

Level of Teacher’s Preparedness in Pedagogical Aspects towards Disabled Student in Vocational Special Education School



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Abstract: Paper study aims to identify the level of teacher’s preparedness in pedagogical aspects towards disabled students in Vocational Special Education School from two (2) different schools in Johor and Kedah. The locale of the study is Indahpura Vocational Special Education School, Johor and Merbok Vocational Special Education School, Kedah. A total of 76 respondents from both schools were chosen using simple random sampling. A descriptive research design which used a quantitative method was conducted. The questionnaire was used as it is modified from the previous researchers. This questionnaire was used to create a pilot study to test the reliability and validity analysis. The degree reliability of Alpha Cronbach for the instrument used in this study is 0.984. This study was analysed using Statistical Package for Social Science version 25.0 (SPSS 25.0) which is using mean value and standard deviation. It is presented well in figures and tables. The study findings found that the levels of teacher’s preparedness in pedagogical aspects towards disabled students in Vocational Special Education School are at a moderate level.

Keywords : Special Education, Pedagogy, Teacher, Disabled Students

I. INTRODUCTION

Teachers act as an educators and mentors who guide the students to ensure that all every processes of teaching were runs smoothly and effectively. There were many challenges faced by the teachers in process of teaching especially to teachers who teach students with disabilities. The teachers are responsible in accepting the challenges to ensure the better qualities in education and create conducive environment while in the class. The program of Special Education was introduced by Ministry of Education Malaysia to developed a human capital based on the excellent special needs; quality of education system, relevant and holistic (Ministry of Education Malaysia, 2019). Special Education can be defined as the rules are set up specifically to meet the needs of children with disabilities. In special education program, there

are three (3) types of special education involved such as visual, hearing and learning problems (Faridah Mariani Johari et.al, 2013). Each of these programs is divided into two (2) types of schools, namely Special Schools and Integrated Special Education Program Schools. This program provides disabled students an opportunity to be educated without dependence from others.

Table 1 Types of Program in Special Education Schools

Types of Program	Number of Primary School	Number of Secondary School	Total
Sight Problem			
Special School	6 (234)	1 (104)	7 (338)
Integration Program	11(124)	15 (201)	26 (325)
Hearing Problem			
Special School	23 (1713)	2 (523)	25 (2236)
Integration Program	41 (448)	39 (965)	80 (1413)
Learning Problem			
Special School	-	-	-
Integration Program	402 (7437)	160 (2786)	562 (223)
TOTAL	483 (9956)	217 (4579)	700 (14535)

The Ministry of Education Malaysia provides opportunities for disabled students to pursue their dreams and hopes which a fair education were conduct regardless of their background (Ministry of Education Malaysia, Centre for Curriculum Development, 2001). Pedagogy of teaching refers to the way of approach which a subject is taught to achieve its objective. Each approach in pedagogy should have an opinion or an idea for the lesson objective. It is to make easier for the students to accept and understanding the content of teaching (Edward M. Anthony, 1963). In this context, teachers should be more sensitive and creative to implement the pedagogical knowledge in teaching that is suitable with the students.

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Thus, having knowledge and mastery of pedagogical in teaching helped the teachers to make sure that the teaching and learning process are run smoothly and effectively especially who are in a field of Special Education.

II. RESEARCH OBJECTIVES

The main objective of the study is to investigate the level of teacher's preparedness in pedagogical aspects towards disabled student in Vocational Special Education School.

III. METHODOLOGY

The research designs of this study are using the quantitative research approach. 76 respondents of teachers from Indahpura Vocational Special Education School, Johor Bahru and Merbok Vocational Special Education School, Kedah had been randomly chosen as the samples of the study. The questionnaire were selected as an instruments and a five – point Likert scale was used to measure each item that has been construct. The questionnaire was conduct in two sections which is Section A had the background of the respondents and Section B had questions related to the objectives in terms of teacher's preparedness in pedagogy teaching towards disabled student. The item measured as 1 = Highly Unavailable; 2 = Not Ready; 3 = Slightly Ready; 4 = Ready; 5 = Very Ready. The data obtained are analysed using Statistical Package for Social Science Version 25.0 (SPSS 25.0).

IV. FINDINGS

A) Respondents Demographic Profile

Based on the analysis, the results of respondents in Indahpura Vocational Special Education School, Johor Bahru has 40 respondents (52.6%) and Merbok Vocational Special Education School, Kedah has 36 % (47.4%). The majority of teachers were below 36 years which is 54 respondents (71.1%) and has 22 respondents (28.9%) who are age over 40 years and above. The analysis found that the results of the gender indicate the majority of respondents are most female which is 59 respondents (77.6%) and male respondents are 17 (22.4%). The respondents that involved in this study were 76 teachers who are mainly ethnic of Malay and Indian. The total respondents of Malay teachers are 75 respondents (98.7%) and there are only one (1) respondent (1.3%) for Indian teacher. Majority of teacher in both schools are acquired a diploma level which is 3 respondents (3.9%) followed by degree level which is 73 respondents (96.1%). In terms of experiences, found that the majority of teachers were with no experiences or less than five years of teaching is 53 respondents (69.7%). For teachers who have teaching experiences over five years are 23 respondents (30.2%).

