids in the workshop. (G14: para 36)

## 5. DISCUSSION

A person's understanding depends largely on the teacher's teaching (Mohamed & Khairuddin, 2022), and this also applies in the context of juvenile learning at rehabilitation schools (Bemiss, Doyle, & Styslinger, 2017; Flores & Alfaro, 2022). Teachers play an important role in imparting knowledge and skills to juveniles. However, the teachers assigned to teach juveniles often face problems related to learning, as discussed at the beginning of this

article. This is because juveniles at rehabilitation schools are quite different from their peers who attend mainstream schools or regular secondary schools.

Therefore, it is important to highlight this issue, that is, the approaches implemented by the teachers who have been teaching at rehabilitation schools for a long time. This is because such research findings can provide useful input to future teachers who will be assigned to teach at rehabilitation schools.

This study's findings highlight how important it is for teachers to vary the teaching approaches to align with juveniles' learning problems, for example, being forgetful. Forgetfulness is one of the problems shared by the teachers in our study. The teachers in this study implemented certain approaches, namely repeating the content several times and conducting drills to ensure that the juveniles could master all the learning topics. Our findings are consistent with those of previous studies (Bemiss et al., 2017; Flores & Alfaro, 2022). According to Hidayat and Herniawati (2022), the drills practice, which involves repeating certain things several times, is very helpful in increasing one's understanding. Drills and repetition are important and should be used often by teachers during teaching sessions (Aini, Khoyimah, & Santoso, 2020; Astina, Nurhamdah, & Amzah, 2020; Halimah et al., 2022), which is in line with how juveniles are taught at the rehabilitation schools in this study.

The teaching method of using video and movie screening was also used by the schoolteachers in this study, and it seemed capable of attracting the juveniles' interest to learn. The movies and videos that are used in the classroom are relevant to the subject matter. Undeniably, the use of videos and movies to facilitate juveniles' learning is consistent with the findings of previous studies (Belt & Lowenthal, 2021; Marquis, Wojcik, Lin, & McKinnon, 2020; Mayer, Fiorella, & Stull, 2020; Østereng, 2022). In the context of this study, juveniles are also students, but the difference is that they are students at rehabilitation schools. Therefore, it is not surprising that the use of videos also has a positive impact on juveniles' learning, especially in attracting their interest. As far as we know, video is an audio-visual medium that has various purposes, such as entertainment, information, and a learning tool (Khumaedi, Widjanarko, Setiadi, & Setiyawan, 2021; Yuli & Satira, 2019). This is supported by the views of Prasetyowati (2020) and Jedidiah and Yunus (2023) that video is a very powerful tool that teachers should use in the classroom due to its various benefits.

This study also found that juveniles became increasingly interested and understood the lessons when teachers used games for learning, for example, the poison box game. The poison box game is easy to implement and is especially fun because it is accompanied by music. Undeniably, teaching using the concept of games can facilitate student learning regardless of their age and background, as has been proven in this study and supported by the views of previous authors (Dehghanzadeh, Fardanesh, Hatami, Talaee, & Noroozi, 2021; Hilliard & Kargbo, 2017; Mohamed & Khairuddin, 2022; Zeng, Parks, & Shang, 2020). Regardless of the type or implementation method, games can attract interest, eliminate boredom, and indirectly increase one's understanding when incorporated in learning. This phenomenon has been discussed in prior studies (Aljraiwi, 2019; Bin-Hady, 2021; Kurniawati, Komalasari, Supriatna, & Wiyanarti, 2023; Ramani, Siegler, & Hitti, 2012; Slade, Martin, & Watson, 2019), and this also applies to the juveniles in the context of this study, who often feel that learning is boring.

Furthermore, apart from academic classes, the rehabilitation schools also offer skills workshops. The findings revealed that the workshop teachers focused more on practical training than theory. This is because the juveniles were quite weak at memorizing theory but could understand it more easily when the learning was done via practical methods, such as the production of something (bread, shirts, keychains, picture frames, small shelves, and others). This finding is aligned with those findings of previous studies (Jabarullah & Iqbal Hussain, 2019; Khamdun, Suparmi, Maridi, & Rusilowati, 2021; Savatia, Simiyu, & Nabiswa, 2020) that in order to determine how much an individual can master a skill, that individual needs to produce something based on what they have learned at the workshop.

Paired learning was also practiced by the teachers because it helps substantially in increasing juveniles' understanding. The teachers paired skillful juveniles with those who were less skillful. This learning concept was discussed as early as the 1970s by Vygotsky (1978), who stated that children need to learn under the guidance of



more capable adults or peers in order to develop the capabilities that they have not been able to develop on their own. In the context of this study, juveniles are classified as children based on the definition in the *Child Act (2001)*, where individuals under the age of 18 years are deemed children. Learning using the concept of receiving learning assistance from skillful peers is beneficial and helps to increase one's understanding (Alegre, Moliner, Maroto, & Lorenzo-Valentin, 2019; Bature & Atweh, 2019; Cockerill, Craig, & Thurston, 2018; Newman & Latifi, 2021; Pham, 2021; Roberts, 2016; Tenenbaum, Winstone, Leman, & Avery, 2020; Warsah, Morganna, Uyun, Afandi, & Hamengkubuwono, 2021). One can learn and understand something easily when it comes from peers, as seen in the findings of this study and in Topping, Buchs, Duran, and Van Keer (2017); Flora, Raja, and Mahpul (2020) and Dahal, Luitel, Pant, and Rajbanshi (2022).

There is no specific approach to teaching juveniles at rehabilitation schools based on previous studies done in other countries and this study. All the teachers practice various approaches in order to fulfil the needs and problems of juveniles so that they can enjoy effective learning. This is in line with Lane et al. (2015), who stated that teachers should practice teaching that contains elements that challenge juveniles' cognition and, at the same time, can meet their abilities, needs, and wants to achieve positive effects (Pytash & Hylton, 2022).

## 6. CONCLUSION

The findings presented in this article are based on the teaching practices implemented by teachers for juveniles at rehabilitation schools in Malaysia. The majority of the juveniles housed at these schools lack formal schooling. Thus, to achieve the goal of equipping juveniles with knowledge and skills, teachers in rehabilitation schools, in particular, have tried to teach via various appropriate teaching methods. Juveniles are rather unique and distinct from their peers who attend day schools, and appropriate methods and approaches are needed to help them learn (Hutwagner, 2021; McGriff, 2021). This phenomenon has been proven in this study. Unquestionably, a teaching approach that is appropriate to the conditions and problems of juveniles, who, on average, do not have a good educational background and have dropped out of school, is able to help their learning to some extent.

In conclusion, many previous studies, especially in Malaysia, have focused on teaching approaches for students in regular day schools, or secondary schools. This study, however, stands out since it focuses on teaching approaches for juveniles residing in rehabilitation schools. Because of the importance of this issue, the results of this study are crucial since they contribute to the body of knowledge regarding juveniles' teaching approaches and juveniles' learning.

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**Transparency:** The authors state that the manuscript is honest, truthful, and transparent, that no key aspects of the investigation have been omitted, and that any differences from the study as planned have been clarified. This study followed all writing ethics.

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