



# Latest Issues in the Implementation of Inclusive Education and Health Risks for Pupils with Special Educational Needs in Malaysia

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## ABSTRACT:

Education for all is the principle of Education For All (EFA) implemented by the United Nations Educational, Scientific and Cultural Organization (UNESCO). The Malaysian Ministry of Education (KPM) has responded to the call to develop holistic and balanced human capital from various aspects to ensure Malaysia's sustainable development for the future. Therefore, MoE has introduced the Inclusive Education Program (PPI) based on the principle of zero rejection through the concept of education for all. This policy supports the Education (Special Education) Regulations, 2013. Inclusive Education Program is a term used as a mainstreaming that means Students with Special Education Needs (SES) are placed in mainstream classes. PPI has been implemented in Malaysia for a long time, but the effectiveness of implementation and achievement of goals increase the participation and opportunities of MBPK to follow academic and non-academic programs together with mainstream students. Besides making sure not to deny MBPK's potential for the opportunities they have.

## 1. Introduction

According to Kah Chian, L., & Mohamed, S. (2021) PPI develops according to a perspective that is less extensive, limited and not in line with the mainstream education system. Not many schools implement PPI and not many MBK are involved. According to the Special Education Data ending January 31, 2020 issued by the Special Education Division (BPK) in Abdullah, H. (2020) MBPK at the preschool level involved in PPI is as many as 164 people out of a total of 1251 MBPK preschoolers. This number does not even reach 20 percent of preschool MBPK involved in PPI. This statistic is proof that MBPK's involvement in PPI is still unsatisfactory. While from the study of Mokhtar & Farhana (2019) it can be seen that mainstream teachers think that MBPK is more suitable to be in a special education program and educating MBPK is the responsibility of special education teachers.

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So what is the reason for the implementation of this PPI not fully achieving its goal, is only the enrollment data of MBPK involvement collected but the occurrence of MBPK is still at the same notch. According to the findings of Indek, E., & A. Hamid, A. (2022) mainstream teachers who are involved with PI also do not have a high and sufficient level of knowledge for them to carry out their role and collaborate with resource teachers. While Salleh, S. F. (2020) mainstream teachers find it difficult to give more guidance or focus to MBPK in PPI classes. This happens because the teacher teaches according to the measurement and has to finish the measurement of a subject. In Ahmad, N. A.'s (2014) study, students who follow the teaching of the Inclusive Education Program full-time had to study without the support of a chaperone or special education teacher due to the lack of teachers and teachers having a lot of teaching hours.



Therefore, another method that can be thought of is to use the support services of professionals as assistants and members of support groups in the implementation of PPI in addition to using the services of resource teachers. The support group is the Student Management Assistant (PPM) service for its implementation as a companion and facilitator to MBPK in the implementation of PPI. While the second factor is, MBPK learning problems. Lin, P. S., & Yasin, M. H. M. (2021) stated that inclusive teachers do not have training related to MBPK. They were surprised when there were students who behaved aggressively in class and had seizures and asthma. Lin, P. S., & Yasin, M. H. M. (2021) teachers also stated that MBPK always have behavior problems in class. They will shout while the teacher is teaching. While Allam, F. C., & Martin, M. M. (2021) find it difficult to motivate students with disabilities because of the limited teaching approach in addition to student attitudes and behaviors. This causes teachers to be more motivated to continue teaching according to strategies like other mainstream students, causing MBPK to fall behind in a learning topic. According to Jalaluddin, N., & Tahar, M. M. (2022) there are a few mainstream teachers who are said to have negative attitudes and views towards students with special needs who are involved in inclusive education. This causes students to be unable to motivate themselves in the inclusive class and subsequently lose confidence and create a gap in socializing with their classmates.

According to Salleh, S.F. (2018) in his study stated creating resource teachers to teach together and help teachers of other subjects in classes that have MBPK at PPI. However, creating resource teachers and dealing with the appointment of new staff requires a lot of time and cost in realizing the true goals of PPI. Abdullah, H. (2020) there is collaboration between mainstream teachers who teach PPI and accompanying teachers among special education teachers. However, it has limitations because special education teachers also have a large teaching load in addition to the issue of teacher shortage. Noor Syahira Jalaluddin & Mohd Mokhtar Tahar (2022) special education teachers stated that they did not feel comfortable collaborating with mainstream teachers because they felt as if there was no understanding between them regarding inclusiveness. In addition to feeling uncomfortable because inclusive teachers also feel that they are being monitored and their teaching methods are observed by other teachers. Therefore, it is quite difficult to implement collaboration between mainstream teachers and special education teachers. It is more proactive to use experienced and knowledgeable workforce resources in addition to adding pedagogical knowledge training to professionals

in the field of special education as a support service among PPM.

## 2. Discussion

According to the Competency Standard for Pupil Management Assistants (Special Education) of the Malaysian Ministry of Education, KPM (2019) states that PPM duties from the aspect of student learning management consist of student learning management during PdP sessions, student or class hygiene and safety management and student mobility management. The PPM is also responsible for the management of student learning during the PdP session, which is in the following matters, including helping teachers in PdP matters, helping students read, count, write and draw, training students to be independent in various aspects of learning, managing MBPK according to the categories and techniques appropriate and provide PdP materials for teachers to use. If the role of PPM itself is explored, it can be seen that the unpreparedness and constraints faced by inclusive teachers can be overcome with the help of PPM specifically for PPI, the involvement of PPM in PdP, reducing the workload of inclusive teachers in monitoring teaching and learning activities, PPM can also help inclusive teachers in preparation of materials and tools for MBPK in PPI.

The study also proves the involvement of PPM in the implementation of PPI to help students carry out their tasks under the supervision of inclusive education teachers. Teacher assistants support the work planned and established by teachers by facilitating the learning of students who need support (Butt, Rosemary. 2016); Butt, Rosemary. (2017); Viktorin, J. (2018). The PPM acts as a facilitator who ensures that support is available to students to complete their assignments independently. However, to ensure that this implementation achieves its goal, special selection is required for those who have academic qualifications and experience in effective guidance methods for MBPK. This is supported in the study of Schuelka (2018) stated that through the research carried out, it can be seen that the factor of students mastering inclusive teaching through the guidance of teacher assistants depends on the level of mastery of skills by special education paraprofessionals mastering the skills. Therefore, for problems related to the constraints of inclusive teachers in ensuring that PdP PPI can be implemented, that is to use the method of an alternative model of support, which uses collaboration with PPM in the teaching and learning activities of inclusive teachers.



### 3. Conclusion

Collaborative teaching practice is an effective teaching strategy in making PPI successful. This is because in order to ensure that MBPK and students in mainstream classes receive the same level of education, collaboration with PPM must be a reasonable choice. The development of an inclusive module specific to Inclusive PPM is expected to be a goal for researchers and the Malaysian Ministry of Education (KPM) to ensure that the implementation of PPI is truly implemented. This is because to ensure that MBPK receives the benefits of PPI strategies, methods, knowledge and attitudes from inclusive teachers need to be improved. Mosbiran et al. (2021) teachers need to be knowledgeable, plan more carefully and according to the needs of pupils. As stated by Zaid et al. (2020) the right to receive education has been recognized and developed by the United Nations (UN) because education is not a privilege but a human right.

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