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Teaching Practices of Special Education Teachers in Implementing PDPR during the Covid-19 Pandemic

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Abstract

This study aims to look at the teaching practices of Special Education teachers from the aspects of teaching methods and teaching materials in implementing the PDPR process during the Covid-19 pandemic. The study participants consisted of 50 teachers from five schools in the district of Johor Bahru. The design of this study uses a quantitative approach in which the writing uses aspects of measurement, calculation, formula and numerical data certainty. Quantitative analysis was used by the researcher through a questionnaire submitted to each respondent. The questionnaire was analyzed using SPSS software (Statistical Package for Social Sciences) version 16.0. It is hoped that this study can provide benefits and guidance to researchers in selecting appropriate teaching methods and teaching materials in increasing the involvement of students with special needs in PDPR during the Covid-19 pandemic.

Keywords: Home Teaching and Learning (PDPR), Teaching Practice, Special Education Integration Programme (PPKI), Covid-19 Pandemic

Introduction

Pupils with special needs consist of individuals with learning difficulties where they have difficulty in understanding what is being taught like normal pupils. Smart Pupils who have abilities that are much higher than the norm are also classified as pupils with special needs. According to Dan (2007), the syllabus formulated is not at all different from normal students and it is in line with the National Education Philosophy in terms of JERIS, where physical, emotional, spiritual, intellectual and social aspects are emphasized in the syllabus of students with special needs. Both of these groups of students need modifications in the curriculum, teaching methods, and use of teaching aids, so that these special needs students can realize their potential towards greater excellence.

Special education teachers are key agents in the success of students with special needs. (Hannah et al., 2019) In line with the goals of the Ministry of Education Malaysia, teachers of the Special Education Integration Programme play a role in ensuring the implementation of the teaching and learning process in school and at home. According to the KPM PDPR manual, Teaching and Learning at Home (PDPR) is teaching and learning that is implemented at home

or community center or in any suitable location, online or offline and also off-site. Next, Coronavirus Disease, Covid-19 is a virus originating from Wuhan province, China. The virus is easily transmitted from one person with symptoms such as fever, cough, and shortness of breath to another person through coughing or sneezing. (Nurul & Asmak, 2020). In line with the situation in Malaysia, namely the spread of covid-19 epidemic throughout the country, PPKI teachers are required to conduct the teaching and learning process online. This study was conducted to identify the teaching practices of PPKI teachers in implementing the online PDPR process during the covid-19 pandemic.

Research Purpose

The purpose of this study was to look at the teaching practices of Special Education teachers in implementing the PDPR process during the Covid-19 pandemic.

Research Objectives

The study on the teaching practices of Special Education teachers in implementing PDPR during the Covid-19 pandemic emphasizes the following objectives:

- a) Identify the teaching methods used by Special Education teachers in the implementation of PDPR during the Covid-19 pandemic.
- b) Identify teaching materials of Special Education teachers in implementing PDPR during the Covid-19 pandemic.

Research Question

- a) What teaching methods were used by Special Education teachers in the implementation of PDPR during the Covid-19 pandemic?
- b) What are the teaching materials of Special Education teachers in implementing PDPR during the Covid-19 pandemic?

Literature Review

a) Teaching and Learning at Home (PDPR)

The PDPR Manual of the Ministry of Education Malaysia, 2020 outlines that Teaching and Learning at Home (PDPR) is PDP that is implemented in any location other than the institute of study. PDPR can be implemented at the student's residence or community center so that students are not left behind in the teaching and learning process. PDPR can be implemented online and/or offline and/or off-site in a structured and planned manner. PDPR (e-learning) is closely related to the meaning of "internet" and "technology" as support systems. In this 4.0 era, teachers must master the skills of using the internet and technology in the implementation of the teaching and learning process. The e-learning system was created to overcome the problem due to the closure of all educational institutions throughout Malaysia.

