



Enhancing Inclusive Education: Exploring the Impact of Teacher Competence and Individual Education Plan (RPI) on the Development of Hearing-Impaired Students and Health Risk in Special Education Schools

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ABSTRACT:

This research employs a Sequential Exploratory Design (SED) to investigate the relationship between teacher competence, individual education plan (RPI) planning, and the development of hearing-impaired students in the context of Special Education Schools (SPKs). The study involves a comprehensive literature review and document analysis to establish fundamental aspects and variables, followed by a survey study using a questionnaire with 135 adapted items. The sample comprises 305 hearing-impaired special education teachers from 26 SPKs. Correlation analysis reveals significant positive relationships between teacher competence, RPI planning, and student development, supporting three hypotheses. The findings emphasize the crucial role of teacher competence and effective RPI planning in fostering the development of hearing-impaired students. This study contributes to the understanding of inclusive education and highlights the importance of teacher training and RPI implementation for better educational outcomes.

1. Introduction

Effective teaching and learning processes within a classroom require careful planning before they commence. To ensure meaningful and organized learning experiences, every teacher in Malaysia is entrusted with the responsibility of preparing a daily lesson plan known as the "Rancangan Pengajaran Harian" (RPH) before each class session begins (Zaharah & Nurulwahida, 2016). The RPH serves as a document that outlines a teacher's instructional plan for a particular session. By adhering to the RPH, the teacher's teaching journey unfolds smoothly. However, the effectiveness of RPH may vary due to differences in individual students' functional levels. Consequently, teachers need to tailor their teaching plans to meet the needs of each student, leading to the creation of Individual Education Plans (Rancangan Pendidikan Individu or RPI) that focus specifically on the students' needs and functional abilities (Asfaruddin & Ahmad, 2016). The utilization of RPIs in the teaching process compels teachers to plan instruction for each student rather than an entire class (Asfaruddin & Ahmad, 2016). This situation can result in challenges such as

increased workload and limited time for instructional planning (Toran et al., 2010). Additionally, the designed instruction should be diverse and engaging. At times, teachers may encounter difficulties and obstacles in creating the best possible instruction to match students' needs (Bahrum et al., 2015). Research by Tinde et al. (2016) has found that successful implementation of RPIs requires commitment from teachers in planning, executing, and assessing the achievement of students with hearing impairments based on RPI elements like objectives, competency levels, and academic functioning of the students. According to Amran et al. (2019), the success or failure of RPI implementation depends on various internal and external factors. The challenges faced by teachers in implementing effective RPIs can impact the overall development of students with hearing impairments (Bakar, Che Aman & Syed Abdullah, 2017).

One of the factors contributing to the ineffectiveness of Individual Education Plan (Rancangan Pendidikan Individu or RPI) planning is the diverse nature of hearing-impaired students' needs and categories



(Amran et al., 2019). According to Bali and Othman (2017), the variety of categories within hearing-impaired individuals and their differing functionalities necessitate thorough and relevant planning tailored to their learning needs (Bandu & Zulizan, 2012). This situation compels teachers to brainstorm ideas for crafting more specific RPIs. Mahabbati's study in 2014 found that the diversity among students makes educational planning for each individual a complex task to design and execute. Additionally, it was discovered that well-designed RPIs have a direct impact on the development of hearing-impaired students. However, the primary factor hindering effective RPI planning for hearing-impaired students lies in the competency of teachers (Bjorklund, 2000). Numerous studies have been conducted to substantiate this issue. According to Abdullah and Yassin (2018), the competence level of teachers in planning RPIs for hearing-impaired students remains at a moderate level, with some teachers lacking sufficient knowledge in RPI planning. In discussions within the study, it was found that teachers' knowledge correlates positively with effective RPI planning. Mahabbati (2014) also stated that many teachers still do not meet the criteria of competence required to effectively implement RPIs for hearing-impaired students. Unsatisfactory levels of competence have resulted in special education teachers struggling to plan their instruction effectively for hearing-impaired students (Bandu et al., 2012).

