

Challenges Of Parents In The Implementation Of Teaching Process And Facilitation At Home During Movement Control Order For Students With Special Needs With Hearing Impairment In Malaysia

¹Mohd Norazmi bin Nordin,

Cluster of Education and Social Science, Open University Malaysia

drazmialfateh@gmail.com

²Faiza Iqbal,

School of Education, University Utara Malaysia, Malaysia.

faizaiqbal322@gmail.com

³Ruqia Safdar Bajwa,

Department of Applied Psychology, Bahauddin Zakariya University, Multan, Pakistan.

Faculty of Human Ecology, University Putra Malaysia, Serdang, Malaysia.

Corresponding author:

ruqiasafdar@bzu.edu.pk

Abstract

Facing the COVID19 pandemic is a challenging phase in daily life. The government had to issue a Movement Control Order (PKP) to control the chain of transmission of the epidemic. This situation has caused various sectors in the country to face problems that were never anticipated before. The economic, tourism, trade and other sectors are undergoing drastic changes in terms of management as well as work practices. The same situation also affects the country's education sector. Schools and universities as well as educational centers had to be closed to control the COVID19 pandemic. The closure of schools across the country has disrupted the learning process of students. Pupils and teachers are not allowed to go to school to carry out the teaching and facilitation process (PDPc) as usual. Thus, there is a process of distance learning, where teachers supply teaching and training materials to students from their homes using various devices such as smartphones, tablets and laptops. The same situation also applies to students with special needs (MBK) throughout the country. To ensure continuous learning for them, special education teachers have to run the PDPc process from home to MBK. If normal pupils have constraints to accept and implement learning at home, greater barriers are faced by the MBK and the parents of the pupils themselves. Among the constraints faced are no suitable device, experience in dealing with this situation, skills in running PDPc remotely and also commitment. However, the most important party in the success of this process is the parents themselves. Parents need to be prepared from various things to carry out PDPc and also ensure the continuous learning of hearing MBK always takes place. Therefore, this study should be conducted to provide guidance to parents and families of hearing MBK in preparing to support this continuous learning process. A survey quantitative study was conducted among families with children categorized as hearing MBK in the state of Johor.

Keywords: Special Education, Hearing Impaired, teaching and facilitation process, pandemic

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Introduction

The whole world is facing global chaos as a result of the 2019 Corona Virus Disease (COVID) pandemic. The spread of this epidemic has caused panic around the world, including in Malaysia

(WHO, 2020). Most countries have declared a state of emergency to prevent the epidemic from spreading further (Norlin, 2020). In Malaysia, the government had to take a drastic decision by imposing a Movement Control Order (PKP)

nationwide (Abdul Halim, 2020). PKP imposed in stages is to decide the network of COVID19 infections in total (Ministry of Health Malaysia, 2020). Following the pandemic of the epidemic and also the direction of the MOE, various sectors have received unforeseen effects (Abdul Halim, 2020). The economy weakened, the stock market collapsed and related sectors did the same (Firdaus, 2020). The same effect is also faced by the national education sector, where the learning process is disrupted after educational institutions such as schools, universities and private educational services in the direction of closing as well as suspending operations (Norazmi, 2020). The students involved are now unable to continue the learning process as usual in the classroom and require distance learning (Abdul Halim, 2020). Special education is one of the areas of education that is directly affected by these common learning constraints. Pupils with special needs (MBK) are unable to receive their learning in the classroom and instead are forced to continue the learning process in their own homes (UNESCO, 2020).

Background Study

In order to implement online learning, in order to continue the lifelong learning process for MBK, there are various constraints encountered (Burgess & Henrik, 2020). Among the intended constraints is the willingness of various parties to accept this distance learning situation (Hasliza et. Al., 2016). Both MBK, teachers and parents, all do not have enough experience in carrying out the process of distance learning to children, moreover they are students for special education category (Athir, 2020; Iqbal, Kasa & Don, 2020). There are five main factors that make the PDPc process at home disrupted namely the MBK itself, parents, the school and even teachers (Hasliza et. Al., 2016).

