

Exploring Previous Studies Related To the Development of Pupils with Special Education Needs Visual Impairment through the Planning of Individual Education Plans

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ABSTRACT

The development of MBPK is a change that occurs to MBPK after undergoing several phases in their learning. Their development can be seen in terms of academics, sports, personality and co-curricular. In making the wish to see MBPK develop well, all parties need to play a role in its implementation. MBPK develops gradually and depends on the intervention that is the stimulus for the development. The development of MBPK can happen well if teachers can prepare learning sessions effectively. Student language development can be developed with the help of the teacher's skills in planning and implementing lessons. This qualitative study uses observation, interview and document analysis methods as a means of obtaining data. The findings of the study show that the learning process for non-verbal skills can be carried out more effectively if the teacher can master the knowledge related to speech therapy. As a suggestion, they hope that innovation can be done in the learning process, as well as parents, Special Education teachers and Pupil Management Assistants need to be given knowledge through training and workshops.

Keywords: individual education plan, special education, visual impairment, special needs student, education

1. Introduction

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. This qualitative study involves 12 preschool teachers who teach in 12 National Schools for Special Education in 8 states in Peninsular Malaysia. Interview sessions, teaching observations and document analysis are used as data collection methods. The findings of the study show that teaching skills are very important in helping students' development. At the end of the study, they suggested that preschool teachers be sent for advanced courses related to pedagogy and teaching strategies. A study by Baharom (2011) found that teachers' skills in the use of information and communication technology (ICT) applications can enrich the cognitive development of MBPK. This study involved 55 teachers, 117 students, and questionnaires were used to collect data in this survey method. The data was then analyzed using SPSS. The findings of the study show that the use of computers in the learning process can help stimulate student development. At the end of the study, the researcher suggested that the use of computers be increased in teaching in special education schools so that student development can be helped.

2. Literature Review

The Special Education Division (BPKhas) (2018) developed a PPI-related module as an effective PPI implementation guideline for MBPK. The module outlines various guidelines for various parties such as school

administrators, teachers, students and student management assistants in order to carry out tasks effectively. The module also states that the PPI program can basically help the development of MBPK not only cognitively, but they can also develop well in the school community. The module also suggests that all parties cooperate by complying with everything outlined so that they can help the development of MBPK and guarantee the expected happening. A study by Saad and Moh (2014) was conducted to survey teachers' understanding in implementing assessments for MBPK. This qualitative study was conducted through interviews and involved 6 teachers who teach the Literacy and Numeracy Program (LINUS) at a school selected using purposive sampling techniques. The findings of the study show that the teacher's level of understanding, such as good and moderate, has different effects on the level of student language development through the LINUS test that is administered to them. The results of this study can provide benefits to teachers to re-evaluate their understanding of assessment for MBPK.

Ahmad (2016) conducted a study related to the influence of good PPI management on the development of MBPK. This study uses a narrative inquiry design and involves four study participants. Data was collected through observation, interviews and analysis of document evidence before conducting the analysis. The findings of the study found that structured, effective and careful PPI management can help MBPK to develop well in a conducive environment. The researcher also stated that PPI can be improved if the services of mentor teachers are provided and regular teachers involved in this program are given exposure to special education.

Griffin (2009) in his study found that programs such as PPKI and rehabilitation provide good development space for MBPK. Behavior management strategy is an important planning in implementing the best intervention for MBPK. This is because behavior is the main obstacle for MBPK to learn effectively. Therefore, in order to guarantee a good development for MBPK, the strategy related to the management of MBPK's behavior needs to be improved first. The researcher also stated that the mastery of writing, reading and counting (3M) is the basis for students to master. Therefore, teachers also need to increase their efforts in planning and implementing the best interventions to improve these skills for MBPK.

Ujang et al. (2013) in their study related to reproductive education for MBPK found that the development of MBPK needs to happen in parallel with other students. For that purpose, their study suggested that related policies and curricula should be emphasized to MBPK. This study was conducted by analyzing a document by Life Planning Education, Advocates for Youth entitled Human Sexuality Circle issued in 1995. They analyzed the proposed requirements with the requirements for MBPK in their development. At the end of the study, they suggested that the authorities take seriously the syllabus that needs to be applied to MBPK in schools so that their development moves the same as normal students.

