TEACHER COMPETENCIES TO PROVIDE EFFECTIVE INDIVIDUAL EDUCATION PLAN FOR STUDENTS WITH SPECIAL NEEDS HEARING PROBLEMS: AN EARLY REVIEW

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ABSTRACT

The effective implementation of the Individual Education Plan (RPI) has always been an issue and question that plagued special education teachers in its planning and application to students with special needs (MBK). Among the main factors that cause this issue to occur is the competence of special education teachers in planning and implementing it. This problem often occurs to teachers in special integration education programs. However, more serious problems are faced by teachers in special education schools (SPK) who face MBK with hearing problems. This study aims to identify the elements of teacher competence in the effective implementation of RPI on MBK hearing impaired in SPK. This study was conducted to review the research around the world regarding to this particular issue. This review hopefully can give the new perspective for the further researcher.

Keywords: Individual Education Plan, students with special needs, teacher competency, special education

I. INTRODUCTION

Dealing with MBK requires a teacher to give full focus to them (Zainal, 2004). The diversity of MBK categories saw various reasons emerge among them. With this diversity and combination, teaching and learning in the classroom must occur in a balanced way and include that diversity. To address this problem, the number of students in each class has also been reduced and limited to a maximum of 7 people in each class (Norazmi, 2019). This is to ensure that each student gets the teacher's attention and focus during the learning process.

In facing this situation, the teachers involved should need knowledge and also a high level of competence to handle MBK (Salleh, 2018). Therefore, being a special education teacher is very important in the preparation of mental, physical and spiritual as well as have the necessary competencies (Zaid, 2020). There are many relevant studies conducted, among them are Derapa and Mohamed (2018) who stated that 45% of PPKI teachers are not ready to teach new things in policy introduction. Their study can be linked to the implementation of the newly introduced special education domain assessment. Similarly, a study by Salleh (2018) stated that PPKI teachers do not have sufficient competency values in individual education plans (RPI) hearing problems.

Background of Study

In formulating an effective RPI for MBK hearing, the skills and abilities of a teacher are very necessary to ensure a good future for MBK itself (Iswari et al., 2019). However, the efforts made to ensure good development for MBK are hindered by the level of competence of teachers in preparing RPI for relevant and effective hearing MBK (Moridan, 2013). Obstacles that arise in the preparation of this RPI in turn will make the occurrence of hearing loss MBK (Toran et al., 2012). Therefore, this study is expected to be able to contribute a little in determining the best competencies for teachers so that it can be applied in the construction of relevant and effective RPI MBK hearing. This situation can help in improving their academic and school achievement.
The first factor that makes the implementation of RPI ineffective is because the hearing MBK consists of various problems and categories. According to Zainal (2004), the diversity of different categories of MBK hearing and functioning requires careful planning and relevance to their learning (Bandu & Zulizan, 2012). This situation forces teachers to squeeze ideas to plan RPI more specifically. A study by Norazmi (2019) found that the diversity of students makes educational planning for each individual something complicated to plan and implement.

However, the main factor in causing the RPI to MBK hearing can not be well planned is due to the teacher factor itself (Zainal, 2004). This problem arises when teachers themselves do not have enough knowledge related to the implementation of RPI. The study of Jachova et al. (2018) found that the knowledge of special education teachers in the implementation of RPI on hearing MBK is still at a low level. They also stated that the teachers involved also not only do not have knowledge related to RPI, but also comprehensive knowledge related to special education itself. Victoria et al. (2015) also acknowledge that knowledge related to effective RPI writing and planning is still not adequately mastered by teachers. They emphasize that this problem has led to the emergence of gaps in the production of accurate and relevant RPI. Zaid (2020) also stated that knowledge related to RPI should be emphasized by special education teachers so that the planned RPI results meet the needs of the hearing MBK.

**Spencer Competency Theory**

This theory of competence was introduced by Spencer in 1993. According to Spencer (1993), competence explains the ability of an individual to succeed in a particular process as well as certain things. Competence is needed by a person in producing a successful work movement. Spencer (1993) also explains that competence is divided into five aspects namely motives, traits, self-concept, knowledge and skills. In the context of teachers, all these aspects are necessary in fulfilling competencies in implementing teaching.

**Norazmi Special Education Unique Leadership Theory**

In maintaining the success of the special education program, the welfare of teachers and SNS needs to be taken into account (Norazmi, 2020). Therefore, the basis for this theory of leadership is based on leadership those focuses on the welfare of special education teachers and achievement of special education students. To achieve this, leadership needs to control the task load of teachers and inculcate teachers' job satisfaction, so that SNS achievement can be enhanced. As a result, school administrators need to have five uniqueness in their leadership, namely, Unique Leadership Style, Unique Knowledge, Unique Experience, Unique Attitude and Unique Qualification.

**II. LITERATURE REVIEW**

Various studies from within and outside the country are conducted to explore issues related to teacher competence in implementing effective planning and implementation of teaching to students. Among them is a study by Habib and Baharudin (2010) who found that teachers' understanding and knowledge of the content of the lesson can make the teaching process run effectively. They state that teachers who master the content of the lesson well can help them plan a structured rooting strategy that can benefit students. Their study found that, the skills and knowledge of teachers will trigger a learning environment as well as assessment of better quality learning.

A study by Ratnam et al. (2018) related to the practice of morning chat activities for special education pre-school explains the importance of teachers in providing themselves with a good level of competence. The study used a survey method on 120 Special Education Preschool Teachers with Learning Disabilities from all over Malaysia. The quantitative findings found that the interpretation of teachers' knowledge level score was at a high level, with a mean reading = 3.30, standard deviation = 0.40. As for the practice of morning conversation activities, the interpretation of the score was recorded at a moderate level (mean = 2.96, standard deviation = 0.36). Inferential statistical analysis showed that there was a significant relationship between teachers 'knowledge of morning conversations 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.