The PDPR process can be implemented using various mediums such as whatsapp. Whatsapp is an ideal online application to increase student motivation to learn (Rochyani & Arif, 2020). Google Classroom is the second support application for e-learning. It is also a free app designed to help students and teachers communicate and operate online classrooms. According to Rochyani & Arif (2020) Google Classroom can manage classroom activities effectively and efficiently. Apart from this, the social media network that will be used in the online teaching and learning process is Youtube. The implementation of Youtube videos in the teaching and learning process plays a key role in helping students understand the content of the lesson, exerts a great influence on students' comprehension, and also provides good

material for teaching (Yogeswary & Helmi, 2021). In addition, there are many other applications that can be used as a medium for the PDPR process such as, ZOOM, Google Meet, Facebook, and so on.

b) Covid-19 Pandemics

According to Nurul & Asmak, 2020 Coronavirus Disease, Covid-19 is a virus originating from Wuhan province, China. The virus is easily transmitted from one person with symptoms such as fever, cough, and shortness of breath to another person through coughing or sneezing. The Covid-19 pandemic is considered one of the biggest crises facing the education and humanitarian systems in recent times. Since the school was closed, the educational process was disrupted and students have started following the PDPR process online, offline or off-site. In early 2020, the World Health Organization had named this coronavirus disease as Covid-19 (Tufan, 2021). Covid-19 was first observed in Wuhan Province, China in December 2019, and was identified as a new virus that spread rapidly worldwide on January 13, 2020. The pandemic has affected all walks of life besides being a public health issue (OECD, 2020). In response, the Malaysian government led by Prime Minister Muhyiddin Yassin imposed a nationwide closure known as the Movement Control Order (MCO), which came into effect on March 18, 2020. This has led to the temporary closure of educational institutions to control the spread of the Covid-19. The role of teachers during the Covid-19 pandemic in implementing PDPR effectively is more important than the physical environment or school technology infrastructure.

Methodology

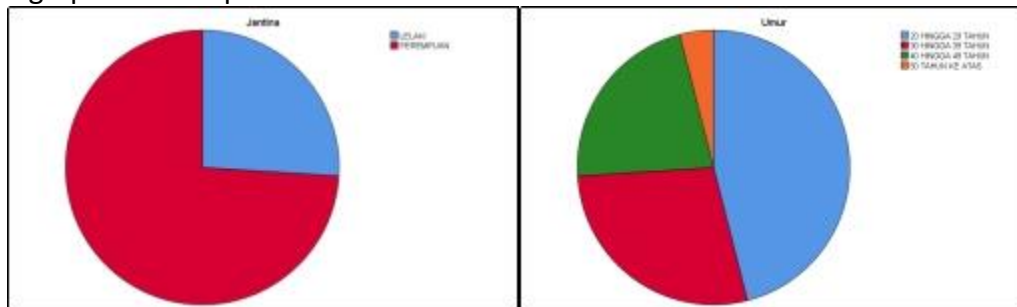
The design of this study is a quantitative type of survey by using a questionnaire in the form of Google Form where the writing uses aspects of measurement, calculation, formula and numerical data certainty. A set of questionnaires for data collection purposes. Questionnaire items were constructed referring to the main constructs in this study. The focus to be studied is the teaching practices of Special Education teachers in implementing PDPR during the Covid-19 pandemic. This study selects the target population consisting of school teachers from the Special Education Integration Program (PPKI) of several primary schools around the district of Johor Bahru. 50 teachers from five schools in the Johor Bahru district were selected as the study sample. The study instrument was a measurement tool used to measure the teaching practices of special education teachers in implementing PDPR during the Covid-19 pandemic. The research instrument used in this study is in the form of a set of questionnaires. To achieve the objectives of the study, the researcher constructed 31 instrument items using existing questionnaires and demographic questions. The research instrument is based on a questionnaire that has been adapted from the study of (Kama et al., 2019).

A total of 50 sets of questionnaires were distributed to respondents who were selected among special education teachers in the district of Johor Bahru. Each set of questionnaires is divided into 3 main parts, namely Part A is a questionnaire related to the demographics of the respondents which includes gender, age, level of education, teaching experience, and subjects taught. Part B is a questionnaire related to device and internet access problems. Part C is divided into two parts from the aspects of teaching methods practice and teaching materials of special education teachers in implementing PDPR during the Covid-19 pandemic. Each section is supplied with simple and clear instructions to avoid confusion to the study respondents. In the data to be described descriptively qualitative methods used while data type of statistics used in this study are descriptive statistics. Descriptive analysis involved

frequency statistics, mean score differences and mean score percentages which was used to analyze the teaching practices of special education teachers in implementing PDPR during the Covid-19 pandemic. In this study, researchers used *Statistical Package for Social Science* (SPSS) computer software to analyze the data collected.