In addition, parents also play an important role in their children's learning process. Again, readiness as well as experience becomes a barrier for them to ensure that children continue learning at home (Norazmi et al., 2019). The opportunities that exist during PKP can to some extent give them time and space to be together in helping their children's learning (Norhayati, 2020). However, not all parents have the ability and facilities to access this distance learning (Zuraini et. Al., 2006). Not all parents have a smartphone or laptop to receive assignments from teachers. This problem can be clearly seen in rural and inland areas. Not only do they not have a suitable

device, but even telecommunication access may not be as expected (Athir, 2020).

Pupils with special needs involved are also one of the factors contributing to the constraints of the learning process at home (Fauziyana et. Al., 2021). MBK if in school has problems in behavior, movement and even physical cause the learning process is disrupted (Norazmi et al., 2020). The same or perhaps more unforgiving circumstances when they are at home. MBK of various categories such as autism, intellectual problems, learning difficulties, dyslexia, down syndrome, ADHD, hearing problems (deaf), vision problems (myopia, blindness) and various disabilities necessarily present challenges in the implementation of learning at home (Zaid et. Al. , 2020). They may be eager at first to do the activity, however a few minutes later they may be acting out of control and not wanting to do the assigned task. MBK also has problems in operating devices such as smartphones and laptops. They cannot use it in the right way and this situation will cause the learning process to be disrupted.

Literature Review

Nevertheless, a key factor in the implementation of this distance learning is dependent on the parents themselves. Parents and families need physical, mental and material preparation in order to provide the best services to their children and ensure continuous learning takes place. This effort is to prevent MBK from dropping out in obtaining quality educational services. The intended preparation is in terms of teachers' knowledge in distance learning, the use of specific applications as well as knowledge related to students' abilities (Zaid et al., 2020). In addition, preparation must also be done in terms of teaching skills, teaching strategies and also the selection of the right teaching aids. The provision of facilities is also important in implementing this distance learning process, such as being able to provide devices, educational applications and even access to the internet (Amir, 2020). In this situation, many of the special education teachers are creative in assigning assignments to MBK. These efforts should be given credit because they are willing to serve in any situation (Norazmi et al., 2020). Teachers also never neglect their responsibilities to MBK even in situations that do not allow like this. However, there are still many among special education teachers who are still looking for what to do to MBK for the continuity of their learning. Therefore, it is necessary for

parents and families to refer certain guidelines in supporting the implementation of PDPc at home to MBK so that it can be carried out continuously and meaningfully.

Methodology

The study to be conducted is a descriptive survey study that uses a quantitative approach. The guided questionnaire was constructed by setting five types of constraints as found through literature review, namely materials or facilities, knowledge, skills and family management. In this study, the researcher distributed a questionnaire to 25 parents of MBK with hearing impairment in the district of Batu Pahat, Johor, Malaysia as study respondents. The data obtained were then

analyzed descriptively where each element was recorded as a percentage of answers. The findings are then sorted by high percentage to low percentage.

Findings

Through the analysis conducted, parents have agreed that each of the proposed elements is a major constraint they face in helping the effectiveness of the implementation of PDPc at home or also referred to as PDPr. Among the elements that challenge them are materials or facilities, knowledge, skills and family management. The data obtained through the distributed questionnaires were translated in the form of percentages as shown in Figure 1.