In addition, 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 qualified as they should be. He revealed that some of the teachers in the special education stream are still new and also 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. Therefore, this study was conducted to identify the relationship between teacher competence and the planning of Individual Education Plans and the development of special education students with hearing problems in special education schools. Previous studies only focused on the production of RPI for SES with learning disabilities in the Special Integration Education Program and did not involve SPK teachers and hearing-impaired students in SPK.

Issues and Challenges in Teacher's Competency, RPI Planning and Students with Special Education Needs

1.1 Teacher's Competency

The introduction of the study highlights several challenges encountered by teachers in designing the most suitable RPI for SES. These challenges include a deficiency in competence, such as a lack of knowledge and experience in RPI or SES, absence of academic qualifications or specialised expertise in education, and inadequate readiness and skills to effectively determine lesson objectives and content (Abdullah & Yassin, 2018). This issue often arises among special education instructors in schools for children with hearing impairments, as highlighted by Abdullah and Yassin (2016). The lack of clarity and ineffectiveness in delivering appropriate Response to Intervention (RPI) by special education instructors in SPK has resulted in a deficiency of high-quality educational services for students with disabilities, hence impeding their academic achievements within school settings (Bahuaud, 2010). According to Michelle Bahuaud (2010), educators acknowledge the need of possessing a proficient skill set in designing Responsive Planning Instruction (RPI) tailored particularly for special education children with hearing impairments. This competency is crucial in order to create effective RPI strategies that may enhance student development.

Several further studies have also shown that teacher competency serves as the foundation for effective RPI (Reflective Practise in Instruction) preparation. Notably, David (2012), Muhammad and Sulaiman (2011), Toran et al. (2010), and Mislan et al. (2010) concur that teachers play a pivotal role in devising appropriate instructional strategies for their students. The consensus among the participants was that instructors who had expertise, enough preparation, and proficiency in general SES instruction are capable of successfully designing and implementing RPI strategies. Furthermore, these teachers may contribute significantly to the attainment of desired outcomes in SES education. According to Robyn and Donald (2011) as well as Stephanie (2008), the primary planners within the RPI team are the instructors, who collaborate closely to provide a highly effective SES outcome. Additionally, the authors elucidated that a notable correlation exists between the expertise and credentials of educators and the efficacy of RPI (Results-Based Performance Improvement) planning. The research further shown that the efficacy of RPI has an impact on the development of SES learning difficulties. Prior research has shown that the implementation of well-designed Response to Intervention (RPI) plans has an impact on several



dimensions of academic performance among students with learning difficulties in the field of SES. Within the context of case studies pertaining to visually impaired individuals with multiple disabilities, empirical data indicates a clear correlation between the proficiency of educators and the successful execution of a pedagogical approach known as the Responsive Pedagogy Intervention (RPI). The research findings also demonstrate that the implementation of appropriate RPI planning may contribute to the academic advancement of SES vision. Jaggil and Suhaimi (2018) conducted a study related to teacher readiness in 21st Century SES classroom management. This study was conducted with the aim of identifying the influence of teacher readiness on 21st century classroom management among teachers in the state of Sabah, Malaysia. The findings show that the overall contribution predicted by teacher readiness towards 21st century classroom management is 27.8 percent. The implications of this study prove that teacher readiness is an important aspect of good classroom management. Through the said study, it can be explained that the readiness of teachers in planning lessons is very important in determining the effectiveness of their teaching sessions. In relation to this study, this element of readiness is very suitable to be used as an argument and an element that needs to be studied in getting feedback related to the preparation of RPI that can help the development of hearing SES.

