

# Challenges of Teaching And Learning Visual Impairment Students In Music Notation Recognition Skills

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## Abstract

This article is a concept paper that will discuss the challenges in the teaching and learning of visual impairment students in the ability to recognize musical notation. The Malaysian Ministry of Education aims to provide high quality and relevant education to all pupils, including those with special needs. However, until today there are mistakes that occur that interfere with teaching and learning in schools. The discussion to answer the first objective of this concept paper is about the teaching and learning challenges of visual impairment students in the ability to recognize musical notation from the perspective of teachers and students. The challenges cause a lack of mastery of basic musical notation skills, namely musical notes C, D, E, F, G, A, B, C'. Besides, it was also discussed about the characteristics of visual impairment students which are detailed according to the category of level of vision loss as well as the methods or techniques used in their teaching and learning at school. In addition, visual impairment students need appropriate and quality education according to their level of ability. Meanwhile, special education teachers are the main agents in the development of visual impairment students. At the same time, the challenges of special education teachers are much different compared to typical mainstream teachers. In order to answer the second objective of this concept paper, there is a discussion about the role of teachers and authorities in trying to face the challenges of teaching and learning visual impairment students in the ability to recognize musical notation.

**Keywords:** Music Education, Music Notation, Visual Impairment Students

## Introductions

Music Education is one of the subjects that faces the challenge as an elective subject that is increasingly considered trivial and unimportant by teachers in schools today, even though the education community lacks awareness that Music Education is the second most difficult subject in the world. According to Amelda Nathrah (2011), music education is usually considered as one of the subjects that is not compulsory and is not emphasized in the school curriculum. Some even consider music as an unimportant subject in the school curriculum. The fact is, music education subjects encourage students to think, imagine, and make

interpretations. The teaching method of this subject should be changed to help students understand certain concepts and skills, especially for students with special needs who have vision problems.

The situation is completely different in the world of special education when Music Education is neglected due to the lack of appropriate equipment for special education students with vision problem. This is because the use of appropriate tools is also very important in helping them master the concepts and skills found in the Music Education measure at once. Appropriate musical instruments also greatly help teachers deliver effective pedagogical content knowledge to their students. It is in line with Zetty Nurzuliana (quoted from Siti Muhibah Binti Hj Nor & Zetty Nurzuliana Rashed, 2018) stating the formation of the student's personality and ensuring the process of "becoming a student" becomes a reality depending on the educator's ability to act as a "true" teacher in school. Meanwhile, the findings of a study by Yong, S. W. & Aliza Alias (2023), found that knowledge and skills about technology aids are insufficient for teachers and special need students. The government cannot accommodate the large number of students with vision problems in schools. Therefore, the provision of technology aids and continuous professional development training is needed so that teachers and students with visual impairments have better skills to use technology aids to improve teaching and learning process.

### **Music Education**

The art of music is a very broad field of art that combines the sounds and rhythms produced by the musical instruments, as well as designs that are considered suitable for aesthetics, thought patterns, and human emotions. In addition, the art of music also revolves around how to play musical instruments and how to make musical notes. Musical art can stand alone, without vocals, as an instrumental art or can be combined with vocal art. Overall, music has the ability to reflect certain cultures because it is so rich in various knowledge, skills, and different ways of thinking that exist from time to time and everywhere. Music Education in Malaysia began in primary school in 1982 and progressed to secondary school for 13 years as an elective subject with the aim of improving students' personality in terms of aesthetics, creativity and their perception so that they can practice consideration of art and perfection and understand their national identity. Music education in schools can focus on the development of students' personal qualities that include feelings, creativity, social values and ethics. In addition, Music Education can help develop the level of student achievement in academics by exploiting the use of the left and right brain and at the same time can unearth the existing talent in students. Music Education can train students to be disciplined, which is when learning about music notation where students must follow the rhythm of each musical note correctly during practice to produce the right sound and then produce a harmonious song rhythm.