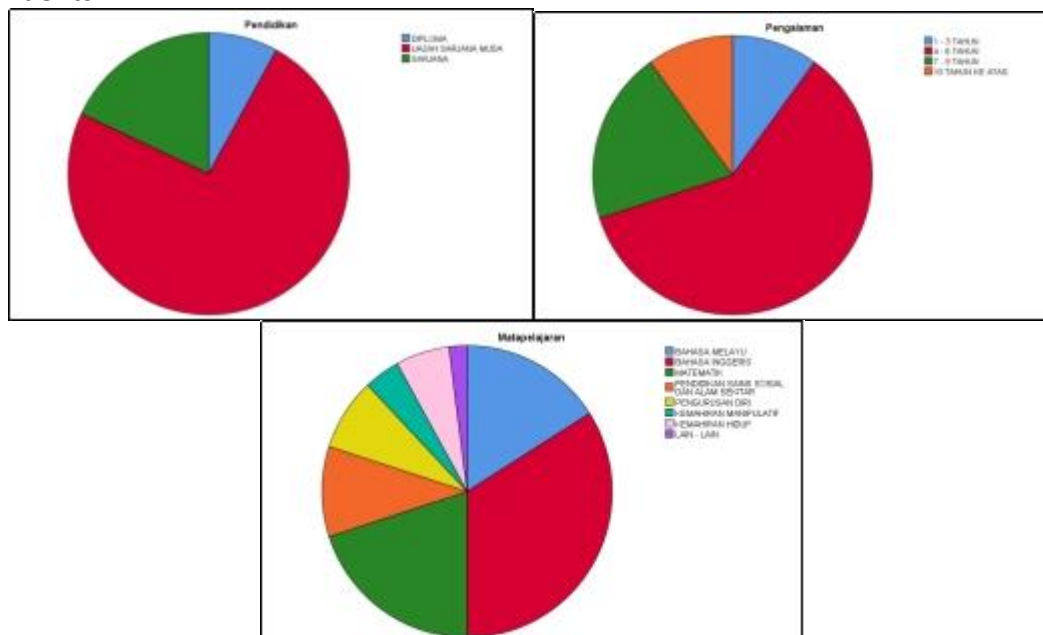
Results and Discussion

a) Demographics of Respondents



Figures 1 & 2. Gender & Age Rank Item Pie Chart

Based on the figure above, most of the respondents are female. It can be concluded that most of the Special Education teachers selected as respondents were female teachers where they experienced challenges in housekeeping as well as running PDPR classes during the Covid-19 pandemic at the same time. The age range of most Special Education teachers is in the range of 20 to 29 years. While teachers aged 50 years and above are the lowest category of respondents.



Figures 3,4 & 5. Pie Chart of Educational Items, Teaching Experience & Subjects Taught

Based on the findings of the questionnaire, most of the respondents are educated with a bachelor's degree and diploma is the lowest level of education among the respondents. As for the aspect of the subjects taught, most of the respondents teach English and the subjects that are less taught by the respondents are Manipulative Skills subjects.

b) Part B: Device and Internet Access Problems**Table 5:** Analysis of Device Problems and Internet Access items

Code	Item	Mean Score	Standard Deviation
B01	I love using devices like phones mobile phones, tablets, computers, laptops and so on.	4.40	.535
B02	I find it easy to use the device as cell phones, tablets, computers, laptops etc.	4.34	.626
B03	I got stable internet access at my residential area.	4.28	.573
B04	I can run the PDPR process with easy to use device and internet access.	4.24	.687
B05	I was able to save time in executing PDPR during the Covid-19 pandemic.	4.26	.694
B06	I have high E-Learning skills.	4.20	.670
B07	I can run the E-Learning process with more creative.	4.18	.691
B08	I was able to produce the above teaching aids online creatively.	4.22	.616
B09	I was able to produce teaching aids that can unearth talent and attract students.	4.30	.544
B10	I can control my emotions (stress) during running the PDPR process during the Covid-19 pandemic.	4.04	.856

