



# The Development Concept of Pupils Health Risks with Special Education Needs Visual Impairment through the Implementation of Individual Teaching Plans

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## KEYWORDS

Individual Education Plan, Special Education, Visual Impairment, Special Needs Student, Education

## ABSTRACT:

In addition to academics, personality aspects are also decisive in increasing the achievement of MBPK with hearing impairment in school. There are several studies that show that the personality aspect is an important aspect in giving statements related to the development of hearing impaired MBPK. Hearing-impaired MBPK who show high character can help them to learn effectively at school. This statement is in line with the earlier studies who think that personality can guarantee a quality event for hearing impaired MBPK. In addition, aspects of co-curricular development also affect student development. According to studies, student involvement in sports activities can develop students' physical, emotional, spiritual, intellectual and social talents. Student development in the extracurricular can also increase student self-confidence through involvement in sports competitions, games or uniformed bodies. The development of this co-curriculum is seen as very important in determining the future of students, including special needs students with hearing problems.

## 1. Introduction

Based on the researcher's preliminary survey through interviews with five SPK teachers with hearing problems, they admit that RPI is very important in determining the occurrence of hearing MBPK, because the RPI that is built focuses on each student based on their individual needs. All of them explained that, RPI which includes academic matters is able to determine the academic improvement of hearing MBPK if the right focus is given. Similarly from the aspect of personality, where the behavioral RPI designed for hearing MBPK can provide effective intervention. The effectiveness and implications of this can also be seen through RPI related to co-curricular activities. The interviewed teachers also agreed that, apart from academics, effective RPI also helps in improving the mastery of listening MBPK in personality and co-curricular.

## Literature Review

Based on previous studies and the researcher's initial interview, it can be stated that the level of teacher

competence in the effective implementation of RPI still does not reach the level it should. The effective implementation of RPI will influence aspects of the development of hearing MBPK. Thus, this study was conducted to measure the level of competency of Special Education teachers for Hearing Impairment in effective implementation of RPI. In addition, this study also tested the relationship between the level of teacher competence, the effective implementation of RPI and aspects of MBPK development. At the end of the study, the influence of each variable was also tested, namely the level of teacher competence, the effective implementation of RPI and the development of listening MBPK. Through the explanation in the background of the research problem, among the problems faced by teachers in planning the best RPI for MBPK is a low level of competence such as lack of knowledge about RPI or MBPK, not having specific experience related to RPI or MBPK, not having academic qualifications or related expertise special education and no specific preparation and skills to enable them to determine the objectives and content of lessons effectively (Abdullah & Yassin,



2018). This problem often happens to hearing impaired special education teachers at SPK (Abdullah & Yassin, 2016). However, the same situation is worse among special education teachers at SPK involving hearing impaired students. The researcher has informally interviewed five special education teachers at SPK with hearing impairment in the state of Johor. They admitted that their level of competence caused the preparation of RPI to not go well. All of them agreed that they were not exposed to the correct production of RPI and met the criteria. They also stated that the variety of notes and MBPK categories made it difficult for them to design good lessons. Not all MBPK categories have been taught by them and their experience is also lacking in dealing with some MBPK categories. Furthermore, most of the resources and reference materials related to RPI are mostly for special education students with learning disabilities. In addition, four of them admitted the difficulty of producing a good RPI because they were not a special education option. They were placed in SPK to fill the vacancies left by teachers who moved to other schools and teachers who retired.

### **The Development Concept of Pupils with Special Education Needs through the Implementation of Individual Teaching Plans**

Confusion and failure in providing effective RPI among special education teachers in SPK has caused MBPK to not get quality education services from teachers and hinder their success in schools (Abend, 2008). These teachers also admit that they need to have a high level of competence related to the implementation of RPI specifically for special education students with hearing impairments so that they can produce quality RPI in order to improve student development. Some other studies also show that teacher competence is the basis for good RPI planning, among them are David (2012), Muhammad and Sulaiman (2011), Toran et al. (2010) and Mislan et al. (2010) agreed that the teacher is the first person in planning the correct teaching process for his students. They also agreed that teachers who are competent in general MBPK teaching, can plan RPI well and effectively, and can even help MBPK in achieving the desired outcome. Robyn and Donald (2011) and Stephanie (2008) explain that in the RPI team, teachers are the main planners who form a strong team to produce a successful MBPK. They also explained that there is a significant relationship between teacher competence and the effectiveness of RPI implementation. Their study also proved that effective RPI affects the development of MBPK learning problems. Previous studies have also proven that effective RPI planning affects aspects of the academic achievement of MBPK with learning disabilities. In case studies related to visually impaired MBPK, there is evidence that shows the level of teacher

competence is directly related to the effective implementation of RPI. The studies also prove that, the effective implementation of RPI can help the academic development of vision MBPK. Therefore, this study was carried out to measure the level of competency of Special Education teachers of Hearing Impairment regarding the effective implementation of RPI. In addition, this study also focuses on testing the relationship between the study variables, namely the level of teacher competence, the effective implementation of RPI and student development. Also tested is the influence of the study variables, namely the level of teacher competence on the effective implementation of RPI and student development. This study is also done to fill the existing academic gaps. Previous studies only focused on the production of RPI for MBPK with learning disabilities in the Special Integration Education Program and did not involve SPK teachers and hearing impaired students in SPK.

### **2. Conclusion**

This research will add scientific reference sources to future researchers. The existing knowledge and research gap will be filled with this study and will further add to the collection of knowledge that is useful to the world of scientific research and general education. The sharing of knowledge related to teacher competency issues, individual education plans and also student development will continue continuously with the addition of knowledge treasures such as this study. This study is very important in fulfilling the academic gap related to the constructs being studied. Many studies focus on PPKI for SK only, this study focuses on SPK with Hearing Impairment. In addition, this study is also important in providing input to the MoE and also BKPhas regarding the implementation of RPI. The involvement of special education teachers in the Hearing Impaired SPK will add more references for the target because most of the studies available to date still focus on PPKI teachers in SK. Therefore, the hypothesis framework presented can be further developed to fill the existing research gap.

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