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Exploring Previous Studies Related to the Relationship and Influence Between Teacher Competence, Individual Education Plans and the Development of Pupils with Special Education Needs Visual Impairment

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Abstract

The studies found that there is a significant positive relationship between the construction of effective RPI and the level of active involvement of students when the learning process is being implemented. They also agreed that a good RPI can help the cognitive and behavioral development of MBPK. Studies also explains that an effective RPI is one that includes two elements, namely skills and academics. These skill elements can help attract students to be actively involved in the learning process. While the academic element shows that students are involved holistically in the learning process. Structured, effective and thorough PPI management can help MBPK to develop well in a conducive environment. Additionally, an appropriate RPI provides an opportunity for MBPK to develop according to its own suitability without being tied to competition with other MBPK. Likewise, a good RPI for MBPK in PPI should be useful, user-friendly, flexible and relevant to the level of MBPK to help their development. Behavior management strategy is an important planning in implementing the best intervention for the development of MBPK.

Keywords: individual education plan, special education, visual impairment, special needs student, education

Introduction

In order to achieve the desire to see the holistic development of MBPK, Tom (2006) suggests that a good RPI needs to record teaching strategies with a comprehensive approach to MBPK. Ujang et al. (2013) in their study related to reproductive education for MBPK found that the development of MBPK needs to happen in parallel with other students. For that purpose, their study suggested that related policies and curricula should be emphasized to MBPK. For the context of teachers' involvement, they suggest that teaching planning needs to be individualized specifically for MBPK. While a study by Asfaruddin and Ahmad (2016) found that the determination of therapy that is compatible with the ability level of MBPK can help the cognitive, emotional and fine motor development of MBPK.

In addition, the study of Ng and Majid (2020) found that therapy that is inclusive and coincides with the category of disabled students can help the development of MBPK in terms of social interaction, emotions and the desire to engage in learning activities and indirectly improve the development of fine motor skills. Liong and Hanafi (2019) found that five variables had made a significant contribution to the mathematics achievement of MBPK with hearing impairment, namely self-motivation, mathematics learning experience, mastery of literacy, mastery of sign language and attitude towards mathematics. The researchers suggest that parents and teachers collaborate in determining the best RPI for MBPK.

Literature Review

Research by Hassan (2013) shows that RPI is a good platform to improve the social, academic and psychomotor development of MBPK learning. While a study by Salleh (2011) shows that the development of MBPK occurs well when teachers focus on teaching by planning strategies based on the individual needs of the students. Overall, previous researchers found that there is a positive significant relationship and influence between RPI and the development of MBPK. There are previous studies that found that the three variables as in this study have a relationship with each other. The studies have significantly proven that there is a relationship between teacher competence, RPI and student development. Although the studies did not involve the target group as in this study, however, the findings of the studies can be used as a basis for making arguments and discussions. Among the studies involved is a study by Yusri et al. (2017) who found that a competent teacher can plan their lessons with quality. The competences intended in the study are related to the pedagogical knowledge and readiness of the teachers before carrying out the teaching session. Ahmad et al. (2012) in their study found that students' language development can be developed with the help of teachers' skills in planning and implementing teaching effectively.

Chong and Shaffe (2017) also proved that there is a relationship between teacher competence, teaching planning and student development. for teachers who teach listening MBPK. In the study, they found that teachers' ICT-related knowledge is directly related to the planning of teaching strategies and student learning performance. The same is the case with the study by Mahabbati (2014) who discussed that teachers with high competence values can manage MBPK behavior well based on lesson planning, intervention implementation and learning assessment. Additionally, a study by Victoria et al. (2015) also found that a well-planned RPI provides a good relationship to student development and improves teacher competence. Agreeing with that finding, Jachova et al. (2018) in their study also found that

student development will occur well if they follow good learning planned by teachers who have high competency values. Vuohelainen 's study (2014) also agrees by stating that, MBPK behavior management has a significant relationship with the way a teacher plans their lessons. Through previous studies, it can be concluded that, at this point, teacher competence has a significant relationship with teaching planning and student development.

Discussion

There are also studies that prove there is an influence between the three variables as in this study, namely teacher competence, RPI and the development of MBPK. Although these studies do not specifically refer to MBPK hearing, but the results of these studies can be used as a guide for analysis and discussion. A study by Ng and Majid (2020) found that the value of teacher competence affects their level of readiness in planning the best lesson plans and subsequently improves student learning performance. They also found that therapy planning that is relevant to the student category affects the improvement of student ability. Liong and Hanafi (2019) also found in their study that elements of self-motivation, mathematics learning experience, mastery of literacy, mastery of sign language and attitude towards mathematics directly influence the teacher's teaching planning as well as the student's learning development for the subject. Some other studies also show the same thing, such as a study by Kurth (2010) which explains that teacher skills have an impact on the quality of planned RPI and are able to help students improve their performance. While Sajad (2014) through his study has proposed five elements for the construct of emotional intelligence, namely self-awareness, self-regulation, self-motivation, social emotional awareness and social skills among special education teachers of integration to be improved because those elements affect their efficiency in providing RPI that helps students' development.

Conclusion

A study by Kutty et al. (2012) found that pre-school teachers' preparation for MBPK learning planning can significantly help students' development. A study by Bali and Othman (2017) related to teacher guidance and counseling also stated that the competence of teachers in planning RPI needs to be improved because it affects student performance when it is implemented later. A study by Hamdi et al. (2012) also showed that aspects of pedagogical knowledge and skills regarding MBPK have a significant positive influence on the learning process and the development of MBPK. Through the findings of the studies that have been stated, it can be concluded that there is a significant positive influence between teacher competence, teaching planning and student development.

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