1.2 Individual Education Plan (RPI)

The Individual Education Plan (IPP) is a customised instructional plan designed for students with SES, according to their unique abilities and aptitude (Abdullah & Yassin, 2016). In a study done by Jachova et al. (2018), the researchers examined the impact of RPI efficacy on PPI for SES. The purpose of this research is to provide a checklist outlining the essential components necessary for the successful implementation of RPI, ensuring compliance with the standards of SES in PPI. The study's results indicate that an effective RPI (Research Performance Indicator) for SES (Molecular Biology and Protein Kinetics) in PPI (Protein-Protein Interactions) should include characteristics such as utility, user-friendliness, flexibility, and relevance to the level of SES. Furthermore, while devising a plan for the implementation of the Mindfulness-Based Positive Psychology (SES) programme at the Positive Psychology Institute (PPI), it is imperative to consider a number of key criteria. These criteria include the need for the programme to be tailored to the needs of each individual participant, with a strong focus on SES principles. Additionally, the programme should strive to be inclusive, encompassing a wide range of individuals from diverse backgrounds. It is also crucial

for the programme to be comprehensive in its approach, addressing various aspects of well-being and positive psychology. Moreover, a collaborative approach should be used, encouraging active participation and engagement from all stakeholders involved. Lastly, the programme should be easily accessible, ensuring that individuals can readily engage with and benefit from the SES programme. The results of this research align with the circular released by the Ministry of Education and Culture, which delineates the four prerequisites for generating a high-quality Research Performance Index (RPI). These criteria include the degree of proficiency, academic performance, objectives, and collaborative sessions. The statistical data shown in the study's conclusions pertaining to the MBK level are indicative of the individual's degree of ability. The successful RPI feature discussed in the research elucidates the individualised and student-centric aspects, including a concise representation of functional academic components. The collaborative nature of the research has considerable importance, since it encompasses the incorporation of objectives and meetings within the context of RPI.

According to a prior study done by Sharma and Desai (2016), the implementation of RPI may encounter several obstacles and challenges in situations characterised by insufficient resources and assistance. The adoption of RPI may need a higher allocation of resources compared to traditional educational approaches. This includes specialised equipment, educators with expertise in special education, and supplementary assistance. Financial constraints and inadequate support systems might pose significant obstacles. Special education students, sometimes referred to as students with moderate to severe disabilities, may need specialised equipment and resources to facilitate their learning experience. Illustrative instances include hearing aids, specialised computing devices or software, mobility aids, and adapted reading materials. The present concern is to the potential cost and limited accessibility of this technology, particularly in educational settings with limited resources.

The following issue pertains to curriculum adaptation, namely the necessity to tailor the curriculum at RPI to accommodate the unique requirements of individual students. Designing instructional materials that effectively cater to the diverse demands of students with varying requirements may be a considerable difficulty (Salend, 1999). The process of adapting curriculum is faced with several challenges, mostly stemming from the diverse range of demands shown by students, particularly those with multiple background and prior knowledge (SES). These needs include



various domains, such as cognitive, social, emotional, and physical requirements. Hence, the development of a curriculum that can be customised to cater to the unique requirements of each individual poses a significant obstacle. Hence, it is essential for educators to discern and comprehend the distinct requirements of individual students with multiple background and prior knowledge (SES) and design a curriculum that is pertinent to each of them.

1.3 The development of students with special educational needs (SES)

The development of students with special educational needs (SES) is an important aspect of inclusive education. However, SES often face various issues and challenges that can affect their development. One of the main issues is cognitive and learning. SES often have different levels of academic skills, from high ability levels to lower levels, creating challenges in planning appropriate lessons. In addition, learning problems such as dyslexia or dysgraphia can require a specific approach. The second issue is social and emotional development. SES may experience social isolation because they face difficulties in interacting with peers. Emotional well-being problems such as anxiety or anger can also affect their development. Third, is life skills, SES need to learn the life skills needed to be independent, including taking care of themselves, carrying out daily tasks, and communicating effectively? Preparation for work or life after school is also a challenge in their development. Lastly, is access to quality education? Discrimination, inequality, and lack of inclusive education are still issues faced by SES. Solutions to these challenges include implementing quality inclusive education, providing appropriate support to SES, raising community awareness, and promoting research and sharing best practices in special education. In achieving the desire to see SES develop well, all parties need to play a role in its implementation (Hanafi, 2016). SES experiences gradual development and depends on the intervention that is the stimulus for the development (Abdullah, 2014). Aziz and Rubiyani (2018) stated that the development of SES can happen well if teachers can prepare learning sessions effectively. The present research undertaken by Ng and Majid (2020) seeks to investigate alterations in behaviour and the integration of SES learning in educational endeavours subsequent to the introduction of occupational therapy. A case study was conducted in a school located in Pontian, Johor, involving a total of 15 participants. The composition of the participants consists of ten individuals engaged in the SES learning programme, alongside five participants who are special education teachers involved in the research. This research

