

Teacher's Ability in Identifying Pupils With Disability in Classroom, Kapit, Sarawak

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Abstract—early intervention will help special education need student to get early enforcement in learning. Therefore, this study aims is to identify teacher strategies and ability in identifying students with special needs. This mix method study involve 16 respondent in qualitative study while 219 respondent in quantitative study. The sample is convenience sampling and the data analysis with SPSS and thematic analysis. The research findings was 50.2 % respondent achieve mastery level while 49.8 % was below mastery level. The research also found that respondent able to identify student with SEN based on their appearance and behavior. Therefore. The qualitative found that majority of respondents able to identify students with disabilities thru student's behavior and characteristic while some of respondents identify pupils based on academic performance including students' abilities to read and write

Keywords—Strategies, identifying, disability

I. INTRODUCTION

Global discourse about human rights, education for all, and inclusive education has altered social norms relating to disability and schooling. Worldwide, Special Education systems have develop along divergent development paths: Whereas there are unified school systems serving all children in the Nordic Countries (with Iceland, Norway, Sweden) among the most inclusive system [1]. Meanwhile history in Special education in Malaysia began with the establishment of the St. Nicholas Primary School in Melaka in 1929 by Anglican Church and the revolution in Special Education become more rapidly by establishment of Special Education College in 1964 which produced special education teachers. Meanwhile, after the restructuring of the Ministry of Education, the Special Education Unit in the school section was upgraded to a department, the Department of Special Education by October 1995 and that a mark for early reform in special education as well as inclusive education.

The Ministry of Education provides special education programmer for the three types of disabilities, namely, hearing, visual and learning and learning disabilities programmer provides educational service to a heterogeneous group of students with mild retardation, autistic tendencies and multiple disabilities.

The purpose of this study was to identify teacher's strategies and ability in identifying student with need in the classroom especially in rural areas.

Education for students with special needs is very important in continuing their lives involving reading, writing and speaking skills. It also includes job opportunities and engages in decision makers [2] . Therefore, early intervention is really needed to improve the development and student learning potential [3] . However, the failure to early intervention was linked to teacher knowledge and skill in teaching special education needs (SEN) [4].

Disability carried a wide meaning and Malaysian faces a problem with incorrect conceptualization between term of disability and lack of motivation. Most of educator believe that pupils with low achievement in academic performance were SEN but sometimes this situation happened due to lack of motivation. [2] and these disclosure opportunity involved in activities because of stigma and stereotyping. Therefore early intervention was needed in order to make sure the human right will be applied and Malaysia achieve a greatly one, academic achievement as well as human development. Apart from that, the term inclusive education is loosely defined and understood by the policymaker and practitioners [5].

II. LITERATURE REVIEW

The element that underlies the strength of the professionalism of a teacher is the extent to which a teacher undergoes professional training and the ability of a teacher to translate what is learned in teaching and learning in the

classroom. Rahmah’s study in [6] on first-year teachers in Sarawak suggests that teacher’s effectiveness is only moderate. In fact, the Report of the Inspectorate and Quality Assurance of the Ministry of Education, Malaysia 2013 showed that only 12% of the teachers were in good and excellent levels, 31% were at a satisfactory level while 5% were weak.

Therefore, Malaysia faces a problem with incorrect conceptualization between term of disability and lack of motivation because of educator believe that pupils with low achievement in academic performance were SEN but sometimes this situation due to lack of motivation . [2] opportunity involved in activities because of stigma and stereotyping. Therefore early intervention was needed in order to make sure the human right will be applied and Malaysia achieve a greatly one, academic achievement as well as human development. In the study, [7] on special education teachers in Jeli, Kelantan only one respondent who had taught dyslexia students to have special training for dyslexia students while the majority of respondents (80%) did not specify the method used to teach dyslexic students because they have never attended a course on effective teaching methods to help these people.

