

Management and Mastery in Implementation of the Individual Education Plan Online in Kuala Lumpur Schools

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Abstract: The use of technology in the evaluation can help make it easier to understand the assessed assessments including online services. This is not the exception of individual education plans in which the Individual Education Plan improves the technology of writing documents to the use of the online Individual Education Plan System (e-RPI) which documents the individual planning and evaluation of the pupils with special needs without leaving the character and elements becoming more organized and systematic. Hence, this study aims to answer the questions of the study on the management and mastery of the Individual Education Plan online. A total of 75 Special Education teachers in Kuala Lumpur participated in this study. This study uses a quantitative approach in the form of field surveys. The instrument used is a set of questionnaire forms adapted from the Individual Education plan management study by Institute on Community Integration (ICI). Meanwhile, the data obtained were analyzed using SPSS 23.0 software and data interpretation using statistical inference method. The findings show that there is no significant difference in the management of the Individual Education Plan online by male and female teachers. There is also no significant difference in teacher experience with the mastery of the e-RPI. Therefore, it is necessary to train teachers to improve their competence and understanding of the work processes and the exposure of the e-RPI concept.

Keywords: System, E-Individual Education Plan, Individual Education Plan, Implementation, Skill

Based on the implementation of the individual education plan online for the pupils with special needs circulars (KPM.BPKHAS.200-4/3/1/3 vol.2 (54) Para 5(b) said that teachers are required to use the E-Individual Education Plan (e-RPI) in teaching and learning the pupils with special needs and Para 5(d) the headmaster and principal should encourage the parent or guardian to surf the E-Individual Education Plan portal to monitor the development of children's lessons. The use of technology materials act from the Effective Assessment of Student's book said that technology materials are "any equipment, system product, whether commercially obtained, modified or specially designed to increase or improve its use to the person with disabilities". While the use of technology service is "any services used to assist persons with disabilities selected, or the acquisition or use of technology devices" (Mehrenberg, 2013).

The mastery of special education teachers towards the provision of individual education plans is often disputed and is supported by (Mehrenberg, 2013) which states that teachers often encounter problems in selecting appropriate teaching strategies, as there is no specific format to be followed and the training acquired while in the university is insufficient and does not reflect the actual situation. As well as its implementation management, according to Juliantine (2010), a poorly developed individual education plan, will not be able to run effectively and teachers need to follow the ongoing training to build an effective individual education plan.

Changes in the preparation of individual educational plans from written documents to online have affected teachers. Interviews found that preparing online education plans requires time to learn. The frequency of modifications to the implementation process in the system has made it difficult for teachers to master them. However there are also teachers who said that preparing an online education plan is better than the preparation of a written document because the use of a laptop which makes them feel flexible to manage it.

In this study, the use of the challenge model of organizing leadership and leadership in special education (fig. 1) explains the role of teachers as the main leaders of organizing individual education plans with the involvement of individuals who are also contributing their expertise to alter the academic and behaviors of students with special needs (Maisarah, 2016). The role of primary teachers (ordinary teachers and non-special education teachers) with special education teachers also play a role in implementing individual education plans, can be explained in the teacher consultation model (Hudgins, 2012) where special education teachers play a role in advising and mentoring how to handle special needs students in the classroom. Behavioral theory of learning comprising Pavlov, Thorndike, and Skinner argued that one's behavior could be changed by means of stimuli and response (Sahin, 2012).

Figure 1. Challenge Model of Organizing Leadership And Leadership In Special Education

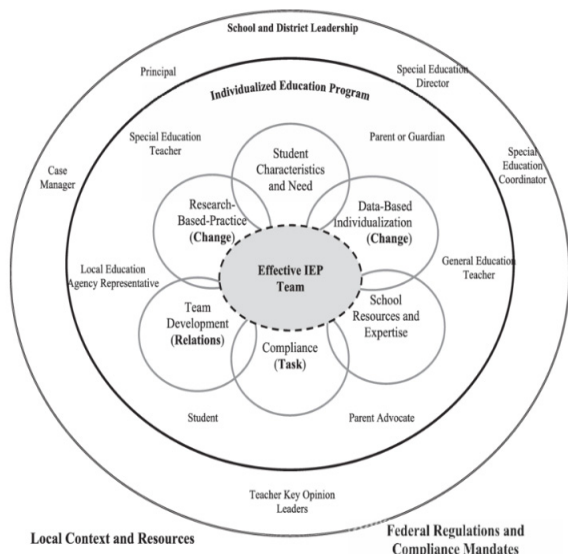


Table 1. Alaph Cronbarch Range Coefficient

Alaph Cronbarch Range Coefficient	
< 0.6	Weak
< 0.6 till < 0.7	Moderate
< 0.7 till < 0.8	Good
< 0.8 till < 0.9	Very Good
0.9	Excellent