employs a qualitative methodology, using interviews, observations, and document analysis as means of data collecting. The study's results indicate a reduction in the occurrence of aggressive and passive behaviour among individuals with SES learning after the introduction of occupational therapy intervention. Furthermore, the study's results indicate that occupational therapy has a positive impact on the development of motor, behavioural, and psychosocial skills (SES), specifically in the domains of social interaction, emotional regulation, and motivation for educational engagement. Additionally, it indirectly contributes to the enhancement of fine motor abilities.

2. Research Methodology

The study used the Sequential Exploratory Design (SED) as recommended by Creswell (2010) for its research design. The research starts by establishing the fundamental aspects and variables that will be examined, as suggested by the Social and Economic Development (SED) framework. The process of establishing and discerning the characteristics of these aspects is accomplished by a comprehensive examination of existing scholarly literature, including the meticulous scrutiny of records pertaining to prior investigations. The variables derived from the document analysis were then used as the foundation for constructing the study questionnaire. The selection of this design was based on the researcher's requirement to modify the existing features to cater to the specific target group in this study, namely instructors who are involved in teaching listening skills in the SES context. The design used in this study ensures the accuracy and compatibility of the acquired components with the performed research.

This research process began by conducting a needs study through a preliminary survey and a literature review to identify the elements for each variable. The elements found through the initial survey will then be used to build a set of questionnaires. The questionnaire set was then administered to the study respondents. The set of questionnaires that have been answered will be analyzed before the interpretation is carried out. The result of the interpretation then answers the research question. The research design used is a survey study. This survey study is a form of research that refers to the nature of inference by using quantitative data collected through questionnaires (Shuhairy, 2019). The data obtained from this random sample was then analyzed and presented with descriptive statistics and significance tests. The results of the statistical tests then provide answers to the research questions being studied.



2.1.1 Research Instruments

The questionnaire for this study is prepared in four sections, namely Section A (Demographics), Section B (Teacher Competence), Section C (Individual Education Plan) and Section D (Student Development). The construction of items for this questionnaire is based on several sets of standard questionnaires used and which have been modified by previous researchers. Among the questionnaire adaptations are as follows,

namely, Part A was constructed by the researcher himself, Part B was adapted from the Teaching and Learning International Survey (TALIS) questionnaire, Part C (Class Teachers' Experiences and Views on the Use of Individual Educational Plans in The Finnish and Norwegian Primary Schools) and Part D (Positive Youth Development Student Questionnaire (PYDSQ)). A summary of the preparation of questionnaire items is as in Table 3.1.

Table 1: Part of the questionnaire

Section	Content	Adaptation	Number of Items	Total Items
A	Demographics	Built by the researcher	Gender-1 Age-1 Teaching experience SES-1 Subjects Taught-1 Status-1	5
B	RPI	<i>Class Teachers' Experiences and Views on the Use of Individual Educational Plans in The Finnish and Norwegian Primary Schools</i>	Ability Factor- 10 Functional Academics-10 Goal- 10 Session- 10	40
C	Teacher Competence	<i>Teaching and Learning International Survey (TALIS)</i>	Knowledge-10 Skill-13 Experience- 13 Qualification-11 Readiness-13	60
D	Development of SES	<i>Positive Youth Development Student Questionnaire (PYDSQ)</i>	Academic-10 Character-10 Co-curriculum-5 Sports-5	30
Item Totals				135

2.1.2 Population and Sampling

The population for this study involves a total of 789 hearing impaired special education teachers for 26 SPKs, so far as this study is conducted (BPKhas, 2020). According to Fraenkel and Wallen (1993), an overall selection to this subject should be manageable, obtainable and generalizable. The study sample was selected using purposive sampling to provide an equal opportunity for selection to everyone in the focused population (Kamarul, 2015). For the determination of the study sample, Krejcie and Morgan (1970) population and sample tables were used. Based on the table, the minimum value for the sample of this study is between 256 to 260 teachers. Therefore, the researcher plans to make 12 teachers for each SPK as a sample to provide responses to the research questionnaire. This makes the total sample involved is 305 people taking into account the sampling error.

