



# Inclusive Education for Students with Special Educational Needs Visual Impairment: A Review

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## ABSTRACT:

All students in this country have the right to receive education services. However, not all students can accept and master the learning planned by the school. There is no exception to the group of special children known as students with special educational needs (MBPK). Consciously or unknowingly, various parties try to play their respective roles to ensure that they get equal rights in education. They need to be given opportunities and space to highlight their potential. Therefore, the concept of inclusive education was introduced in implementing "Education for All". (Inclusive Education Guidelines for Pupils with Special Education Needs, Special Education Division, KPM, 2013).

## 1. Introduction

This inclusive education aspiration has also been shared by education experts and professionals involved in providing special education services as outlined in international declarations such as the Salamanca Statement (1994), the Dakar World Education Forum (2000), and the Convention on the Rights of Persons with Disabilities. (UN, 2006). In Malaysia, the plan to include MBPK has been designed so well according to the set period of time as according to Badrul Hisam, N. A., & Khairuddin, K. F. (2022) Inclusive Education Policy was also created to emphasize on increasing access to education for students with special needs to work together and be competitive together mainstream students in the same classroom, whether in government schools or government-aided schools in line with the Malaysian Education Development Plan (PPPM) 2013-2025. According to Abdullah, H. (2020) states Inclusive in the context of education means the unconditional involvement of a MBPK person in the mainstream class. PI is the education given to MBPK who are placed in the mainstream and study with typical students in the same class and are taught by mainstream teachers using the National Curriculum. While according to Palaniandy, N., & Mohd Yasin, M. (2021) inclusive education gives MBK the opportunity to learn and socialize with peers in the mainstream classroom while also opening up space

to sit for public exams that can increase the student's potential. According to the Inclusive Education Guidelines for Students with Special Education Needs, Special Education Division, KPM, 2013) two PPI approaches that can be implemented are full inclusive and partial inclusive as shown in Figure 1.2, which involves MBPK together with mainstream students in all day schools. According to Turko (2020), partial inclusion is when students with special education needs only follow certain subjects in mainstream classes such as Malay, Mathematics or Physical Education subjects. Whereas, for full inclusion, students with special needs will fully follow teaching and learning (PdP) in mainstream classes.

## Studies Related to Inclusive Education

MBPK learn together with mainstream students. MBPK follows learning for all academic subjects based on the national curriculum or a modified national curriculum with or without the help of support services. MBPK study together with mainstream students for academic subjects or co-academic activities or certain co-curricular activities only according to their ability. MBPK that follows partial inclusion for academic subjects is based on the national curriculum or a modified national curriculum with little or no support services. Partial inclusion of co-academic or co-curricular activities is based on their potential, talent and ability. Abdullah, H.



(2020) conducted a study in the form of a concept paper related to the implementation of Inclusive Education in Malaysia, in his study he stated that under the mainstream curriculum-based learning approach, mainstream teachers can get help from special education teachers (companion teachers or resource teachers) if MBK facing learning or behavioral problems. A review of the study related to the success of PPI in the PPPM Action Plan (2013 - 2025) based on the increased involvement of MBPK in PPI throughout the 13 years the action plan was implemented. While a qualitative literature review through the collection of empirical facts by Slater and Gazeley (2018) regarding the Implementation of Inclusive Education in Indonesia for Children with Special Needs: Expectations and Reality. This study aims to see the issues that exist from inclusive education, the preparation of inclusive education documentation and find data and information on the implementation of inclusive education. The findings of the study show that policy preparation is not balanced with facilities and resources. This causes MBPK not to get educational services according to their needs. This is supported by the findings of a study by Schuelka, M.J. (2018) regarding Implementing Inclusive Education where the study is based on the synthesis of evidence and literature about the key elements of the successful implementation of inclusive education. The second element is concrete inclusive education targets, indicators, measurements and outcomes. Third, an understanding of existing structural, educational and cultural challenges for successful implementation. Fourth, a well-designed implementation strategy that includes a clear school plan, evaluation and review process. Fifth, provide inclusive education training, ongoing support, and resources for all teachers and school leaders. The last element is national leadership on inclusive education policies, education management information systems, curriculum reform, and coordination of social systems such as inclusive education and inclusive employment. In this study, the measurement of the success of inclusive education should not only go beyond the assessment of access by students, but should include the measurement of the quality of education, outcomes and experiences. It was found that there are also barriers to inclusive education and in the assessment and understanding of various stakeholders including inadequacies in policy and legal support, resources and facilities, specialized staff, teacher training, pedagogical techniques, flexible curriculum, supportive leadership, and cultural attitudes. PPI requires comprehensive implementation from various aspects including designing schools, programs, classrooms and lessons for all children to learn and participate. It includes finding some teaching methods to actively involve students in building mutual respect,