Construct problem device and internet access recorded a mean of 4.24 (SP = 0.64) and be on high stage. Based on table above, findings shows the highest mean score on item B01 *I like to use devices such as mobile phones, tablets, computers, laptops and so on* with total mean 4.40 (SP = 0.53). According to Normiati & Abdul (2019), this value indicates a high level. Item B01 shows that the teachers of Education Special fond of using devices such as mobile phones, tablets, computers, laptops and so on . Based on the entire item is available that item B02 *I feel easy to use the device as a mobile phone, tablet, computer, laptop and so* the second highest mean was 4.34 (SP = 0.62) and was at a high level. While the lowest mean score was recorded on item B07 with a total mean of 4.18 (Sp = 0.69). The findings of item B07 show that the skill level of Special Education teachers to carry out the E-Learning process more creatively is at a relatively low level.

c) Part C: Teaching Practice from the aspect of Teaching Methods

In this study, the researcher used mean score analysis and standard deviation to identify the teaching practices of Special Education teachers from the aspect of teaching methods in implementing PDPR during the Covid-19 pandemic among Special Education teachers in Johor Bahru district. The findings were analyzed according to the research questions that have been set.

a) First Research Question

PK 1: *What is the teaching method used by Special Education teachers in the implementation of PDPR during the Covid-19 pandemic?*

Table 6: Analysis of teaching method items used by Special Education teachers in the implementation of PDPR during the Covid-19 pandemic

Code	Item	Mean Score	Standard Deviation
C01	I was able to handle online learning easily and creatively.	4.10	.580
C02	I can use the online application such as DELima, GoogleMeet, Zoom, Teams and so on easily.	4.32	.551
C03	I was able to increase my deep knowledge ICT skills by using medium online application in the PDPR process.	4.30	.580
C04	Online learning makes me creative teachers in planning teaching methods.	4.24	.517
C05	I am willing to attend any course technological skills (ICT).	4.20	.571
C06	I used to use graphics or animations computers during online learning implemented to explain the problems certain.	4.22	.648

The teaching practice of Special Education teachers based on the aspect of teaching methods mean 4.23 (SP = 0.57) and is at a high level. Based on the table above, the findings show the highest mean score on item C02 with a total mean of 4.32 (SP = 0.55). According to Normiati & Abdul (2019), this value indicates a high level. Item C02 shows that Special Education teachers can use online applications such as DELima, GoogleMeet, Zoom, Teams and so on in implementing PDPR during the Covid-19 pandemic. Based on the entire item, it was found that item C03 *I was able to improve knowledge in ICT skills by using online application medium in the PDPR process with the second highest mean of 4.30 (SP = 0.58) and was at a high level.*

While the lowest mean score was recorded on item C01 with a total mean of 4.10 (SP = 0.58). The findings of item C01 indicate that the level of teachers' skills in handling online learning easily and creatively is relatively low. Conclusions show the findings of the study on teaching practice aspects of teaching methods emphasize that Special Education teachers can use online applications such as DELima, GoogleMeet, Zoom, Teams and so on in implementing PDPR during the Covid-19 pandemic.

d) Part C: Teaching Practice from the aspect of Teaching Materials

In this study, the researcher used mean score analysis and standard deviation to identify the teaching practices of Special Education teachers from the aspect of teaching materials in implementing PDPR during the Covid-19 pandemic among Special Education teachers in Johor Bahru district. The findings were analyzed according to the research questions that have been set.

b) Second Study Question

PK 2: *What are the teaching materials of Special Education teachers in implementing PDPR during the Covid-19 pandemic?*

Table 7: Analysis of teaching material items used by Special Education teachers in the implementation of PDPR during the Covid-19 pandemic

Item Code	Item	Mean Score	Standard Deviation
C07	I can submit assignments online to pupils easily.	4.20	.670
C08	Online applications such as DELima, GoogleMeet, Zoom, Teams and so on make it easy for me to update the teaching process from time to time.	4.42	.642
C09	I love using Youtube while learning online implemented.	4.48	.544
C10	I was able to produce teaching materials online easily and creatively.	4.40	.535
C11	I am good at using PowerPoint interactive when online learning is implemented.	4.32	.551
C12	I am able to evaluate student work online easily.	4.26	.723
C13	I was able to produce teaching materials which can interest students.	4.36	.525
C14	Online teaching materials can help students in understanding the content of the lessons taught.	4.28	.607
C15	I love supplying textbooks and books training to students for PDPR classes.	2.72	1,512
C16	Online learning can improve my knowledge in the production of teaching materials online.	4.34	.519

Practice Education teacher teaching Special based on aspect material teaching mean 4.17 (SP = 0.67) and be on stage high. From the whole item of material teaching obtained that item C09 *I love use Youtube during learning in online implemented* highest mean 4.48 (SP = 0.54). According to Avi (2020), this value indicates a high level. Item C09 explains that the teachers of Education Special like to use Youtube as teaching material while online learning is implemented. Based on the overall items it was found that item C10 *I was able to produce online teaching materials easily and creatively with the third highest mean of 4.40 (SP = 0.53)* and was at a high level.