METHOD

The study was a qualitative study in the form of infraction and the design used in this study was a survey. Survey method is the method used by collecting information and in this study, information gathering is using questionnaire. Poerwadaminto (2002) states that the survey method is intended to retrieve information and data at a certain time only, often by using the questionnaire. The assertion made states that the survey method can play a role in clarifying the circumstances of an event or condition.

Respondents And Instrumentation

The study population is special education teachers in the federal region of Kuala Lumpur. The instrument used in this study is a questionnaire adapted from (Mehrenberg, 2013). There are five constructs: the individual education plan manager, the mastery of the individual education e-Plan system, document access and writing skills, perceptions of collaboration groups. This questionnaire is a support product by the United States government company under a successful demonstrator project. According to technological assistant theory (Pollio, 1984) for students with special needs emphasizing the information they want to obtain

can be based on five parts: individual learning, tools used, system services and cultural factors.

Sampling

The sampling method used is sampling method of purposive sampling. the use of sampling aims is to enable the researcher to determine the appropriate and specific respondents with the purpose of the study. However, the findings from this sampling study do not represent a particular population but it can at least provide an initial perspective on the field of study (Pollio, 1984). Therefore, a total of 75 special education teachers were involved in this study to see the implementation of individual online education plans (e-RPI) in Kuala Lumpur schools.

Research Tool Reliability

Reliability means the degree of conformity and confidence in measuring a measurement tool should have stability, consistency and accuracy characteristics. The argument expressed by Bambang (2003), interpretation of the alpha cronbach value can be evaluated through the classification in table 1. The validity of the set of questionnaires has been performed by some experts identified. The experts involved are both content experts and language specialists. The reliability test has also been carried out on set of questionnaires before being distributed to real respondents. In the context of this study, the alpha cronbach coefficient obtained is a = 0.716. This corresponds to the views of Lindgren *et al.* (2002) that the value of reliability coefficient greater than 0.6 is acceptable and considered.

Analysis Of Study Data

Data analysis was analyzed using the *Statistical Packages for the Social Sciences* (SPSS) version 23.0. Data analysis is based on information statistics. Argument stating that inferential statistics are intended to make decisions, predictions and expectations of population characteristics based on the data obtained from the sample. The respondents' level of consent was taken into account in responding to the question of this study.

The t-test is used to analyze the differences between two data sets of interlaced and nominal scales. While the ANOVA Test was the most widely used in behavior science studies (Aprilia, 2017) used to determine the relationship between two or more of two data sets in the dependent variable of Rosda (2006). To determine the effect of the two groups studied can be classified according to the guidelines proposed by Harsono (1988) to interpret the value of 0.01 = small effects, 0.06 = moderate effects and 0.14 = major effects (Maisarah, 2016).

Table 2. Sample Demographic Data of Study

Item	f	Percentage (%)
Gender		
Male	22	29
Female	53	71
Experience		
Less than 1 year	13	17
1-2 year	9	12
3-4 year	19	25
5-10 year	29	39
More than 11 years	5	7

N = 75

Table 3. T-Test, Variance Management System of E- Individual Education Plan Male Teachers and Female Teachers

(a) Group Statistic

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Management	Male	22	3.83	.35	.074
	Female	53	3.78	.31	.042

implementation to be organized according to the required specifications.

(b) Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Management	Equal variances assumed	.856	.358	.580	73	.564	.047	.081
	Equal variances not assumed			.548	35.025	.587	.047	.085

Table 4. ANOVA, Teaching Experience With Mastery of e-Individual Education Plan System Descriptive

	N	Mean	Std. Deviation	Std. Error
Less than 1 year	13	4.14	.142	.039
1-2 year	9	4.13	.151	.051
3-4 year	19	4.14	.149	.034
5-10 year	29	4.07	.156	.029
More than 11 year	5	4.05	.138	.062
Total	75	4.108	.151	.017

FINDINGS AND DISCUSSION

Findings

Demographics, Table 2 shows the sample demographic data of the study. Of the 75 research samples, 71% were female teachers and 29% male teachers. 39% of teachers have teaching experience between 5 to 10 years and at least 7% of teachers have 11 years of teaching experience and more.