relationships, and peers among themselves and between teachers and children in the classroom setting. However, in the implementation of this PPI there are various issues involving inclusive teachers, especially during the teaching and learning process. This is as the study conducted by Jalaluddin, N., & Tahar, M. M. (2022) in the study of the Implementation of Inclusive Education among Mainstream Teachers conducted a qualitative study in the form of a case study and found that the implementation of inclusive education is at a moderate level where mainstream teachers who implementing inclusive education can be categorized as teachers who have knowledge about inclusive education and they also implement inclusive pedagogy in the classroom. However, there is still a lack of knowledge among the study participants about planning the teaching and learning process of the Inclusive Education Program. The implementation method used is based on the resulting four themes, which are determining teaching objectives and information, determining student readiness, determining teaching strategies to be used and re-evaluating. While the teaching process with teacher-centered strategies and procedures and materials is the implementation of PdP in inclusive classes. The process of evaluating the effectiveness after the implementation of the PPI through three resulting themes which are re-evaluating the effectiveness of the teaching that has been carried out, re-determining the readiness of the students, and making modifications for the future PdP.

While in the study of Salleh, S. F. (2018) regarding Teacher Teaching Problems in Inclusive Education Programs in Schools where this study aims to identify and examine the factors that may affect all problems in teacher teaching of mainstream subjects that often occur in PPI classes which drives the need for resource teachers. The problems of teachers teaching mainstream subjects in PPI classes for MBK that have been identified can be categorized into several factors. One of the factors of teachers' teaching problems is from the aspect of teacher's pedagogical knowledge. Based on the teacher's teaching problems that have been identified, the author suggests that a detailed study needs to be done to see the need for resource teachers to collaborate with subject teachers in PPI classes for MBK. It is hoped that by placing a resource teacher in the PPI class for MBK, all problems from the teaching aspect of mainstream subject teachers in the PPI class can be overcome.

The results of this study found that the implementation of PPI for MBK will be effective if carefully planned by the Malaysian Ministry of Education (KPM) and implemented with the help and expertise of resource teachers. This study is a concept paper study. The summary of the findings in this study shows that the



implementation of PPI for MBPK is not fully implemented because there are many obstacles and challenges. In order to further strengthen the PPI for MBPK, it would be appropriate if the responsible parties such as the Ministry of Education and Culture created a new position, namely the position of resource teacher. It is hoped that by placing resource teachers in classes at PPI for MBPK to help teachers of mainstream subjects in general and help MBPK in particular to overcome all problems in PdP. The successful implementation of PPI for MBPK can only be achieved with the assistance and expertise of quality resource teachers who can meet the needs of MBPK. A study by Gerzel-Short et al. (2018) in their study Management Construction of Inclusion Education in Primary School in a descriptive qualitative method found that in the implementation of inclusive education in Bangkulu, Indonesia there are several issues that exist in its implementation namely Regulation Number 70 of 2009 on Inclusive Education for students with disabilities and who have special intelligence and/or special talent with its implementation which is related to learning activities, teacher teaching activities, educational facilities and inscriptions as well as community support. In addition, curriculum policy, teacher competence and support facilities. The same learning materials as typical children and other issues the community also does not know about this inclusive education program.