The interesting part in Music Education is students are taught the skills of recognizing musical notes at an early stage different from other subjects even though it is only an elective subject. This is because teachers need to know and be aware that not all of our students have the same abilities. According to Gardner's Multiple Intelligence Theory (1983) in general, it is believed to consist of only one category of intelligence, namely general intelligence, which is focused on cognitive skills. In his book "Frames of Mind," published in 1983, Howard Gardner described different types of mental intelligence, including linguistic intelligence, interpersonal and intrapersonal intelligence, mathematical logical intelligence, bodily kinesthetic intelligence, spatial intelligence, naturalistic intelligence, and musical intelligence. Therefore,

it is very important for us as educators to unearth the talents and abilities of our students for their future because in the world of music there are many job opportunities available including musicians, music teachers, songwriters, artists, vocal teachers, and many more. It is our responsibility as teachers to prepare students for survival in the future. According to Kho Ai Peng & Mohd Asri Mohd Noor & Nor Azrin Md Latip (2020), multiple intelligence theory will show students a learning style that allows them to acquire knowledge, potential and strength. In addition, it will encourage and unearth students towards a career that matches their intelligence (Gardner 2006).

Standard curriculum and assessment document is a guideline for teachers when they develop teaching and learning, as it incorporates a variety of strategies, activities, and resource use. For Music Education subjects, special need students with vision problems use the same standard curriculum and assessment documents as typical students in the mainstream. So in this situation, their learning process is very dependent on their teacher and appropriate equipment in the delivery of teaching content. In order to select, organize, process and diversify activities according to the ability and suitability of students, teachers should use their creativity. This is in line with the verse of Ab. Aziz Sulaiman and Siti Rubiyani Omar (2018), teaching methods and pedagogy must be adapted to children so that they can optimize their academic achievement and daily learning (K.A Razhiyah 2005). The diagram below is a standard curriculum and assessment document for Music Education Year 5, Music Language Module which is the learning of music notation C, D, E, F, G, A, B, C'. Learning music is theoretically and practically at the same time using the musical instruments provided but that situation does not happen to special need students with vision problems because they are unable to know the order of notes and the value of the beat of the notes if they cannot touch the musical instrument with the Braille code.

ISSR PENDIDIKAN MUSIK TAHUN 5

1.0 MODUL BAHASA MUZIK




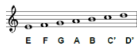
STANDARD KANDUNGAN	STANDARD PEMBELAJARAN	CATATAN
1.1 Notasi Muzik	<p>Murid boleh:</p> <p>1.1.1 Membaca dan menulis not E, F, G, A, B, C, D' serta tanda rehat pada baluk:</p> <p>(i) </p> <p>(ii) tanda rehat </p>	<p>Cadangan Aktiviti:</p> <ul style="list-style-type: none"> <li>• Latihan menulis dan menamakan not pada baluk</li> </ul> <p>Contoh:</p>  <ul style="list-style-type: none"> <li>• Latihan menulis not dan tanda rehatnya.</li> <li>• Latihan memadankan not dan tanda rehat.</li> <li>• Latihan mendengar dan menepek nilai not.</li> </ul> <p>Nota:</p> <ul style="list-style-type: none"> <li>• Not E, F, G, A, B, C, D'</li> </ul> 

Diagram 1 Standard Curriculum and Assessment Document Music Education Year 5

For each Special Education School that has students with vision problems has been supplied with Music Braille Code, 2015 by the Malaysian Ministry of Education through the Special Education Division, but it is provided without training or workshops as an exposure to teachers who teach students with vision problems. So the situation remains the same and it remains a problem in the world of special education until today.