While the lowest mean score was recorded on item C15 *I like to supply textbooks and exercise books to students for PDPR class* with a total mean of 2.72 (SP = 1.51). According to Normiati & Abdul (2019) the mean value is at a low level. This may explain that Special Education teachers were less interested in supplying textbooks and exercise books to students for PDPR classes during the Covid-19 pandemic.

Overall, the findings from the aspect of teaching methods show that teachers can handle online learning easily and creatively as well as online learning makes themselves a creative teacher in planning teaching methods. The findings also emphasize that Special Education teachers can use online applications such as DELima, GoogleMeet, Zoom, Teams and so on easily and can use graphics or computer animations during online learning is implemented to explain certain problems. These findings explain that the teaching method used by Special Education teachers in implementing PDPR during the Covid-19 pandemic is through online applications such as DELima, GoogleMeet, Zoom, Teams and so on.

The findings from the aspect of teaching materials show that teachers can produce online teaching materials easily and creatively and can attract students' interest. Teachers also think they can send assignments online to students easily. Item C09 recorded the highest

mean score of 4.48 (SP = 0.54). This item indicates that respondents preferred to use Youtube in implementing PDPR during the Covid-19 pandemic. Next, the findings emphasize skilled study respondents using powerpoint interactively when online learning is implemented.

Research Findings Discussion

Discussion findings research is based on objective research namely:

a) First Study Question

PK 1: *What is the teaching method used by Special Education teachers in the implementation of PDPR during the Covid-19 pandemic?*

The researcher found that based on the analysis of the study, the teaching practice on the first question that is the teaching method of Special Education teachers in implementing PDPR during the Covid-19 pandemic is at a high level with a mean score of 4.23. Based on the instruments that have been conducted, namely items C01 and C04 show that teachers can handle online learning easily and creatively as well as online learning makes themselves a creative teacher in planning teaching methods. Item C02 showed the highest mean score which was a total mean of 4.32. The results of item C02 show that Special Education teachers can use online applications such as DELima, GoogleMeet, Zoom, Teams and so on easily.

Next item C06 recorded a mean value of 4.22 where this item indicates that Special Education teachers use graphics or computer animations during online learning implemented to explain certain problems. These findings explain that the teaching method used by Special Education teachers in implementing PDPR during the Covid-19 pandemic is through online applications such as DELima, GoogleMeet, Zoom, Teams and so on. The findings also show that teachers also like to use graphics or computer animation during the implementation of PDPR. This result can be supported by the findings of the study by Rochyani & Arif, 2020 which stated that Google Classroom is the second support application for e-learning. It is also a free app designed to help students and teachers communicate and operate online classrooms. At the same time, the findings of Husam et al (2021) also support the findings where the findings show that e-learning system is an effective tool to achieve the strategic objectives of educational institutions by serving educators with teaching and learning processes, and things this contributes to progress.

b) Second Study Question

PK 2: *What are the teaching materials of Special Education teachers in implementing PDPR during the Covid-19 pandemic?*

The researcher found that based on the analysis of the study, the teaching practice on the second question which is the teaching material of Special Education teachers in implementing PDPR during the Covid-19 pandemic is at a high level with a mean score of 4.17. Based on the instruments that have been carried out, namely on items C07, C10 and C13 show that teachers can produce online teaching materials easily and creatively and can attract students. Teachers also think they can send assignments online to students easily. Item C09 recorded the highest mean score of 4.48 and standard deviation of 0.54. This item indicates that respondents preferred to use Youtube in implementing PDPR during the Covid-19 pandemic.

