



# Exploring Previous Studies Related to Teacher Competence, Health Risks, Individual Education Plans and the Development of Students with Special Education Needs Visual Impairment

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## KEYWORDS

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

## ABSTRACT:

The study aims to study the mastery of teachers in the implementation of Higher Level Thinking Skills (HTH) pedagogy in terms of knowledge, skills and teaching practices as well as their relationship with MBPK teaching planning. A total of 76 respondents from six schools around Batu Pahat were used as respondents through the distribution of questionnaires. The findings of the study show that teachers' knowledge in the implementation of KBAT is very important in planning lessons for MBPK. Studies identify the influence of teachers' teaching competence on their ability to plan good lessons for MBPK individuals. A set of questionnaires was used in this quantitative study for the purpose of data collection. The study involving these secondary school teachers was then analyzed using SEM with a focus on the formation of measurement models and structural models. Findings show that teacher competence has a significant influence on their teaching planning.

## 1. Introduction

Low et al. (2013) in their quantitative study of trainee teachers found that the teacher's teaching experience provides important added value in planning the best learning for MBPK. As a result of the data analysis conducted, they were able to conclude that teachers' teaching experience has a positive relationship with their ability to plan effective lessons. Likewise with the study by Chong and Shaffe (2017) on teachers who teach listening MBPK. In the study, they found that teachers' knowledge related to ICT had a significant influence on the planning of teaching strategies for MBPK. Mahabbati (2014) who conducted a study related to the influence of the level of teacher competence on the behavior management of MBPK also found the same result. They found that teachers with high competency values can manage MBPK behavior well based on lesson planning, intervention implementation and learning assessment.

## Literature Review

Shamsul et al. (2019) in their study related to the level of teacher competence in teaching practice for MBPK found that several aspects such as teacher teaching quality, teaching suitability, incentives, time and teaching preparation showed a positive relationship with student RPI management. Abdul Rahim's study (1997) found that the knowledge and skills of teachers are very important in the planning and implementation of effective RPI. His research findings also show that teachers accept the implementation of RPI well. They are of the view that RPI needs to be comprehensively planned, involve parents actively and require a comprehensive course related to RPI. However, a study by Abdullah and Yassin (2018) found that there is no significant relationship between teacher RPI management, teacher experience and skills. Hamdi et al. (2012) in their study found that teachers need to equip themselves with knowledge, pedagogical skills as well as the will to implement the best teaching. The findings of the study also show that aspects of pedagogical



knowledge and skills for MBPK have a significant positive relationship with the teaching process of Islamic Education for MBPK. A report by Asa (2013) emphasizes that research needs to be given to the ability analysis and MBPK categories before teachers plan their RPI with relevance. While the findings of Jaggil and Suhaimi's (2018) study show that there is no significant difference in teacher readiness and RPI management based on their teaching experience. Nevertheless, the results of the regression analysis show that there is a significant influence of teacher readiness towards RPI management. Lewis (2019) in his study found that parents' perception of the feasibility of RPI is dependent on the extent to which teachers have competent values. A study by Bali and Othman (2017) related to teacher guidance and counseling also touched on the importance of teacher competence. This study finally states that teacher competence needs to be improved not only in terms of knowledge, but also in relation to specific experience and skills related to teaching planning for MBPK. A study by Ratnam et al. (2018) also recorded the same result that teacher competence has a significant positive relationship with RPI management. Overall, previous researchers found that there is a positive significant relationship and influence between teacher competence and the implementation of RPI.

## 2. Discussion

Aziz and Rubiyani (2018) stated that the development of MBPK is closely related to teachers being able to provide themselves with effective skills. The study of Hamid et al. (2017) found that the level of teacher competence has a significant influence on the quality of teaching and the comprehensive development of MBPK in the classroom. A study by Bakar et al. (2017) related to teacher counseling services for MBPK explained the importance of self-confidence, knowledge and attitude in helping the emotional development of MBPK. The findings of the study also show that there is a positive relationship between the knowledge and skills of teachers and the development of MBPK. Sajad (2014) conducted a study to examine five elements for the construct of emotional intelligence, namely self-awareness, self-regulation, self-motivation, social emotional awareness and social skills among special education teachers of integration in primary schools in Batu Pahat, Johor regarding the development of MBPK learning. Overall, the findings of this study can provide guidance to special education teachers to continue improving their own competence in producing a balanced MBPK. A study by Kutty et al. (2012) related to pre-school teachers' preparation for MBPK learning found that teachers with good teaching skills can significantly help students' development. Ahmad et al. (2012) in their study found that students'

language development can be developed with the help of teachers' skills in planning and implementing lessons. As a recommendation at the end of the study, they hope that innovation can be done in the learning process as well as provide knowledge to parents, Special Education teachers and Student Management Assistants regarding the needs of MBPK. A study by Baharom (2011) found that teachers' skills in the use of information and communication technology (ICT) applications can help the cognitive development of MBPK. This study involving 55 teachers and 117 students shows that teachers' knowledge in the use of computers in the learning process can help stimulate student development.

## 3. Conclusion

A study by Saad and Moh (2014) shows that the teacher's level of understanding, such as good and average, has different effects on the level of students' language development through tests administered to them. Ali and Hassan (2014) found that the teacher's perspective on MBPK affects the development of student learning. This study summarizes that the role of teachers is very important in improving the academic development of vision MBPK. Salleh (2011) in his study found that the development of MBPK learning occurs well if teachers focus on teaching by planning strategies based on the individual needs of the students. Overall, previous researchers found that teacher competence has a significant positive relationship and influence on the development of MBPK.

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