



The Concept of Teacher Competence Health Risks in the Implementation of Individual Teaching Plans for Pupils with Special Educational Needs Visual Impairment

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ABSTRACT:

As for the SPK school system, it is under the management of the Special Education Division, KPM while PPI and PPKI are under the management of the Day School Division. There is a difference in the curriculum used in the school system of these three categories, SPK uses the same syllabus as the mainstream and is differentiated by the syllabus of certain subjects to suit the students' disabilities. For MBPK students who follow the PPI class they will follow the same syllabus as the mainstream. While MBPK who follow PPKI classes will use a different special syllabus specifically for students with learning disabilities. Dealing with MBPK requires a teacher to fully focus on them. The variety of MBPK categories has seen various fields emerge among them. With this diversity and diversity, teaching and learning in the classroom must be balanced and include the diversity. To deal with this problem, the number of students in each class has also been reduced and limited to a maximum of seven people in each class. This is to ensure that each student gets the teacher's attention and focus during the learning process. In facing this situation, the teachers involved should need knowledge and also a high level of competence to handle MBPK. Therefore, becoming special education teachers is very important in mental, physical and spiritual preparation as well as having appropriate competence.

1. Introduction

Teacher competence is the level of knowledge, readiness, skills, experience and also the qualifications of a teacher in carrying out teaching on MBPK (Derapa & Mohamed, 2018). Sufficient knowledge is very important in making the implementation and application of their teaching focused and relevant to MBPK (Abdullah & Yassin, 2016). In addition, readiness in various aspects is also an important matter that needs to be paid attention to by special education teachers. In fact, to be a competent teacher, the skill element also needs to be mastered by special education teachers. As an added value to the

element of competence, the teacher's qualification and experience become a driving force in becoming a competent special education teacher. This competence is very important not only for teaching in the classroom, but it is also important in determining the skills of special education teachers in carrying out assessments of MBPK (Mohd Nasir, 2016).

2. Literature Review

Derapa and Mohamed's study (2018) states that 45% of PPKI teachers are not prepared to teach new things in policy introduction. Their study can be linked to the



implementation of special education domain assessment which was also recently introduced. The same is the case with a study by Salleh (2018) who stated that PPKI teachers do not have sufficient competency values in individual education plans (RPI) for hearing problems. In designing an effective RPI for listening MBPK, the skills and abilities of a teacher are very necessary to guarantee a good future for MBPK itself (Iswari et al., 2019). However, the efforts carried out to determine a good development for MBPK are hindered by the level of competence of teachers in the preparation of RPI for listening MBPK that is relevant and effective (Moridan, 2013). The obstacles that arise in the preparation of this RPI will in turn make the occurrence of MBPK hearing delayed (Toran et al., 2012). Therefore, this study is expected to be able to make a small contribution in determining the best competence for teachers so that it can be applied in the construction of relevant and effective RPI MBPK hearing. This situation can help in improving their academics and achievements in school.

In fact, what causes more problems is the qualifications of the teachers who are in the SPK itself in relation to special education (Karen, 2015). A study by Kurth (2010) found that the confusion in the implementation and planning of RPI is because the teachers who are placed in the responsibility are not as qualified as they should be. He revealed that some of the teachers in the special education stream are still new and are not in the special education option. He also explained that the situation made the RPI planning incomplete and flawed. Lewis (2019) also stated that a teacher's academic and specialist qualifications provide a better space in effective RPI planning because it shows that a teacher has good knowledge related to RPI.

The researcher has conducted a preliminary survey to determine the problem for this issue. In the researcher's initial interview with five teachers who teach at SPK with hearing impairment, all of them agreed that they were not exposed to the correct method in preparing RPI for hearing MBPK. Teacher A stated that, no specific skills are applied to the teachers at SPK hearing impaired in the preparation of RPI. He is also still unclear on the exact method for effective RPI preparation. The argument was agreed by Teacher B. He admitted that there is not enough knowledge in the preparation of the best RPI. Teacher C and Teacher D explained that they have no experience in preparing RPI because they are not teachers who have specialized qualifications in special education for the hearing impaired. While Teacher E explained that, his readiness is a bit less when compared to other teachers in preparing RPI.

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The effective implementation of RPI consists of four main elements which are ability factors, functional academics, goals and meetings (KPM, 2020). A key element in the implementation of RPI is the capability factor. Teachers need to accurately identify student ability factors at the beginning of the year to determine RPI objectives (Mathers, 2009). The capability factor that needs to be paid attention to in order to build a good RPI is the identification of students' readiness and strengths as well as students' shortcomings and constraints in relation to the curriculum used (KPM, 2020). However, a study by Christine and Mitchell (2010) found that teachers did not emphasize this element when planning RPI for MBPK with hearing impairment.

Functional academic elements that need to be emphasized in order to obtain a good RPI are the curriculum used, short-term goals, objectives and interventions that will be used (KPM, 2020). According to Mathers (2009), academic elements need to be included in the writing of RPI for MBPK with hearing impairment so that it can help in determining the effective implementation of RPI. Therefore, the teachers involved need to examine the academic elements in planning RPI. Most of the teachers who are entrusted to plan RPI do not research in detail about this element (Barrouillet, 2015). A good goal element in ensuring that the written RPI is effective is to determine the long-term goals that will be used throughout the implementation of the RPI (KPM, 2020). According to Baumel (2014), effective RPI planning for hearing-impaired MBPK needs to have clear and specific goals. Unfortunately, according to a study by Barrouillet (2015) it was found that the teachers involved could not determine the exact and clear goals in the RPI planning for hearing impaired MBPK. This statement is in line with the study by Bandu, Hanafi and Mokhtar (2012) who also stated the same thing.

The elements of an effective meeting consist of the date of the RPI meeting, the type of meeting and the purpose of the meeting (KPM, 2020). This session usually involves RPI teachers, GPK Pendidikan Khas, therapists and parents (Benedicta et al., 2015). In order to ensure effective RPI planning, this element of the meeting needs to be given due attention because it involves outside parties, namely parents. The tendency to determine goals in the meeting is the best way to determine the direction of the RPI (Barrouillet 2015). However, a study by Duncan (2001) states that teachers do not hold meetings before planning RPI and cause RPI to be less effective. This is also supported by a study conducted by



Muhammad and Sulaiman (2011) who found that the involvement of a committee to support the construction of an RPI tends to produce RPI more effectively.

3. Conclusion

The effective implementation of RPI is able to improve the development of hearing impaired MBPK holistically. This development can be evaluated through four main aspects, namely academics, personality, sports and co-curricular. The first aspect in assessing student development is academic development. A study by Loretta (2018) found that, academics provide an important indicator in determining the level of student achievement in school, especially for hearing-impaired MBPK. This is supported by the study of Matthew, Andres and Melly (2017) who also stated that academics are the main measure in determining the improvement of the achievement of MBPK with hearing impairment in school. Their study concluded that a well-planned RPI influences the development of MBPK.

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