Data Analysis

In order to determine the relationship between the variables of this study, namely teacher competence, RPI and student development, a correlation analysis was conducted to obtain a certain threshold value. The analysis was carried out using SPSS 20 descriptively and considering Pearson's correlation values and significant values. Based on Table 4.6, the three variables were tested by correlation and the recorded values are as follows, that is, RPI is positively and significantly related to teacher competence with a value of 0.807, $p=0.000$, and vice versa. RPI is also positively and significantly related to student development (0.861, $p=0.000$), and vice versa. While competence is positively and significantly related to student development (0.711, $p=0.000$), and vice versa.



Table 2: Correlation between Variables

Variable	Individual Education Plan	Teacher Competence	Student Development
Individual education plan		r=0.807 p=0.000	r=0.861 p=0.000
Teacher Competence	r=0.807 p=0.000		r=0.711 p=0.000
Development of hearing-impaired students	r=0.861 p=0.000	r=0.711 p=0.000	

For the relationship of each element in each variable is stated as in Table 3, Table 4 and Table 5.

Table 3: Correlation (relationship) (r) between elements in Teacher Competence and RPI with value (p=0.000)

Teacher Competence/RPI	Ability Factor (r)	Functional Academics (r)	Goal(s) (r)	Session (r)
Skill	0.609	0.627	0.793	0.744
Experience	0.610	0.569	0.725	0.801
Readiness	0.648	0.675	0.702	0.730
Qualifications	0.620	0.677	0.793	0.828
Knowledge	0.448	0.683	0.749	0.611

Based on Table 3, all the elements of teacher competence are positively and significantly related to the elements of the RPI based on correlation values (r) and significant values (p). All relationships recorded a significant value of p=0.000 and a positive correlation value. The skill element recorded a correlation value of 0.609 with the ability factor, functional academics (0.627), goals (0.793) and meetings (0.744). Similarly, the element of experience in teacher competence also recorded a positive correlation value against all elements of the RPI, which is 0.610 for the factors of ability, academic functioning (0.569), goals (0.725) and meetings (0.801). The readiness element also

recorded a significant value and a positive correlation to the RPI element with a value of 0.648 for the ability factor, academic functioning (0.675), goals (0.702) and meetings (0.730). Tururt noted the positive correlation value is the qualification element against the elements in the RPI which is 0.620 for the ability factor, academic functioning (0.677), goal (0.793) and meeting (0.828). While the knowledge element recorded a correlation value of 0.448 for the ability factor, academic functioning (0.683), goal (0.749) and siding (0.611). These results show that each element of both related variables has a positive correlation value and is significantly related to each other.

Table 4: Correlation (relationship) (r) between elements in Teacher Competence and Student Development with value (p=0.000)

Teacher Competence/ Student Development	Academic (r)	Character (r)	Co-curriculum (r)	Sports (r)
Skill	0.531	0.556	0.631	0.518
Experience	0.518	0.583	0.685	0.595
Readiness	0.649	0.747	0.767	0.806
Qualifications	0.541	0.657	0.770	0.701
Knowledge	0.511	0.616	0.671	0.682

Based on Table 4, all elements of teacher competence are positively and significantly related to elements for student development based on correlation values (r) and significant values (p). All relationships recorded a significant value of p=0.000 and a positive correlation value. The skill element recorded a correlation value of 0.531 with academics, personality (0.556), co-curricular (0.631) and sports (0.518). Similarly, the element of experience in the teacher's competence also

recorded a positive correlation value with all elements of student development, namely 0.518 for academics, personality (0.583), co-curricular (0.685) and sports (0.595). The element of readiness also recorded a significant value and a positive correlation to the element of student development with a value of 0.649 for academics, personality (0.747), co-curricular (0.767) and sports (0.806). Tururt noted the positive correlation value is the qualification element to the



elements in student development, which is 0.541 for academics, personality (0.657), co-curricular (0.770) and sports (0.701). While the knowledge element recorded a correlation value of 0.511 for academics,

personality (0.616), co-curricular (0.671) and sports (0.682). These results show that each element of both related variables has a positive correlation value and is significantly related to each other.