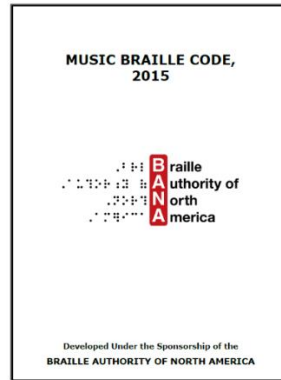


Diagram 2 Music Braille Code, 2015 Braille Authority of North America (BANA)

**Part 2. Notes and Note Values** (Pars. 2.1–2.6)

*Throughout this work: whole note = semibreve; half note = minim; quarter note = crotchet; eighth note = quaver.*

	C	D	E	F	G	A	B
Whole or 16th note	⠠	⠡	⠢	⠣	⠤	⠥	⠦
Half or 32nd note	⠠	⠡	⠢	⠣	⠤	⠥	⠦
Quarter or 64th note	⠠	⠡	⠢	⠣	⠤	⠥	⠦
8th or 128th note	⠠	⠡	⠢	⠣	⠤	⠥	⠦
256th note	⠠⠡⠢⠣⠤⠥⠦ etc.						
Breve (double whole) (a)	⠠	⠡	⠢	⠣	⠤	⠥	⠦
(b)	⠠⠡⠢⠣⠤⠥⠦ etc.						
Reciting note in chant	⠠⠡ etc.						

Diagram 3 Braille Code Music Notes Based on Music Braille Code, 2015

NOTASI MUZIK									
SIMBOL NOT	NAMA NOT	RENTAK/NILAI NOT	C	D	E	F	G	A	B
	Semibrif	4	⠠	⠡	⠢	⠣	⠤	⠥	⠦
	Minim	2	⠠	⠡	⠢	⠣	⠤	⠥	⠦
	Krocet	1	⠠	⠡	⠢	⠣	⠤	⠥	⠦
	Kuaver	1/2	⠠	⠡	⠢	⠣	⠤	⠥	⠦
	Semikuaver	1/4							
	Demisemikuaver	1/8							

Diagram 4 Braille Code Music Notes

Diagram 4 is a musical notation teaching note that has been prepared and simplified in the form of a table by a special education teacher at a special education national school to facilitate the teaching and learning process of his students. The first question, how far is the level of readiness in terms of knowledge, skills, and attitudes of teachers to teach special need students with vision problems? The second question is to what extent the musical instruments supplied in schools meet the specifications of teaching and learning musical notation because until today no musical instruments are supplied complete with Braille codes for each musical notes.

**Visual Impaired Students**

Special need students with vision problems are students who cannot see. It is related to children who have vision problems and need special education. According to Ab. Aziz Sulaiman and Siti Rubiyani Omar (2018), as stated by the World Council for the Welfare of the

Blind, a student is considered to have vision problems if they have no residual vision at all, have the ability to see no more than 6/60 or 20/200 with the Snellen Test, or have limited vision, which means they can only see 20% of the lighting. Yong, S. W. & Aliza Alias (2023) according to the World Health Organization (WHO, 2018), blindness and near-sightedness are two types of visual disability. After undergoing treatment, people with visual impairment still have residual vision and need to use visual aids such as glasses and other tools for survival and communication. While visually impaired individuals who are categorized as blind are unable to do their daily affairs on their own and in fact need the help of individuals around them because they only rely on their sense of touch and hearing. Usually, the aids they need are canes, Braille machines, and other technological aids to replace or help the visual disability they experience. The diagram below is the visually impaired category according to the Department of Development of Persons with Disabilities, Department of Social Welfare.

Bil	Sub Kategori	Keterangan
i.	Terhad di kedua-dua belah mata	<b>penglihatan lebih teruk</b> daripada 6/18 tetapi sama dengan atau lebih baik daripada 3/60 walaupun dengan menggunakan alat bantu penglihatan atau medan penglihatan kurang dari 20 darjah dari <i>fixation</i>
ii.	Buta di kedua-dua belah mata	<b>penglihatan kurang</b> daripada 3/60 atau medan penglihatan kurang dari 10 darjah dari <i>fixation</i> di kedua-dua belah mata
iii.	Buta di sebelah mata	<b>penglihatan kurang</b> daripada 3/60 atau medan penglihatan kurang dari 10 darjah dari <i>fixation</i> di sebelah mata
iv.	Lain-lain gangguan penglihatan kekal Contoh : <i>albanism</i>	Disahkan oleh Pakar Oftalmologi sahaja

