

THE CONCEPT OF IMPLEMENTATION OF INDIVIDUAL EDUCATION PLANS FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS VISUAL IMPAIRMENT

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Abstract

An Individual Education Plan is a teaching plan made to meet the needs of specific students. The RPI between each student is different because the plan made is based on the meeting, goals, level of ability and academic functioning of the student. This RPI is very important in determining the continuation of learning for students with special needs at school. An accurate and relevant lesson plan for each student is able to provide them with the education they deserve. Considering the variety of levels and categories of special education faced, RPI is the best initiative that can be given to MBPK to determine their development more specifically. Good and specific RPI planning according to MBPK's ability level can change the negative behavior of students and can help them focus on academics better. Structured and functional RPI planning needs to be done for MBPK with speech problems as early as possible so that students can speak well and help students communicate with other students. Effective implementation of RPI at the initial stage is also necessary to avoid other problems arising such as social problems caused by students not knowing how to communicate with friends.

Keyword: Individual Education Plan, Special Education, Visual Impairment, Special Needs Student, Education

INTRODUCTION

According to the Malaysian Ministry of Education (KPM) (2018), special education is one of the most important branches of education in the country's education system. Special education, which has been in existence since the 1960s, is of great importance in ensuring the continuity of quality education for students with special needs (KAS) (Kendra, 2019). There are three main categories of MBPK in the special education system in Malaysia, namely special education for learning disabilities, special education for hearing disabilities and special education for vision disabilities (Kementerian Pendidikan Malaysia, 2018).

According to the website of the Malaysian Ministry of Education (2018), special education in Malaysia provides three main programs that specifically accommodate MBPK. The first is a special education school (SPK) which is entirely made up of MBPK placed in one specific school. SPK is divided into 2 categories of students, namely SPK with hearing impairment and SPK with visual impairment. However, due to the passage of time and placement requirements, this SPK has been opened for the admission of students with learning disabilities who are placed in Special Integration Education Program classes (Amran et al., 2019). The second program is the Inclusive Education Program (PPI) implemented in primary schools. For this program, some selected MBPK will undergo teaching and learning sessions together with normal students in the same class (Ministry of Education Malaysia, 2018). While the third program, KPM through the Special Education Division (BPKhas) also provides the Integrated Special Education

Program (PPKI) which accommodates MBPK together in one school community, and is only separated through certain classes or blocks in a school that also accommodates normal students mainstream. Among these three programs, SPK is the main special education program that accommodates various categories of students with special needs (KPM, 2020).

LITERATURE REVIEW

In designing an effective RPI for listening MBPK, the skills and abilities of a teacher are very necessary to guarantee a good future for MBPK itself (Iswari et al., 2019). However, the efforts carried out to determine a good development for MBPK are hindered by the level of competence of teachers in the preparation of RPI for listening MBPK that is relevant and effective (Moridan, 2013). The obstacles that arise in the preparation of this RPI will in turn make the occurrence of MBPK hearing delayed (Toran et al., 2012). Therefore, this study is expected to be able to make a small contribution in determining the best competence for teachers so that it can be applied in the construction of relevant and effective RPI MBPK hearing. This situation can help in improving their academics and achievements in school.

THE IEP IMPLEMENTATION CONCEPT

The teaching and learning process in the classroom needs to be well planned before the process begins. In making the learning process meaningful and organized, every teacher in Malaysia is responsible for preparing a daily lesson plan (RPH) before the class session begins (Zuchri, 2013). This RPH is a document that

