

Exploring Previous Studies Related To Teacher Competence In Planning Individual Education Plans For Students With Special Educational Needs Visual Impairment

Mohd Norazmi Nordin¹, Shaliza Alwi², Norwaliza Abdul Wahab³, Nor Adila Mohd Noor⁴, Amirul Haqem Abd Ghani⁵, Bella Datuk Rosdi⁶, Mohd Saleh Abbas⁷, Mohamad Maulana Magiman⁸

¹Faculty of Education, Universiti Kebangsaan Malaysia, Bangi, Selangor, Malaysia.

²Arshad Ayub Graduate Business School, Universiti Teknologi MARA, Shah Alam, Selangor, Malaysia.

³Universiti Pendidikan Sultan Idris, Perak, Malaysia.

⁴Universiti Teknologi MARA, Terengganu Branch, Dungun Campus, Malaysia.

⁵Universiti Utara Malaysia, Kedah, Malaysia.

⁶Universiti Malaysia Kelantan.

⁷INTI International University, Nilai, Negeri Sembilan, Malaysia.

⁸Universiti Putra Malaysia, Bintulu, Sarawak, Malaysia.

Citation: Mohd Norazmi Nordin, et al (2024) Exploring Previous Studies Related To Teacher Competence In Planning Individual Education Plans For Students With Special Educational Needs Visual Impairment, *Educational Administration: Theory and Practice*, 30(6), 1408-1411

Doi: 10.53555/kuey.v30i6.5512

ARTICLE INFO ABSTRACT

Competence is a combination of skills and knowledge in shaping one's identity to make something successful. Competent teachers need to prepare themselves with knowledge, skills and management in facing various challenges related to the implementation of national education goals. The interest, skills and preparation of teachers in providing educational services to students is very important in making their careers successful in shaping the desired students, including students with special needs (SEN). Teaching for MBPK can be carried out effectively if teachers have sufficient knowledge and skills and equip themselves with appropriate competence. Various studies from within and outside the country are conducted to explore issues related to teacher competence in planning and implementing effective teaching for students. Teacher's understanding and knowledge of the lesson content can make the teaching process run effectively. They stated that teachers who master the lesson content well can help them plan structured rooting strategies that can benefit students. Their study found that the skills and knowledge of teachers will create a learning atmosphere and better quality learning assessment.

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

1. INTRODUCTION

Jaggil and Suhaimi (2018) conducted a study related to teacher readiness in 21st Century MBPK 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. Data was collected using a set of questionnaires administered to 439 teachers. Descriptive analysis shows that teachers' readiness and classroom management of the 21st century are practiced at a high level. The results of the analysis show that there is no significant difference in teacher readiness and classroom management in the 21st century based on their teaching experience. Nevertheless, the results of the multiple regression analysis show that there is a significant influence of the teacher's readiness towards classroom management in the 21st century. 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.

A study by Ratnam et al. (2018) related to the practice of morning conversation activities for special education pre-schools explained the importance of teachers in preparing themselves with a good level of competence. The study used a survey method of 120 Special Education Preschool teachers with Learning Disabilities from all over Malaysia. The results of the quantitative findings found that the interpretation of the teacher's knowledge

level score was at a high level, with a mean reading = 3.30, standard deviation = 0.40. While for the practice of morning conversation activities, the interpretation of the score is that recorded is at a moderate level (mean = 2.96, standard deviation = 0.36). Inferential statistical analysis shows that there is a significant relationship between teachers' knowledge about morning conversation and the practice of morning conversation activities. At the end of the study, they stated that a high level of knowledge alone is not enough for teachers to carry out activities effectively. They need to be equipped with other relevant skills.

2. LITERATURE REVIEW

A study by Bali and Othman (2017) related to the challenges of teacher guidance and counseling services for hearing MBPK also touched on the importance of teacher competence. In a study conducted on six counseling guidance teachers in schools that have a special integration education program (PPKI) and an inclusive education program (PPI), it was found that the main challenge faced by the teachers in dealing with MBPK is their experience related to the students. All guidance and counseling teachers involved are holders of bachelor's degrees related to guidance and counseling. This shows that they are qualified to conduct coaching and counseling sessions. However, the situation did not give the best effect to MBPK because they did not have experience in holding sessions directly to MBPK. This study ultimately suggests that teacher competence needs to be improved not only in terms of knowledge, but also related to specific experience and skills related to MBPK. Hamdi et al. (2012) in their study related to the knowledge and skills of teachers regarding the teaching of Islamic Education for MBPK with hearing problems found that teachers need to equip themselves with knowledge, pedagogical skills and the will to implement the best teaching. The study, which involved a total of four study participants among Islamic Education teachers at a special education national school (SKPK), was conducted qualitatively by involving interview sessions, teaching observations and document analysis. The findings of the study show that aspects of pedagogical knowledge and skills for MBPK have a significant positive relationship with the teaching process of Islamic Education for MBPK.