Resources from: [www.jkm.gov.my](http://www.jkm.gov.my) Diagram 5 Category of Visual Impairment

The strategy and technique of teaching and learning visual impaired students are to use Braille writing, using various senses such as smell, hearing, and touch. According to Yong, S. W. & Aliza Alias (2023), students with special needs who have vision problems only rely on their sense of touch and hearing almost entirely in the learning process at school. The table below is about strategies and techniques for teaching and learning blind students used in special education schools.

Table 1

*Strategies and Techniques for Teaching and Learning Visual Impairment Students*

Braille writing	<ul style="list-style-type: none"> <li>- Instead of the sense of sight</li> <li>- Used for reading, translating, calculating, taking notes, and others</li> </ul>
Sense organs	<ul style="list-style-type: none"> <li>- Other senses such as smell, hear, touch</li> <li>- Printed materials are recorded so that students can hear clearly in oral form using Talking Scanner technology aids</li> <li>- Frequently perform fine motor activities such as colouring, grasping, cutting, and pressing to stimulate the nerves in the fingers when using Braille</li> </ul>
Modification of learning aids	<ul style="list-style-type: none"> <li>- Provide teaching and learning materials which are large and have audio as support</li> <li>- Using different coloured letters with the paper background</li> <li>- Do not use too many words or sentences on one page</li> </ul>

**Problem Statement**

Visual impairment students in primary school have less opportunities to learn the skills of recognizing musical notes due to the problem of visual impairment experienced despite being provided with a music Braille code module. According to Yong, S. W in an article titled Challenges of Using Technology Aids in Teaching and Learning of Visual Special Education Students, Aliza Alias (2023) states that 80 percent of the sense of sight is needed to receive input and information in learning activities. Visual impairment students will have trouble in learning because their learning at school only depends on the sense of hearing and touch almost 100% (Yong, S. W. & Aliza Alias, 2023).

Special education teachers are not ready to use technology aids in teaching practice. According to Yong, S. W. & Aliza Alias (2023), teachers do not have sufficient knowledge on how to provide appropriate teaching approaches for their special need students which causes some students to be excluded from certain classes. However, they are eligible to study academic subjects like normal pupils. A study by Chong Ai Peng and Shaffe Mohd Daud (2017) also found that special education teachers usually have very good content knowledge, pedagogical knowledge, content pedagogical knowledge and technology knowledge. However, this level decreases when this knowledge is combined with content technology knowledge, content pedagogy technology knowledge.

**Objective**

The specific objectives of writing this concept paper are to:

1. Discussing the challenges of teaching and learning visual impairment students in primary school in the ability to recognize musical notation.
2. Explain the role of teachers and authorities in trying to face the challenges of teaching and learning of visual impairment students in primary school in the ability to recognize musical notation.

**Objective 1:**

Teaching and Learning Challenges of Visual Impairment Students in Primary School in the Skill of Recognizing Music Notation

In their efforts to maintain the goals and objectives of the National Philosophy of Education and the mission of the Ministry of Education Malaysia, educators are indirectly affected by various problems and challenges that exist in the education system. The world of special education is also faced with various challenges in the new boom era of education where they must face challenges that are much different than the challenges faced by teachers or typical students. To ensure that teaching and learning process smoothly, special education educators need special pedagogical skills. This concept paper will discuss teaching and learning issues in music education, including musical notation identification skills.