shows the teacher's planning in implementing the learning process in the class for a session. By being guided by RPH, the teacher's teaching journey takes place well. However, RPH planning does not provide full benefits to MBPK because each of them has a different level of functionality. Therefore, teachers need to plan lessons for each student. Therefore, an individual education plan (RPI) was formed, which is more focused and specific to MBPK. The use of RPI in the learning process forces teachers to plan lessons for each student and no longer for each class (Abdullah & Yassin, 2016). This situation creates problems such as a lot of work and a limited period of time in planning lessons (Toran et al., 2012). In addition, the planned lessons also need to be diverse and interesting. Sometimes teachers will experience problems and deadlocks in planning the best lessons according to MBPK (Abdullah & Yassin, 2016). A study by Tinde et al. (2016) found that RPI requires commitment from teachers in planning, implementing and determining the achievement of listening MBPK based on the elements of RPI which are meetings, goals, ability levels and academic functioning of MBPK. According to Amran et al. (2019), successful or unsuccessful implementation of RPI depends on various internal and external factors. The problem of teachers in implementing this effective RPI will have an impact on the overall development of MBPK listening (Abdullah & Yassin, 2016).

The first factor that causes the implementation of RPI to be ineffective is because hearing MBPK also consists of various side problems and categories (Amran et al., 2019). According to Abdullah and Yassin (2016), the diversity of MBPK categories of hearing and varying functionality require 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 Mahabbati (2014) found that the diversity of students makes educational planning for each individual something complicated to plan and implement. The study also found that a well-planned RPI has a direct relationship with the development of MBPK.

Nevertheless, the main factor in causing the RPI to the listening MBPK cannot be planned properly is due to the factor of incompetent teachers (Abdullah & Yassin, 2016). Various studies have been conducted to prove this problem. According to Abdullah and Yassin (2018), the level of competence of teachers in the implementation of RPI MBPK hearing is still at a moderate level where there are teachers who do not have enough knowledge in the implementation of this RPI. In the discussion of the study, it was found that teacher knowledge has a positive relationship with effective RPI planning. Mahabbati (2014) also stated that many teachers still do not meet the criteria of good competence to effectively implement RPI for MBPK hearing. The level of competence that is not very satisfactory has caused these special education teachers to be unable to properly plan their teaching to MBPK hearing (Bandu et al., 2012).

This problem arises when teachers themselves do not have enough knowledge related to the implementation of RPI (Mahabbati, 2014). The study of Jachova et al. (2018) found that the knowledge of special education teachers in the implementation of RPI on MBPK hearing is still at a low level. They also stated that the teachers involved not only do not have knowledge related to RPI, but also comprehensive knowledge related to special education itself. The study also states that teachers' knowledge affects their RPI planning. Victoria et al. (2015) also acknowledged that the knowledge related to effective RPI writing and planning has not yet been sufficiently mastered by teachers to have a direct influence on the

effectiveness of RPI planning. They emphasized that this problem has caused a gap in the production of accurate and relevant RPI. Jacob and Furgeson (2012) also stated that knowledge related to RPI needs to be reinforced by special education teachers so that the results of the planned RPI meet the requirements of hearing MBPK. The results of his study also noted that teacher knowledge has a positive relationship in the planning of RPI to MBPK.

CONCLUSION

Special education teachers at SPK who teach hearing-impaired MBPK are also seen as lacking preparation in implementing this RPI. A study by Karen (2015) found that the ineffective implementation of RPI is the result of the teachers' level of readiness in accepting and understanding the correct implementation of RPI. In addition, Mey et al. (2014) also think that preparation among the teachers themselves is very important before an effective RPI can be prepared. Lewis (2019) also presented a similar study finding that the majority of special education teachers are still not fully prepared in the implementation of RPI in schools. This is because there are many things that teachers need to consider before they plan something that is relevant to the strengths and weaknesses of a hearing MBPK person. All three studies mentioned have found that the level of teacher readiness affects the effectiveness of RPI.

In addition, the hearing impaired SPK teachers also do not have the appropriate skills in implementing RPI (Lewis, 2019). Among the related studies is Asa (2013) who found that teachers do not have specific skills related to determining student categories, assessing student ability levels, formulating teaching strategies according to student levels and also lack skills in implementing the correct pedagogical process. Karen (2015) also thinks that the failure to plan effective RPI is caused by the lack of skills of teachers in determining the appropriate strategy for each student's diverse abilities. Mey et al. (2014) in their study on RPI for listening MBPK found that RPI planning looks clumsy because teachers do not have specific skills in implementing it.

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