Next, item C11 recorded a mean score of 4.32 in which the respondents were skilled using powerpoint interactively when online learning is implemented. This finding can be supported by the findings of the study of Yogeswary & Helmi (2019) which emphasizes the construction of more innovative digital materials can help students achieve self-development

in the world of education on par with the global level. Meanwhile, the lowest mean score was recorded on item C15 which is a mean score of 2.72. These results show that respondents do not like to supply textbooks and exercise books to students for PDPR classes, in fact they prefer to conduct online learning to ensure that students can understand the content taught.

Research Contribution

The application of Constructivist Theory can guide teachers in providing more creative and effective teaching methods. Teachers can use the method of Needham's Five Phase Constructivism Learning Theory (Needham, 1987) in implementing PDPR online (e-learning) which includes the following five phases, namely the first phase of Orientation; Teachers provide a learning environment to stimulate students' interest in implementing PDPR online. Video screenings, puzzles, simulations, and so on are done by PPKI teachers to get students' attention during online sessions. Next is the second phase which is the Generation of ideas ; Teachers plan various forms of activities in implementing PDPR during the Covid-19 pandemic such as group discussions, using quizziz, wordwall and kahoot methods by linking students' existing knowledge with new knowledge they will learn. PPKI teachers need to provide learning materials and guide students in making inquiry learning. Teachers play the role of facilitators. The third phase is the Restructuring of ideas; Teachers provide structured activities in implementing PDPR online to enable students to build their own effective knowledge from the original ideas of group members. While the fourth phase is Application of ideas; Teachers can help students in applying new knowledge built in problem solving in new situations where it can encourage the process of inquiry in students. Finally the fifth phase is Reflection; Pupils can reflect to see the effectiveness of their original ideas have changed.

Research Implication

Practice teaching education teachers typical play role important in implementation of the teaching process and learning at home in a way above line, off online nor current *off-site* pandemic Covid-19. ICT skills of education teachers typical need increased time to current in order to make sure delivery Effective PDPR to students in need typical. Ingredients PPKI teacher teaching must also provided with take kira various aspect for helping students in need typical in increase motivation student self as well to follow class PDPR during pandemic Covid-19. Based on studies past that has been discussed can summarized that practice teacher teaching in implement PDPR during the Covid-19 pandemic is severe important in guiding students in need typical for reach the skills taught . This study can give implications to the readers in terms of identifying creative and effective teaching methods and teaching practices in attracting the attention and interest of students in following PDPR. Readers can also get new ideas in the production of teaching materials using the aspects discussed in the application of Theory and Model that emphasize various aspects that can ensure the smooth running of PDPR.

Research Recommendation

Based on the findings of this study, the researcher put forward some recommendations that were considered by the parties concerned. Among them are:

- i. Further diversify the research instruments by using the interview method.

- ii. Further diversify the constructs in the questionnaire form and increase the study sample to identify teaching practices in detail.

Suggestions for Further Study

- i. Special Education teachers' perceptions of teaching practices in implementing PDPR during the Covid-19 pandemic.
- ii. Involvement of various parties in strengthening the teaching practices of Special Education teachers in implementing PDPR during the Covid-19 Pandemic.

Conclusion

The teaching practices of special education teachers played an important role in the implementation of the teaching and learning process at home online, offline as well as *off-site* during the Covid-19 pandemic. The ICT skills of special education teachers need to be improved from time to time in order to ensure the effective delivery of PDPR to students with special needs. PPKI teacher teaching materials should also be provided by taking into account various aspects to help students with special needs in improving students' self-motivation as well as attending PDPR classes during the Covid-19 pandemic.

Based on the previous studies that have been discussed, it can be concluded that the teaching practice of teachers in implementing PDPR during the Covid-19 pandemic is very important in guiding students with special needs to achieve the skills taught. The results of previous studies have also proven that teachers, parents and students experience various challenges in following the new era of education that is online learning. Various parties should take initiatives to overcome the challenges that arise. The success of previous studies gives confidence that the study of special education teachers' teaching practices in implementing PDPR during the Covid-19 pandemic can contribute significant added value to students with special needs to go through the teaching and learning process at home online, offline or off-site.

This study can also provide suggestions in increasing the frequency of workshops or courses to help Special Education teachers in producing more effective teaching materials and deliver the PDPR process more effectively. According to Yogeswary & Helmi (2019) the construction of more innovative digital materials can help students achieve self-development in the world of education on par with the global level.

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