In addition, the level of achievement of a low school is also influenced by the low teacher competence [8] . Although the teacher was able to carry out the teaching and learning process among disabled students, suggestions were given to train teachers and stakeholders to assist teaching and learning process as teachers are still faced with problems related to theory and practice as well as skills in teaching something subject [9] , [10]. Even according to [11] , not all demographic factors affect pupils’ skills in the lesson but more on teacher expertise determine pupil readiness and the teaching style in the classroom

III. METHOD

Research conducted in mix method study whereby the qualitative data will support the finding in quantitative data. The sample was convenience one, questionnaire distributed to 219 respondent and in depth interview conducted with a group of 16 respondent from four different school. The quantitative data will generated using SPSS version 22, and data was analyzed descriptive and inferential, while the interview data will analyzed using thematic analyzed. Researcher help the interviewees for missing link by given a probing in to keep the conversation on a good track. In this research, logistics such as obtaining the official permission to do the interview and while school was on – going were duly compiled

IV. FINDINGS

A. Ability to identify student with SEN

The respondent was tested by answering 10 item based on their general knowledge toward characteristic of Special Need Student, with Cornbrash’s Alpha 0.700. The result in Table 1.1 show only 11% of respondent able to answer all correct whereby majority or 22.4 of respondent was answer 9 item correct and the second score was 7 item correct with percentage 20.1%.

TABLE I. ITEM WITH CORRECT ANSWER

Score	Frequency	Percent	Valid Percent	Cumulative Percent
2.00	5	2.3	2.3	2.3
3.00	3	1.4	1.4	3.7
4.00	7	3.2	3.2	6.8
5.00	14	6.4	6.4	13.2
6.00	36	16.4	16.4	29.7
7.00	44	20.1	20.1	49.8
8.00	37	16.9	16.9	66.7
9.00	49	22.4	22.4	89.0
10.00	24	11.0	11.0	100.0
Total	219	100.0	100.0	

B. Level of Knowledge

The researcher summarize the score with indicated the mastery level are those answer 8 item correctly. Therefore, based on Table 1.2 below, indicate that only 110 or 50.2 % respondent are achieve mastery level whereas, 109 or 49.8 % non-mastery level. Even though the mastery level score was higher, but the percentage of non – mastery level was consider still very high. It may gapping between collaboration between resource and mainstream teacher in teaching special education and also linking on exposure towards SEN in mainstream teacher.

TABLE II. SUMMARIZE OF MASTERY LEVEL

Answer	Frequency	Percent	Valid Percent	Cumulative Percent
No	109	49.8	49.8	49.8
Yes	110	50.2	50.2	100.0
Total	219	100.0	100.0	

Therefore, based on answering pattern, respondent were have a tendency to get correct answer based on question that more towards physically appearance compare to analytical analysis on every categorize of SEN .This finding was supported by qualitative study .

1.) Identifying thru observation

Interview conducted with the level one teachers reveals that all the respondent has an experience teaching the student with disabilities in their classroom. Generally, majority of them said

they able to identify student with learners disabilities based on their observation towards students character

“... I notice student with disabilities are less attention in the classroom... never as me permission to go to the toilet like others do...” (R7)

“...I think my student is hyperactive because he always distributing others and run in class even sometimes he walked alone in the school compound during lesson...” (R4)

“... I recognize my student with disabilities due to their eye contact and they only respond according to their mood...”(R5)

2.) Identifying thru academic performance

The findings show some of respondents stated that they able to notice student with needs in classroom thru their observation on academic performance. The fact of teachers interviews said :

“...generally, I notice student with disabilities on their writing skills. Most of the time, she keeps repeating the doing the same mistakes..”. (R1)

“... we have a diagnostic test to examine the student performance basically in two skills, reading and writing...” (R2)

V. DISCUSSION

Early intervention are effectiveness in improving teaching techniques with SEN but the implementation of early intervention practices are still less widely conducted [4] .

Disabilities drives a variety of assumption and Malaysia faces a problem with incorrect conceptualization between term of disability and lack of motivation. Most of educator believe that pupils with low achievement in academic performance were SEN but sometimes this situation due to lack of motivation [2]. This prior research in line with finding that indicate only 110 or 50.2 % respondent are achieve mastery level whereas, 109 or 49.8% non-mastery level. Even though the mastery level score was higher and reasonable , but the percentage of non – mastery level was consider still very high and still need to improve and will contribute significantly towards misunderstanding in school.

Furthermore, based on answering pattern, a tendency to get correct answer based on question that more towards physically appearance compare to analytical analysis on every categorize of SEN . Therefore, the research found that respondent able to identify student with need based on appearance character.

VI. CONCLUSION

The Malaysian Education Development Plan (PPPM 2013-2025) [12] arises special education issue as a focus on the right of education. Hence, various efforts have been undertaken to uplift special education in accordance with the educational call for all. However, there is still room to refine, especially involving disclosure and training to the primary teachers on special education. This is because there is still a large space associated with the knowledge and understanding of primary teachers on special education in general. Hence, the cooperation of all parties, education ministries, policy implementers, parents and the community is essential to realize the educational revolution that raises the dignity of special education.

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