

# Exploring Previous Studies Related To Individual Education Plans For Students With Special Education Needs Visual Impairment

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## ARTICLE INFO

## ABSTRACT

In general, MBPK are known as students who need special methods for their learning process as a result of the deficiencies they face. According to the Malaysian Ministry of Education (2022), students with special educational needs means children who are certified by certain specialists such as medical practitioners, opticians, audiologists or psychologists as applicable whether in government service or not as students who have visual disability, hearing disability, speech disability, physical disability and learning disability or any combination of disability and disability that has been specified. Operationally in this country's education system, the categories for MBPK are determined into three main categories, namely MBPK for hearing disabilities, MBPK for visual disabilities and MBPK for learning disabilities. MBPK for the hearing disability category requires special communication methods such as Malaysian Sign Language (BIM) and Malay Sign Code (KTBM) in learning, while for the visually impaired category it requires a white cane, magnifying lens and Braille machine. As for the category of learning disabilities, there are various other sub-categories that can also be referred to as the category such as down syndrome, autism, dyslexia, dyscalculia, dysgraphia, cerebral palsy, intellectual problems, learning problems, hyperactive, intelligent and physical problems. Through these three main categories as well, there are combinations of disabilities that make up various disabilities such as deaf-blindness, deafness and autism and many more. All these students need specific methods, attention and needs in learning.

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

## 1. Introduction

The Individual Education Plan (IPP) is a teaching plan that is built specifically for MBPK individually based on the student's ability level (Abdullah & Yassin, 2016). RPI is also a documentation of the modifications made to the MBPK learning program (Bandu & Zalizan, 2012). Good RPI planning can help MBPK achieve their learning objectives according to the appropriate level of MBPK (Iswari et al., 2019). Bjorklund (2000) stated that RPI is a comprehensive and comprehensive plan to enrich student learning outcomes to a high and flexible level. A study by Mahabbati (2014) found that the application of RPI to MBPK is able to produce a corresponding and equal assessment that is relevant to them.

Aware of the importance of planning appropriate educational methods for MBPK, UNESCO through the 1994 Salamanca Declaration has urged all countries in the world to create a special mechanism to evaluate the effective implementation of education for MBPK (Iswari et al., 2019). Based on these recommendations, the Malaysian government through the Malaysian Ministry of Education has taken an important initiative by issuing a circular No. 7/2004 to make it mandatory to use RPI for MBPK in schools.

## 2. Literature Review

Abdullah and Yassin (2018) study about the efficient management of RPI to enable implementation that is useful to MBPK. This study involving 75 PPKI teachers in Kuala Lumpur uses a quantitative approach. A set of questionnaires was administered and the results were analyzed using SPSS software. The findings of the study show that there is no significant relationship between the RPI management of male teachers and female teachers. The same is true of the relationship between teachers' experience of RPI management. At the end of the study, they suggested that the party be responsible for providing training related to RPI management skills to teachers so that their level of competence can be increased.

Jachova et al. (2018) conducted a study related to the influence of RPI effectiveness on PPI for MBPK. The study conducted is to prepare a checklist related to the elements that need to be applied in RPI so that it meets the requirements of MBPK in PPI. This study uses a document analysis approach in collecting and analyzing data. The findings of the study found that a good RPI for MBPK in PPI should be useful, user-friendly, flexible and relevant to the level of MBPK. In addition, RPI planning for MBPK at PPI needs to take into account several criteria, namely, it must be individual, MBPK-centered, inclusive, comprehensive, collaborative and accessible. A study by Victoria et al. (2015) was conducted to explore the level of success of RPI in determining the occurrence of MBPK. Document analysis is used in gathering data as well as for the analysis process. This brief study found that RPI provides a good reinforcement to MBPK and provides an opportunity for MBPK to develop according to its own suitability without being tied to competition with other MBPK. At the end of the study, they suggested some appropriate assessment instruments for MBPK and also suggested the appropriate use of appropriate language for the implementation of RPI. Tom (2006) developed guidelines for RPI planning that is suitable for MBPK. He suggested that a good RPI should record teaching strategies for MBPK with a comprehensive approach. Every example that is placed in the writing of RPI needs to be diverse to facilitate the management of student behavior and interests. In addition, the different evaluation methods for each MBPK also need to be well explained to avoid bias in the implementation of the evaluation. Evaluation is suggested to be done by focusing on behavior at the beginning of RPI planning. He also expressed the opinion that the curriculum built by the authorities should take into account the diverse needs of each MBPK. The curriculum is also suggested so that it can be modified according to the needs of MBPK.

Abdul Rahim (1997) conducted a study to obtain the views of PPKI teachers on the implementation of RPI. He focused the teachers' views on the main features of the RPI policy, the details that need to be recorded in the RPI, the formation of the RPI committee, the involvement of parents and teachers in the RPI, RPI-related courses and the frequency of RPI references. A set of questionnaires was distributed to all PPKI in Kuala Lumpur involving 209 teachers from 14 schools. The findings of the study 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.

## 3. Discussion

A report by Asa (2013) covers several requirements for a good RPI for MBPK in Sweden. Among the aspects highlighted is MBPK's ability in the learning planned for them. He emphasized that special research needs to be given to the analysis of students' abilities before teachers plan their RPI. In addition, he also suggested that the strategy planned for RPI should be diverse and geared towards individual needs. He also touched on the teacher's practice in the implementation of interventions planned in the RPI. Emphasis is placed on the determination of objectives and evaluation criteria that are accurate and relevant. In the report, he also listed some of the challenges faced by teachers in the implementation of RPI against MBPK.

Karen and Jacqueline (2015) conducted a quantitative study related to the development of an effective and comprehensive RPI for MBPK with learning disabilities. They found that an effective RPI must conform to the norms of the MBPK environment so that they are easy to understand. In addition, RPI planning is also suggested to include MBPK characteristics in the lesson content so that it can help MBPK to be actively involved when the intervention is carried out. They also stated that there is a significant positive relationship between the effective construction of RPI and the level of active student involvement when the learning process is being implemented.

Kurth (2010) in a study aimed at an important aspect when preparing RPI for MBPK in the autism category, found that there is a difference between the focus of the planned lesson content. He stated that an effective RPI is one that applies skill elements in its implementation. According to him, this element of skill can help attract students to be actively involved in the learning process. While the academic element shows that there is a lack of interest and active participation of students in the learning process. Therefore, he suggested that teachers focus on the skill aspect in planning the RPI for MBPK in the autism category.

Lewis (2019) conducted a study to obtain parents' perceptions of the planning and implementation of RPI for MBPK in schools. A set of questionnaires and interview sessions were administered to parents to collect data related to their perceptions related to RPI. The findings of the study show that parents are very positive in their acceptance of the implementation of RPI for their children. They agree to be actively involved in the RPI determined for their children. However, there are also negative views of parents regarding this RPI. Among

them is a feeling of mistrust in teachers towards assessments that are relevant to their children as well as the one-way determination of RPI objectives by teachers alone.

#### 4. Conclusion

From the studies examined, it can be stated that the implementation of RPI is very important in giving justice to the ability of MBPK. Many researchers have found that RPI has a positive effect on the development of MBPK. Some of them also suggested some improvements to the RPI so that it is dynamic and follows the current cycle. However, the effective implementation of RPI has not yet been achieved due to several problems such as teachers' attitudes, lack of knowledge-related training, lack of cooperation from parents and limited time (Bandu & Zalizan, 2012).

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