Are there differences in the management of the e-Individual Education Plan system of male and female teachers?

Table 3 (a) and (b) show t-test for the differences in management of the e-Individual Education Plan System of male and female teachers. The results showed that there were no significant differences between male teacher management (mean = 3.83, sd = .35) and female teacher (mean = 3.78, sd = .31); ($t = .580$, $df = 73$, $p > 0.05$). The size of the difference effect in this comparison is very small (ie = 0.5).

To answer the first question, the findings show that zero hypotheses are accepted where there is no significant difference between the teacher's gender and the Individual Education Plan management. This finding is also obtained by the study Maisarah (2016) which states gender does not have a profound effect on

the knowledge of something. It is further reinforced by Poerwadaminto (2002) in the study of the willingness of teachers to implement individual education plans in Islamic education for special education students, also arguing that gender, attitude, level of skill and teaching strategy of the teacher did not affect the implementation but rather a person's knowledge.

Are There Differences Of Teaching Experience With Mastery of e-Individual Education Plan System?

Schedule 4(a) is descriptive, shows collection teacher experience 3 to 4 years (mean = 4.14, s.d = .149) is the highest mean and a collection of 11 years or more teacher experience is the lowest mean set (mean = 4.05, s.d = .138)

Schedule 4(b) One way ANOVA shows $p > .05$ is statistically insignificant. So the zero hypothesis is accepted, therefore the test results ANOVA shows no difference significant about the difference in mastery of the system e-Individual Education Plan with experience teaching teacher f ($df = 4, 40, p > .05$) = 1.034. Size the effect of the difference in this ratio is very much small ($\eta = 0.5$).

Post Hoc Comparison's differences in test results showed a significant difference between the mean score of the experience group of 11 years or more and the experience scores of mean of less than 1 year, 1 to 2 years, 3 to 4 years and 5 to 10 years. The negative sign on the mean difference shows that the mean score of the experience group of 11 years or more is smaller than the other scores of the other groups.

To answer this second question, the findings show that there is no significant difference in the differences in the mastery of the e-Individual Education Plan system with the teaching experience of the teacher. This can be explained when an experienced teacher teaches 3 to 4 years (mean = 4.14, sd = .149) has the betterment of a better Individual Education Plan but an experienced teacher 11 years or more only has a slight difference between other teachers' groups .

This can be supported by Aprilia (2017) on the impact of paper management by Special Education novice teachers. The results of the interviews stated that to produce the Individual Education Plan including good on-line is the on going training and coaching of colleagues. Teachers should have the initiative to refer and ask the mentor teacher of the Individual Education Plan for the

The role of the Education Department of the Kuala Lumpur Federal Territory provides special education management training exposures in Kuala Lumpur to all Special Education teachers who are housed here although have long served in other states are relevant. Through it the teachers will be able to know how to manage especially in the implementation of the e-Individual Education Plan as the main support.

Discussion

The implications of the study indicate that the problems of management and control of the Individual Education Plan online are not influenced by the gender or teaching experience of the teacher. Each teacher should try to find solutions such as communication, time management, research and training as well as understanding what is needed. The involvement of organizations in Education should also play a role (Aprilia, 2017).

Therefore, it is proposed that the organization's involvement in the implementation of the Individual Education Plan online should play a role in addressing internal issues. The implementation should be organized, disciplined and not complex so much which could be difficult to understand. The course of work and implementation process is strongly encouraged to increase the power of individual's Education Plan system. Also a study on the involvement of agencies in the collaboration of the construction of the e-Individual Education Plan will give a fresh idea of effectiveness.

CONCLUSIONS

Teachers should have a self-initiative in carrying out a task that has been assigned. With the mastery of knowledge on something will give a positive impact on the students with special needs. The structured, systematic way of organizing colleagues as well as ongoing training can help improve the quality of the process and quantity of the Individual Education e-Plan. The Ministry of Education Malaysia and the State Education Department should provide training, guidance and encouragement as a key organization in the implementation of a policy so that it can achieve its objectives and goals. In this way the development of special needs pupils will be in line with other typical students that comply with the philosophy of national education in producing balanced humanity.

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