Asfaruddin and Ahmad (2016) studied the influence of musical stimuli on the cognitive development of MBPK. The qualitative study uses interview, observation and document analysis methods in data collection. This study involved three teachers from three different schools. Two of them are special education teachers, while the other is a mainstream teacher. The findings of the study show that music can help the cognitive development of students by facilitating the memory of learned skills. In addition, the findings of the study also show that music can help MBPK's emotional development by motivating them to learn. This study also found that music can help students' gross motor development by giving them the freedom to move.

3. Discussion

Ng and Majid (2020) conducted a study aimed at exploring behavioral changes and the involvement of MBPK learning in learning activities after the implementation of occupational therapy. A case study involving 15 participants was carried out at a school in Pontian, Johor. The breakdown of participants is 10 MBPK learning participants and five special education teacher study participants. This study uses a qualitative approach with interviews, observations and document analysis conducted for the data collection process. The findings of the study show that there is a decrease in the frequency of aggressive and passive behavior among MBPK learning after the implementation of occupational therapy intervention. In addition, the findings of the study also show that occupational therapy helps the development of MBPK in terms of social interaction, emotions and the desire to engage in learning activities and indirectly improve the development of fine motor skills.

Ali and Hassan (2014) conducted a study related to teachers' perspectives on the academic development of MBPK in the vision problem category. A total of 46 teachers who teach vision MBPK in special education secondary schools and mainstream secondary schools that offer vision PPKI around the Klang Valley. This quantitative study uses questionnaires as a means of collecting data. The findings of the study show that the teachers' perspective on the academic development of vision MBPK is moderate. Resource teachers in the mainstream show a positive perspective on the academic development of visual MBPK compared to typical teachers and special education teachers. This study summarizes that the role of teachers is very important in improving the academic development of vision MBPK.

Salleh et al. (2018) studied the relationship between the senses and the social development of MBPK vision. The study was carried out in a quantitative approach with the use of questionnaires that were administered to selected MBPK of vision. The findings of the study show that visual MBPK can develop their social potential by using senses other than vision. The study also ultimately suggested that more training be given to MBPK vision in their interactions with friends and the community.

Liong and Hanafi (2019) studied the relationship between academic achievement for listening MBPK Mathematics subjects and the characteristics of their hearing problems. A study that uses questionnaires and math summative tests aims to identify variables from student characteristics that contribute to the math achievement of hearing impaired MBPK. This study involved a total of 175 hearing-impaired MBPK students consisting of 92 males and 83 females selected from 18 National Special Education Schools (SKPK) hearing impairment programs. The findings of the study show that five variables have made a significant contribution to the mathematics achievement of hearing-impaired MBPK, namely self-motivation, mathematics learning experience, mastery of literacy, mastery of sign language and attitude towards mathematics (5.7%). The researchers suggest that parents and teachers collaborate and give a high commitment to encourage MBPK with hearing problems to improve the excellence of mathematics achievement.

4. Conclusion

A study by Hassan (2013) was conducted to identify the level of Inclusive Program Implementation for MBPK learning in ten secondary schools in Muar and Ledang Districts, Johor. This study involves a sample of 92 mainstream teachers who are involved in teaching MBPK learning through PPI. Data was collected through a mixed approach using questionnaires and interviews. The findings of the study show that the implementation of PPI is at a moderate level in terms of planning and implementation. The researcher also acknowledged that PPI is a good platform to improve the social, academic and psychomotor development of MBPK learning.

Salleh (2011) in his study related to the development of MBPK learning related to the mastery of 3M basics found that individual teaching strategies have a good effect on the development of MBPK. This study involved a total of 28 students who were selected in schools in Kapit district, Sarawak. Document analysis and interviews were conducted against the target group. In addition, observations are also carried out on their learning process in the classroom. The findings of the study show that the development of MBPK learning occurs well when teachers focus on teaching by planning strategies based on the individual needs of the students.

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