Jadual 5: Correlation (relationship) between elements in RPI and Student Development with value ($p=0.000$)

RPI/ Student Development	Academic (r)	Character (r)	Co-curriculum (r)	Sports (r)
Ability Factors	0.799	0.806	0.758	0.719
Functional Academics	0.777	0.817	0.809	0.777
Goal	0.764	0.775	0.828	0.766
Session	0.731	0.785	0.851	0.790

Based on Table 5, all elements of RPI are positively and significantly related to elements for student development based on correlation values (r) and significant values (p). All relationships recorded a significant value of $p=0.000$ and a positive correlation value. The ability factor element recorded a correlation value of 0.799 with academics, personality (0.806), co-curricular (0.758) and sports (0.719). Similarly, the academic element functions in the RPI which also recorded a positive correlation value for all elements of student development, namely 0.777 for academics, personality (0.817), co-curricular (0.809) and sports (0.777). The goal element also recorded a significant value and a positive correlation to the element of student development with a value of 0.764 for

academics, personality (0.775), co-curricular (0.828) and sports (0.766). Tururt noted the positive correlation value of the assembly element against the elements in student development, which is 0.731 for academics, character (0.785), co-curricular (0.851) and sports (0.790). These results show that each element of both related variables has a positive correlation value and is significantly related to each other.

2.1.3 Hypothesis Testing

In order to determine whether the relationship between the constructs occurs significantly, the next hypothesis testing is carried out. A summary of the hypothesis testing analysis is as in Table 6.

Table 6: Hypothesis Testing (Relationship)

H	Relationships Between Constructs	Coefficient (β)	S.E.	C.R	P	Notes
H ₁	Competence of teachers at Hearing Impaired Special Education Schools <--> Individual Education Plan planning	0.892	0.207	10.440	0.000	Significant (Accepted)
H ₂	Individual Education Plan Planning <--> the development of special needs students with hearing problems in special education schools	0.808	0.166	9.400	0.000	Significant (Accepted)
H ₃	Competence of teachers in Special Education Schools for Hearing Impairment <--> the development of special needs students with hearing impairment in special education schools	0.886	0.145	9.624	0.000	Significant (Accepted)

H₁ : The competence of Special Education Schools for Hearing Impaired teachers has a significant positive relationship with the planning of Individual Education Plans.

The results of the analysis show that there is a significant positive relationship between the Competence of Special Education School teachers with hearing problems and the Individual Education Plan planning construct with a value of ($\beta = 0.892$, $p < 0.005$). Hypothesis accepted.



H2 : The competence of teachers at Special Education Schools for the Hearing Impaired has a significant positive relationship with the development of special needs students with hearing impairments in special education schools.

The results of the analysis show that there is a significant positive relationship between the Competence of Special Education School teachers with hearing problems and the developmental construct of special needs students with hearing problems in special education schools with a value of ($\beta = 0.808$, $p < 0.005$). Hypothesis accepted.

H3 : The Planning of Individual Education Plans for Special Education School teachers with hearing problems has a significant positive relationship with the development of special needs students with hearing problems in special education schools.

The results of the analysis show that there is a significant positive relationship between the Individual Education Plan of the teacher at the Hearing-Impaired Special Education School and the development of special needs hearing impaired students in the special education school with a value ($\beta = 0.886$, $p < 0.005$). Hypothesis accepted.