3. DISCUSSION

Shamsul et al. (2019) in their study related to the level of teacher readiness for teaching practices for MBPK found that several aspects related to readiness need to be given attention. This study involved 195 teachers who teach in primary and secondary schools that have PPKI. A questionnaire that uses a four-point likert scale is used for the purpose of identifying the teaching practices of special education teachers. The data obtained and analyzed using SPSS software version 21. Overall, the findings show that all aspects of the proposed competencies such as teacher teaching quality, teaching suitability, incentives, time and teaching preparation are at a high level with an average mean between 3.47 and 3.64. This study shows that teacher competence has a positive and significant influence on teaching practice.

The study of Hamid et al. (2017) found that the level of teacher competence has a significant influence on the quality of teaching in the classroom for MBPK. This study involved 274 teacher trainees from a teacher education institute who were undergoing practicum training to meet the requirements for the awarding of a bachelor's degree in teaching. Teaching monitoring documents were analyzed and found that aspects of teacher teaching competence such as planning, implementation, reflection, attitude and teacher personality are important in helping the effectiveness of MBPK teaching in the classroom.

Mahabbati (2014) conducted a study related to the level of competence of teachers regarding the behavior management of MBPK. A total of 60 study participants consisting of PPKI teachers were involved in this study. The analysis of the administered questionnaire shows that the level of competence of the teachers in MBPK behavior management is at the highest level with the mean reading breakdown as follows, namely, managing behavior (4.237), positive reinforcement (4.366) and negative reinforcement (3.966). This study also suggests that the authorities hold courses or workshops related to MBPK behavior management for special education teachers. In addition, this study also emphasizes the importance of providing MBPK behavior management modules to teachers.

Low et al. (2013) in their study of trainee teachers found that the competence of teachers can be completed by exposure to real teaching experience at school. This quantitative study was conducted on trainee teachers of the Bachelor of Teaching Program at the Teacher Education Institute of the Special Science Campus. The selection of these trainee teachers is done randomly. Questionnaires were administered to respondents and analyzed using SPSS software. The results of the study show that the level of knowledge of trainee teachers about MBPK teaching is high. However, the implementation does not show a good performance when faced with the actual teaching management. At the end of the study, the researcher concluded that the level of teacher competence can be improved by providing useful exposure to teaching experience.

A study by Yusri et al. (2017) was conducted to identify the influence of efficacy on teachers' teaching skills. This quantitative study applies a survey design by using a questionnaire as a data collection instrument. This study involved secondary school teachers who were selected through stratified sampling. The research data was analyzed using SEM with a focus on the formation of measurement models and structural models. Findings show that self-efficacy and teaching efficacy contribute positively to teaching competence which includes

teaching strategies, communication skills and class control. The model developed at the end of this study is proposed to be used in the process of supervision, assessment, training, evaluation, awarding and so on in an effort to improve competence in the teaching aspect.

Tay et al. (2017) conducted a study aimed at examining the mastery of teachers in the implementation of Higher Level Thinking Skills (HTL) pedagogy in terms of knowledge, skills and teaching practices. This pedagogy is based on five aspects which are active learning, student-centered, environment, strategies and questions, tasks and thinking tools. The combined research design involving 76 respondents from six primary schools in the Batu Pahat district uses a questionnaire for the purpose of data collection. Overall, the teachers' knowledge about KBAT pedagogy is at a good level but they are still less skilled in identifying situations related to effective teaching implementation.

Tinde (2016) conducted a study to examine the emotional intelligence of integration special education teachers in primary schools in Batu Pahat, Johor. Five elements for the construct of emotional intelligence, namely self-awareness, self-regulation, self-motivation, social emotional awareness and social skills are given attention. This survey study uses a questionnaire as a research instrument. The findings of this study found that there is no significant difference in emotional intelligence based on the factors of age, specialization qualification, length of service and courses in services related to special education. This study also shows that there is no significant relationship between the level of emotional intelligence and the level of challenges faced by special education teachers. Overall, the findings of this study can provide guidance to special education teachers to continue improving their own competence in producing a balanced MBPK.