**a. Constraints of Visually Impaired Friendly Musical Instruments**

As we all know, the learning process will be more effective if students can participate in practical activities with the teacher and use the learning aids that are already available. This is because through hands-on activities students can learn theoretically and practically at the same time. Visual impairment students are highly dependent on learning aids due to their visual problem. In the learning process, they depend entirely on the sense of hearing and touch (Yong, S. W. & Aliza Alias, 2023). However, the provision of musical instruments in schools until this day is not friendly to visual impairment students in learning the skills to recognize music notation while they also follow the same curriculum as typical students in mainstream schools. As a teacher, it is also a constraint and a problem to teach the skill of recognizing musical notation when students can only hear the explanation theory of musical notes C, D, E, F, G, A, B, C' only verbally by a teacher but not verbally touch Braille for each musical note on the musical instrument. They only hear the musical notes played by their teacher alone without any learning through Braille touch for each of the musical notes.

**b. The Level of Special Education Teachers' Readiness Towards the Use of Technology Aids**

Three main domains which are knowledge, skills, and the attitude of the teachers themselves, are used to determine the level of readiness of special education teachers in handling technology aids. Firstly, the knowledge of special education teachers about the use of technological aids is still low. This is the result of a study by Yong, S. W. Aliza Alias (2023) found that teachers' knowledge and skills about technology aids are insufficient. Some visual impairment students are not allowed to take certain subjects such as Mathematics, Science, or Physical Education (Aliza Alias & Yong, S. W, 2023). This is due to teachers' lack of knowledge about appropriate teaching approaches (Brydges & Mkandawire, 2017).

There are several subjects in the curriculum of special primary school that have been modified for the learning of special need students such as, Physical and Health Education, Visual Arts Education, and Basic Individual Visual Skills (KAIMaL). Music Education and other subjects are not involved in modifications, and they use the same curriculum as typical students in the mainstream. Clearly here they need a variety of help in terms of technological aids, experienced special education teachers, training, and exposure to use the technological aids provided to them so that they can also take advantage of the optimal teaching and learning process like other students. The right to equality or equity here is important for them to learn like normal students. In addition, the domain of special education teachers' attitudes towards technology aids is low. This happened even though Mustaffar Abd Majid and Nor 'Azah Ahmad Safran (2017) stated that special need students became more important with the help of technology (Rose, D. H., Hasselbring, T. S., Stahl, S., & Zabala, J., 2005).

**c. Teacher Placement**

The issue of the wrong placement of teachers in schools is also one of the driving factors for special needs student's dropout due to vision problems in learning Music Education in schools. This happens because the options accepted throughout the studies at the Teacher Education Institute are different from the options accepted at school. The difference in the options here is not the difference in terms of the subjects taught in school, but the difference in the options here refers to the difference between the special education stream and the mainstream where the mastery of content pedagogy, techniques and teaching approaches used to deliver teaching content to students is different whereas primary students use spoken language to communicate, while special education students use Braille to communicate. Therefore, the issue that arises for beginning teachers, especially the inability to master the code or Braille writing and other skills becomes a big enough problem to carry out the next lesson.

For teachers it is not a special education option for vision, even though the teacher is sufficiently trained with the latest curriculum and pedagogy, but the delivery of teaching and learning is still not successful. In other words, holistic and effective learning does not occur among students with special visual needs. This situation shows that the knowledge, skills, and attitudes of teachers are not ready. This is because the lack of knowledge and attitude causes the effectiveness to decline among teachers. This kind of issue cannot be ignored by the superiors. This is in line with the study findings of Safani Bari et. al. & Mokhtar Taha et. al. & Mohd Hanafi Mohd Yassin et. al. & Rosli Aliman & Jamilah Kutti 2010 & Siti Muhibah Hj Nor et., (quoted from Siti Muhibah Binti Hj Nor & Zetty Nurzuliana Rashed, 2018). According to Ansimova, Zolotareva, Mukhamed'yarova, Pikina, and Tikhomirova; Ruppap, Neeper, and Dalsen; Toran, Westover, Sazlina, Suziyani, and Mohd Hanafi (quoted from Hannah Aqilah Amran, Rosadah Abd Majid, and Manisah Mohd), many special education teachers do not have the necessary knowledge and skills to teach students with special needs. This is one of the causes of this problem (Ali, 2019).