## 2. Discussion

Haris, H., & Khairuddin, K. F. (2021) Inclusive pedagogy is a teaching strategy that can help provide opportunities for equality in the same learning to all students in the classroom. The teaching of teachers who practice inclusive pedagogy needs to take into account the diversity of students in the classroom. Teachers need to be optimistic in creating an inclusive learning environment by practicing teaching strategies that involve approaches that address the needs of students from various backgrounds, abilities and learning styles. While the study of Mainstream Teacher Readiness and the Effectiveness of the Inclusive Education Program of National Type Schools (Chinese) in Ampang, Selangor by Ling, G. J., & Omar, I. M. (2022) shows the readiness of mainstream teachers from the aspect of knowledge and teaching methods to manage inclusive teaching effectively apart from depending on the readiness of a teacher in terms of attitude, skills and knowledge as well as the teaching methods practiced. This shows that teachers with a high level of education can adapt the curriculum and diversify inclusive teaching activities in the classroom. The results of previous studies prove that there is an increase in the effect of MBPK achievements on the pedagogy used by teachers. This can be seen when

group learning methods have been used in the teaching phase to increase social interaction among them (Mazmi & Syahira, 2019). Study of C.N.G. Chao et al, (2017) conducted in Hong Kong quantitatively on teachers' self-efficacy in applying teaching and learning strategies found that the teachers involved in this study participated in a one-week basic course on inclusive education, the findings clearly show that their self-efficacy in teaching and learning and in classroom management, as well as their knowledge and confidence related to inclusive education and significant improvement. This is because the Hong Kong government is increasing teacher training to increase professional capacity to support Students with Special Needs (SEN). Support services are very necessary to ensure that existing deficiencies can be overcome by looking at the needs of teaching staff. While in Nash and Jang (2014) in the study of Inclusive Education Program Management for Students with Learning Disabilities: A Narrative Inquiry Study, where it was conducted using an inquiry narrative design where data was collected through observation, analysis of document evidence and interviews. The findings of the study found that inclusive students had to follow partial inclusion due to teacher constraints to follow full inclusion. The researcher found that it is very efficient if collaborative teaching and the provision of suitable help and support teaching can be adapted to the student. The statement is supported by Lee (2018) the collaboration of special education teachers and mainstream teachers is very important in making inclusive education programs a success. This is because special education teachers sometimes have different perceptions than mainstream teachers about the placement of MBK in mainstream classes. The sharing of views and exchange of information helps to provide appropriate teaching methods and strategies to MBPK.

According to Indek, E., & A. Hamid, A. (2022) in his study related to Inclusive Education Co-Teaching Practices And Its Relationship With Teacher Job Satisfaction In Penampang District Schools, Sabah. The research method is a questionnaire to find out and identify if there is a significant relationship between teaching practices along with inclusive education and the job satisfaction of teachers who implement this policy. The findings of this study show that the procedures for implementing lessons with teachers are not uniform and comprehensive, causing issues to arise that have an impact on teacher job satisfaction. This has an impact on the evaluation of the effectiveness of PPI because it does not have a uniform operational standard. Therefore, it is difficult for the ministry to determine the level of effectiveness of PPI carried out in each school. From the training aspect, the implication is that limited knowledge and skills cause teachers who teach in inclusive classes



to have difficulty practicing effective and efficient joint teaching practices.

### 3. Conclusion

Inclusive education is about giving all children the opportunity to be in a regular classroom to learn and develop their skills. It is a way to generate learning opportunities for students who have been traditionally excluded from the traditional education system. In addition, inclusive education values the unique contributions of students from all backgrounds to enable multiple groups to grow together. Progress is slow because inclusive education requires changes to the school system and at all levels of society. Haris, H., & Khairuddin, K. F. (2021) interpretation of the level showing the readiness of teachers in the implementation of inclusive education programs is high. This is because teachers' knowledge about the implementation of inclusive education programs is related to mainstream teachers' teaching experience. Thus collaborative teaching helps teachers from many aspects. PPM should play an important role in education for PPI because it helps influence student achievement. Evidence-based practice is necessary to ensure that PPMs are well equipped to carry out their responsibilities effectively. Teachers conduct supervision by providing meaningful training. Therefore, it can help teachers reduce the workload and pressure on other tasks.

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