A study by Bali and Othman (2017) related to the challenges of guidance and counseling teacher services on hearing MBK also touches 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 inclusive education...
program (PPI), found that the main challenge faced by these teachers in dealing with MBK is their experience related to the student. All guidance and counseling teachers involved are bachelor's degree holders related to guidance and counseling. This indicates that they are qualified to conduct guidance and counseling sessions. However, the situation does not give the best effect for MBK because they do not have experience in holding live sessions to MBK. This study ultimately suggests that, teachers' competencies need to be improved not only in terms of knowledge, but also in relation to specific experience and skills related to MBK.

Hamdi et al. (2012) in their study related to teachers' competencies in teaching Islamic Education to MBK hearing problems found that teachers need to equip themselves with knowledge, pedagogical skills and willingness in implementing the best teaching. The study, which involved four study participants among Islamic Education teachers in the national special education school (SKPK), was conducted qualitatively involving interview sessions, teaching observations and document analysis. The findings of the study show that aspects of pedagogical knowledge and skills towards MBK have a significant positive relationship to the learning process of Islamic Education for MBK.

Jaggil and Suhaimi (2018) conducted a study related to teacher readiness in 21st Century MBK hearing management. This study was conducted to identify the influence of teacher readiness on 21st century classroom management among teachers in the state of Sabah, Malaysia. Data were collected using a set of questionnaires administered to 439 teachers. Descriptive analysis shows that the readiness of teachers and 21st century classroom management is practiced at is at a high level. The results of the analysis show that there is no significant difference in teacher readiness and 21st century classroom management based on their teaching experience. However, the results of multiple regression analysis show that there is a significant influence of teacher readiness on 21st century classroom management. The findings show that the overall contribution predicted by teachers' readiness for 21st century classroom management is 27.8 percent. The implications of this study prove that teacher readiness is an important aspect in good classroom management.

Shamsul et al. (2019) in their study related to the level of competence of teachers on teaching practices for MBK found that some aspects related to competence should be given attention. This study involved 195 teachers who teach in primary and secondary schools that have PPKI. Questionnaires using a four-point Likert scale were used for the purpose of identifying the teaching practices of special education teachers. Data obtained and analyzed using SPSS version 21 software. 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 MBK. This study involved 274 trainee teachers of teacher education institutes who are undergoing practicum training to meet the requirements for the award of a bachelor's degree in teaching. Teaching monitoring documents were analyzed and found that aspects of teachers' teaching competencies such as planning, implementation, reflection, attitudes and personalities of teachers are important in helping the effectiveness of MBK teaching in the classroom.

Low et al. (2013) in their study of trainee teachers found that teachers 'competencies can be complemented by exposure to actual teaching experiences in schools. This quantitative study was conducted on trainee teachers of the Bachelor of Teaching Program of the Special Education Campus Teacher Education Institute. The selection of these trainee teachers is done at random. Questionnaires were administered to respondents and analyzed using SPSS software. The results show that the level of knowledge of trainee teachers on the teaching of MBK is high. However, implementation does not show good performance when faced with 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 the teaching experience.

A study by Yusri et al. (2017) was conducted to identify the effect of effectiveness on teacher teaching competencies. This quantitative study applies survey design by using questionnaires as a data collection instrument. This study involved secondary school teachers selected through layered sampling. Study data were analyzed using SEM with a focus on the formation of measurement models and structural models. Findings show that self-efficacy and teaching effectiveness contribute positively to teaching competencies which include teaching strategies, communication skills and classroom control. The model developed at the end of this study is
proposed to be used in the process of supervision, inspection, training, evaluation, awarding and so on in an effort to improve competencies in teaching aspects.

Tay et al. (2017) conducted a study aimed at examining teacher mastery in the implementation of High Level Thinking Skills (HLTS) pedagogy in terms of knowledge, skills and teaching practices. This pedagogy is based on five aspects, namely active learning, student-centered, environment, strategies and questions, assignments and thinking tools. The combined study design involving 76 respondents from six primary schools in BatuPahat district uses a questionnaire for the purpose of data collection. Overall, teachers' knowledge of KBAT pedagogy is at a good level but still less skilled in identifying situations related to the effective implementation of teaching. Overall, the findings of this study can provide guidance to special education teachers to continue to improve their self-competence in producing a balanced MBK.

III. CONCLUSION

Special education teachers in SPK who teach MBK with hearing problems are also seen to be less prepared in implementing this RPI. A study by Duncan (2001) found that the effective implementation of RPI is the result of the level of readiness of teachers in accepting and understanding the correct implementation of RPI. In addition, Tom (2006) also argues that, preparation among teachers themselves is very important before an effective RPI can be provided. Zaid (2020) before that also threw the findings of a similar study that the majority of special education teachers are still in a state of complete unpreparedness in the implementation of RPI in schools. This is because there are many things that teachers need to consider before they plan something relevant to the advantages and disadvantages of a hearing MBK.

In addition, teachers in SPK with hearing problems also do not have the appropriate skills in implementing RPI. Among the relevant studies is Norazmi (2020) who found that teachers do not have specific skills related to determining student categories, assessing students' ability levels, formulating teaching strategies according to student level and also no skills in implementing proper pedagogical processes. Zaid (2020) also argues that the failure to plan an effective RPI is due to the lack of skills of teachers in determining appropriate strategies for each diverse student ability. Norazmi (2019) in their study of RPI for hearing MBK found that RPI planning seems awkward because teachers do not have specific skills in implementing it. Through this review, it is hoped that the next researchers related to this issue can pay attention to the proposed problems.

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