Table 2 Respondents Demographic Profile

No	Respondent background	Answer	Number (N)	Percentage (%)
1	School	SMPKV Indahpura, Johor SMPKV Merbok, Kedah	40	52.6 47.4
2	Age	35 year and below 36 year – 40 year 41 year – 45 year 41 year – 45 year 51 year and above	54 14 3 5 0	71.1 18.4 3.9 6.6 0

3	Gender	Man	17	22.4
		Women	59	77.6
4	Ethnics	Malay	75	98.7
		Chinese	0	0
		Indian	1	1.3
5	Higher level of Education	Certificate	0	0
		Diploma	3	3.9
		Degree	73	96.1
6	Experience	1 year – 5 year	53	69.7
		5 year– 10 year	6	7.9
		5 year– 10 year	14	18.4
		More than 15 year	3	3.9
TOTAL			76	100.0

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This finding will explain the analysis of data collected from the questionnaire that are conducted on teachers at Indahpura Vocational Special Education School, Johor Bahru and Merbok Vocational Special Education School, Kedah. Statistical Package for Social Science Version 25.0 (SPSS 25.0) was used to analyse the collection of data. A total of ten (10) items were constructed to get the feedbacks from the respondents. Table 3 showed the percentage distribution of mean value and standard deviations on aspects of teacher preparedness in pedagogy teaching towards disabled students (based on 76 respondents).

Table 3 Percentage Distribution of Mean Value and Standard Deviation on Aspects of Teacher Preparedness in Pedagogy Teaching towards Disabled Students

Item No	Statement	Mean Value	Standard Deviation	Mean Level
1	I am well versed in pedagogy for teaching and learning for special education	3.25	0.98	Moderate
2	I have a high knowledge in the pedagogy of special education	3.12	0.99	Moderate
3	I ensure that disabled students meet the needs of the teaching plans	3.80	0.91	High
4	I plan a variety of learning strategies to suit with disabled students	3.83	0.81	High
5	I am mentally and physically ready to accept students from various type of disabilities	3.95	0.75	High
6	I will make sure the demonstration are done before a students make a practical work	4.18	0.65	High
Item No	Statement	Mean Value	Standard Deviation	Mean Level
7	I regularly conduct teaching and learning activities so that the disabled students are more interested in learning	4.13	0.74	High
8	I encourage the disabled students to work together in group assignments	4.21	0.54	High
9	I do not take a long time to adapt with disabled students	3.55	0.91	Moderate
10	I believe that my teaching methods is effective for disabled students	3.76	0.75	Moderate
11	I am very confident to teach disabled students	3.67	0.97	Moderate
TOTAL		3.77	0.82	Moderate

Table 3 shows the percentage distribution of mean scores and standard deviation based on 76 respondent's teacher at both school from the aspects of pedagogical. Overall, the analysis of this research question can be concluding that the items of pedagogical aspect are at a moderate level. This is based on the analysis of eleven (11) items in which the total means values of the 3.77. Based on the 11 items that measure the teacher preparedness in pedagogical aspects, the analysis shows that the teachers encourage this disabled student to work together in group assignments. This can be seen in an item no 8 which has the highest mean values. From the findings, this item no 8 has a mean value of 4.21 and a standard deviation of 0.54. In terms to make this disabled students work together in group assignment, the teachers should need to think differently daily activities and different group for each students to make teaching more effective and run smoothly. Although this will be challenges to the teacher but with the teacher attention in run the group assignment, it will help to develop the potential and increase the confidence of the student to compete with their friends (Mohd Asnorhisham Adam & Abdul Rahim Hamdan, 2017). In terms of pedagogy, teachers are well prepared to guide the disabled student by giving a demonstration before handling over a practical work. This can be shown on item no 6 which is the item reached a mean value of 4.18 and a standard deviation of 0.65. In addition, these teachers are also being prepared in the pedagogical aspects of teaching disabled students as they conducted a relevant teaching and learning activities to make this disabled student more interested in learning. The mean value shown is 4.13 it is achieving the medium standard deviation of 0.74. The three items analyzed were at a higher level. The item of no 10 is "I believe that my teaching methods is effective for disabled students" is shown a moderate level. This study shows that respondents' reactions are based on research items that place the level of mental and physical readiness at a moderate level.

However, teachers' level of readiness is seen as low in terms of knowledge in special education pedagogy. This second item (2) which is "I have a high knowledge in the pedagogy of special education" has the lowest mean percentage value of 3.12. Teachers still have a modest knowledge of special education theory. Thus the analysis of this second item puts it at a moderate level.

V. CONCLUSION

The conclusions for this study are based on the results of the study analyzed using the Statistical Package for Social Science version 25.0 program (SPSS 25.0). As a result of the study, the researchers concluded that the findings of the study showed that the respondents of teachers of Vocational Special Education Secondary School (SMPKV) were prepared in terms of pedagogical and teaching pedagogy in the theory and practical classroom. The mean value obtained is at the medium level of 3.77. This teacher's response ensures that every teaching and is in accordance with the proper level of special education pedagogy so that it is in line with this student's ability level. The planning of the learning strategies is organized and organized so that it does not conflict with the different learning patterns of normal students. Likewise, the situation encourages students with disabilities to work together as a team. Emphasizing this aspect of pedagogy can

give these students a sense of responsibility as well as generate their thinking to communicate with one another. In addition, mastering knowledge that clearly provides confidence to teacher respondents to plan and teach students with disabilities progress.

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