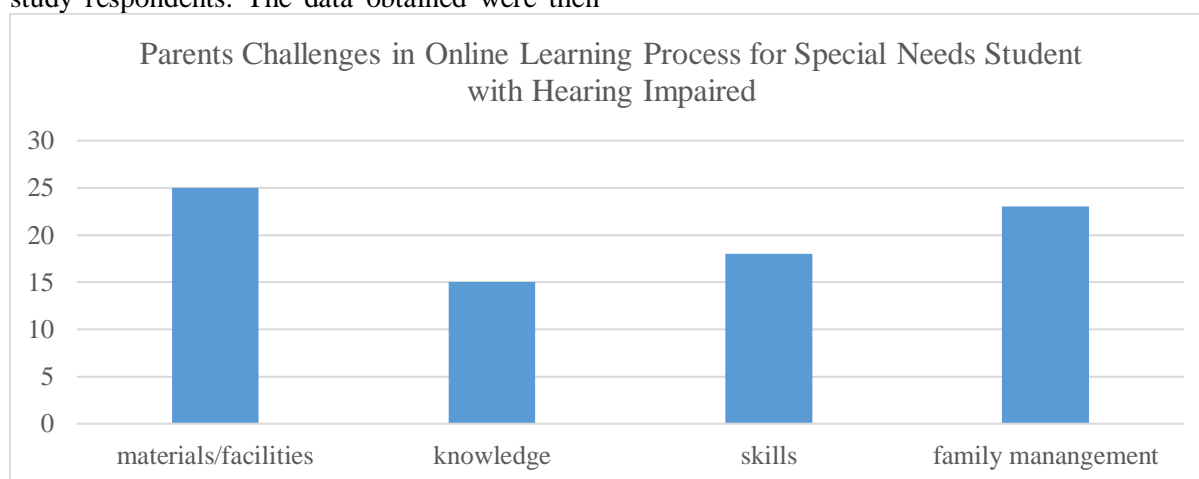


Figure 1: Parents Challenges in Online Learning Process for Special Needs Student with Hearing Impaired

Based on Figure 1, it can be seen that all respondents stated that materials and facilities are the main challenges to them in assisting in the management of the learning process at home for special needs students with hearing impaired. While 15 parents stated that their knowledge in

online learning is also a challenge. A total of 18 parents stated that they also lacked skills in conducting the online learning process for special needs students with hearing impaired. In addition, the 23 parents agreed that family management is also a challenge for them.

Table 1: Percentage by Element

Elements	Percentage	Ranking
Materials/Facilities	100	1
Knowledge	60	4
Skill	72	3
Family Management	92	2

Table 1 shows the percentages recorded for the four challenges faced by parents. The percentage recorded next becomes an indicator to the ranking of the challenge. Based on the table, challenges related to materials or facilities are in the first position with 100%. This shows that materials or

facilities are a major challenge to parents in helping the implementation of online learning for special needs students with hearing impaired. Followed in second place is family management with a record of 92%. While skill in third place

with a record of 72%, followed by fourth place with 60% of knowledge.

Discussion

The seriousness of teachers in carrying out the teaching process to MBK always requires high ability and creativity. This effort requires high sacrifices in terms of energy, time and even money (Athir, 2020). Apart from that, in the success of the continuous learning process through PDPc in this home, various obstacles and problems that plague special education parents. Among the problems is the lack of basic facilities in the distance learning process. Special education teachers have different constraints from this aspect. The problem of lack of facilities such as devices and internet access may occur minimally in urban areas, however this problem occurs quite seriously for rural and inland areas (Amir, 2020).

In addition to facility -related problems, the parents involved also had problems in distance learning -related knowledge as well as pedagogy appropriate to MBK (Zaid et al., 2020). They may be able to plan a good lesson if the process takes place in the classroom or face to face with the MBK, but this management problem will arise if they need to plan for the MBK who is at home. Parents also need to have sufficient knowledge in formulating effective teaching strategies with the help of relevant teaching aids (Raja Abdullah & Daud, 2018). In addition, parents also need to have sufficient knowledge of the category and level of ability for each MBK they teach. With the diversity of categories of PWDs and their level of learning, parents need to have knowledge in planning appropriate learning.

Special education parents also need to have skills -related barriers in succeeding in this distance learning process (Norazmi et al., 2020). The skills meant are in terms of the use of specific applications in education, communication skills as well as skills in assigning assignments (Zaid et al., 2021). All the skills mentioned are different between normal learning processes in the classroom and also remotely (Norazmi et al., 2019). Responsible parents need to address this matter in order to launch the PDPc process at home against MBK and further ensure continuous learning (Nurul Hidayah, 2020).

Conclusion

The readiness of parents is very important in determining the continuous learning of students with special needs when the Movement Control

Order (PKP) takes place as a result of the COVID19 pandemic. Parents need to equip themselves with the knowledge and skills as well as willingness in implementing the PDPc process remotely, i.e. at home effectively to MBK. Therefore, it is very important for this study to be conducted to develop specific guidelines for special education parents to implement PDPc at home to MBK to ensure continuous learning.

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