3. Discussion and Conclusion

Based on the results of the study, all variables are positively and significantly related to each other. The results have successfully answered the research questions and have also confirmed the three initial hypotheses set. The first hypothesis was successfully proven when the results of the analysis showed that there is a significant positive relationship between the Competence of Special Education Schools for Hearing Impaired teachers and the Individual Education Plan planning construct. This shows that, a change in the correlation value will occur for the RPPI planning variable if there is a change in the correlation value for teacher competence. This situation proves that the competencies that teachers have in relation to elements such as qualifications, experience, knowledge, skills, and readiness are directly related to their ability to plan an effective RPI against hearing impaired SES. The results of this study are in line with the findings of the study by Abdullah and Yassin (2016) who tend to find that the quality of RPI planning depends on the extent to which a teacher master's the RPI itself. Likewise with the view by Bandu and Zalizan (2012) who stated that competent teachers can prepare RPI better. These two statements show that the competence of a teacher is directly related to the effectiveness of RPI planning for SES, especially SES with hearing problems. The

same results were also obtained through the study of Iswari et al. (2019) who proved that there is a positive relationship between teacher knowledge and RPI planning for SES. Some other studies such as Mahabbati (2014) and Tine et al., (2016) also found the same results as the results of this study.

The results recorded that there is a significant positive relationship between the Competence of Special Education Schools for Hearing Impaired teachers and the construct of the development of special needs students with hearing impairments in special education schools. This analysis proves that a change in the correlation value will occur for the development variable of SES hearing problems if there is a change in the correlation value for the teacher's competence. This situation proves that the competencies that teachers have in relation to elements such as qualifications, experience, knowledge, skills, and willingness are directly related to the development of SES hearing problems. This also proves that, if the level of competence in the teacher is increased, it can increase the development of SES with hearing problems. The findings of this study are in line with the findings of a study by Abdullah and Yassin (2018) who found that SES can benefit greatly from the teaching of a competent teacher. In their study as well, the results of the analysis found that there is a positive relationship between the competence of the teacher's knowledge and skills with the development of students. This statement is also noted in parallel with the results of the study by Jachova et al. (2018) who also obtained similar results for the correlation analysis they conducted for the variable of teacher skills with student achievement in school. This further strengthens the findings of this study because it has clearly proven the findings of previous studies.

The next hypothesis testing in this study can be proven when the results of the analysis show that there is a significant positive relationship between the Individual Education Plan of teachers at Special Education Schools for Hearing Impairment and the development of students with special needs who have hearing problems in special education schools, as reported in Chapter 4. This analysis proves that a change in the correlation value will occur for the development variable SES of hearing problems if there is a change in the correlation value for RPI planning. This situation proves that effective RPI planning is directly related to the development of SES hearing problems. This also proves that, if the quality and effectiveness of an RPI plan is improved, it can also improve the development of SES hearing problems. The findings of this study support the findings obtained from the study of Victoria et al. (2015). The study also noted a



significant positive relationship between good RPI production and SES achievement. The brief study agreed that RPI provides a good reinforcement to SES and provides an opportunity for SES to develop according to its own suitability without being tied to competition with other SES. The findings of this study are further strengthened by a study by Tom (2006) with a record of results that show there is a positive relationship between relevant teaching planning and student involvement in the learning session. In addition, the three theories that have been supported in the study can also be linked to the results of the analysis of this study. As stated in Spencer's Competence Theory (1993), a person who has a high value of competence can produce a good product. Competent individuals are also explained in the theory as having a significant relationship in increasing the competence of others. So is the explanation in Piaget's Child Development Theory, which establishes stimulation as a tool to change children's behaviour and behaviour. Through this study, the theory can be proven by referring to the relationship between a competent teacher producing RPI and the development of SES. Gardner's Multiple Intelligence Theory is also in line with the results of this study. The level of teacher competence in planning RPI for each different SES provides different indicators for the development of SES. The results of this study show that the accuracy of the analysis and findings have successfully strengthened the findings of previous studies. Therefore, teachers who are involved in teaching SES with hearing problems in SPK need to pay due attention to improving their level of competence because it is directly related to effective RPI planning and the development of the SES.

Overall, it is important for teachers involved in teaching SES with hearing problems to improve their level of competence in planning effective RPI. This will provide a better opportunity for SES to grow according to their needs and achieve their potential better. Therefore, improvements in teacher education and training, as well as an emphasis on appropriate RPI planning, are essential in achieving quality inclusive education.

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