Chong and Shaffe (2017) in their study of 220 hearing impaired special education teachers tested seven components of technology-related knowledge, namely: Content Knowledge (PK), Pedagogical Knowledge (PP), Content Pedagogical Knowledge (PPK), Technology Knowledge (PT), Knowledge Content Technology (PTK), Pedagogical Technology Knowledge (PTP) and Content Pedagogical Technology Knowledge (PTPK) as well as the factors that affect it, namely, gender, teaching experience and teaching field. Overall, hearing impaired special education teachers have high levels of PK, PP, PPK and PT. Factors of gender and teaching experience are the main causes of the technological knowledge of the teachers involved.

4. CONCLUSION

In particular, the findings of the study show that male hearing impaired special education teachers have higher and significant levels of PT, PTK, PTP compared to female teachers. In addition, the findings of the study also show that experienced hearing impaired special education teachers have higher and significant levels of PK, PP and PPK but their PT is lower compared to novice hearing impaired special education teachers. However, there is no significant difference for all seven components of PTPK based on the teaching field, namely Language, Humanities, Science and Mathematics as well as Technical and Vocational among hearing impaired special education teachers. From the entire details of the selected studies, it can be concluded that teachers who are competent in planning lessons need to meet elements such as knowledge, skills, readiness, qualifications and experience. This statement is very compatible with the constructs and sub constructs studied in this study.

5. REFERENCES

1. Ab. Hamid, A., Abdullah, Y., Ridzuan, I. Nazri, A.R. & Abd. Aziz, Z. R. (2017). Kompetensi Guru Pelatih Di Sebuah Institut Pendidikan Guru Dalam Melaksanakan Latihan Mengajar. *Jurnal Kepimpinan Pendidikan*, April 2017, Bil. 4, Isu 2: 39-55.
2. Bali, N. & Othman, M. H. (2017). Keterlibatan dan Cabaran Guru Bimbingan dan Kaunseling Sekolah Terhadap Murid Berkeperluan Khas. *Asian Social Work Journal*, Volume 2, Issue 2: 1-10.
3. Chong, A. P. & Shaffe, M. D. (2017). Pengetahuan Teknologi Pedagogi Kandungan (PTPK) dalam Kalangan Guru Pendidikan Khas Bermasalah Pendengaran. *International Journal of Education and Training (InJET)* 3(2) November: 1- 11.
4. Hamdi, I., Ab Halim, R. M. & Safani, B. (2012). Amalan Pengajaran Guru dalam Pengajaran dan Pembelajaran Pendidikan Islam di Sekolah Pendidikan Khas (Masalah Pendengaran). *Journal of Islamic and Arabic Education*, 4(2): 11-24.
5. Jaggil, A. & Suhaimi, M. T. (2018). Pengaruh Kesediaan Guru Terhadap Pengurusan Bilik Darjah Abad Ke-21. *Malaysian Journal of Social Sciences and Humanities*, Volume 3, Issue 4: 6-22.
6. Low, S. F., Amiruddin, Z. & Rafidah, R. (2014). Standard Guru Malaysia: Tahap Pengetahuan Guru Pelatih Pispmp Ipg Kampus Ilmu Khas. *Jurnal Penyelidikan Tempawan*, 31 (2014): 62-78.
7. Mahabbati, A. (2014). Kebijakan, Implementasi dan Isu Strategis Pendidikan Bagi Individu Berkebutuhan Khusus. *Jurnal Pendidikan Islam* 3(1): 31-46.
8. Ratnam, K., Alias, A & Toran, H. (2018). Pengetahuan dan Amalan Aktiviti Perbualan Pagi oleh Guru Prasekolah Pendidikan Khas Bermasalah Pembelajaran (PPKBP). *Jurnal Pendidikan Malaysia SI* 1(1)(2018): 59-66.

9. Tay, C. S., Hashim, F., Samsudin, A. S. & Rahmat, R. (2017). Penguasaan Guru Sekolah Rendah Dalam Pelaksanaan Pedagogi KBAT. *Prosiding Persidangan Penyelidikan dan Inovasi Pendidikan Kebangsaan Kali Kedua Tahun 2017*: 28-38.
10. Tinde, K. C., Olja Jovanović, & Dragica, P. B. (2016). Individual Education Plan as an Agent of Inclusiveness of The Educational System In Serbia: Different Perspectives, Achievements and New Dilemmas. *PSIHOLOGIJA*, 2016, Vol. 49(4), 431-445.
11. Yusri, M. I., Wan Ismail, W. A. & Rahimi, Y. (2017). Pengaruh Efikasi Terhadap Kompetensi Pengajaran Guru. *Prosiding Seminar Kebangsaan Majlis Dekan Pendidikan Universiti Awam 2017*: 41.