**d. Limited Teacher Professionalism Development**

A series of teacher issues are not special education options, if there is a lack of professional development for teachers, this impact will be more significant. This is because the continuous improvement of professionalism is important to improve the quality of teachers to create a better education system. According to Gee and Gonsier-Gerdin's study (cited from Hannah Aqilah Amran, Rosadah Abd Majid, and Manisah Mohd. Ali, 2019), most special education teachers are aware of the reality of special education teaching when they start working. This can be seen very clearly in the situation for non-option teachers, which seems to be a surprise to them. Various new knowledge and skills acquired by non-option teachers such as student emotional management, classroom management, the use of Braille in teaching, and if this is not supported in terms of the development of teacher professionalism, it is not impossible that there will be a collapse of self-efficacy among non-option teachers today. A positive teacher can influence the classroom atmosphere, increase students' motivation, and improve their performance, Chao et al. (quoted from Hannah Aqilah Amran, Rosadah Abd Majid, and Manisah Mohd. Ali, 2019).



**Objective 2:****The Role of Teachers and Authorities****a. Teacher's Role**

The teacher acts as an effective moderator for his students. In an effort to make the teaching and learning process more effective for students with special visual needs, teachers need to make every effort to master their teaching skills and techniques. In addition, according to Don Skinner, teachers must always be ready to receive new knowledge or abilities, either directly or indirectly (quoted from Siti Muhibah Binti Hj Nor & Zetty Nurzuliana Rashed, 2018). Therefore, the use of support materials such as technological aids, Braille machines, Talking Scanners, and others is very important in the teaching and learning process. Therefore, teachers must have the knowledge and skills to use support resources. Mohd Zailani and Mohamad Khairi (cited from Chong Ai Peng and Shaffe Mohd Daud, 2017) argue that there are many sources of support and information technology that can be used to implement effective and relevant transformation of teaching and learning with progress. Baglama, Yikmis, and Demirok argue that the diverse needs of students with special needs can be better met with the use of science and smart technology in teaching (quoted from Chong Ai Peng & Shaffe Mohd Daud, 2017).

The use of teaching aids characterized by technology can help teachers during the teaching and learning process, especially for non-optional teachers. With the integration of ICT elements, teachers can search for teaching content and then distribute the content to students using technology applications. In addition, through the initiative of teaching and learning practice sharing programs, pupils with special vision needs by experienced teachers or mentors are also very important in helping teachers' teaching practice. As stated by Aswaniza and Rosadah, Chao et al. (quoted from Hannah Aqilah Amran, Rosadah Abd Majid, and Manisah Mohd. Ali, 2019), teachers who are motivated and dedicated to achieving academic success and produce healthy students are teachers who have a high level of self-efficacy. In addition, technological advances have produced various technological tools that can help people with special needs, especially those who cannot see. The digital revolution has created incredible technological aids in the field of education for visually impaired people. Therefore, it is important for special education teachers to increase the use of technological aids for visual impairment students which in the learning process depends entirely on the senses of hearing and touch.

**b. The Role of The Malaysian Ministry of Education**

The role of the Malaysian Ministry of Education in terms of the layout of the placement of teachers needs to be emphasized according to the right options in the future so that the quality of the country's education can be further improved in line with the boom of the current era of globalization. This is because starting with an irregular teacher placement layout will have a significant impact on the way curriculum content and pedagogy are delivered to students with special needs. The Malaysian Ministry of Education through the Special Education Division should intensify efforts to deal with this problem by writing and supplying modules related to Braille codes. In addition, one of the suggestions is that the Special Education Division of the Malaysian Ministry of Education can provide a dictionary of Braille codes based on specific subjects. This is because, with the availability of detailed Braille code books to some extent, it will help non-optional teachers who teach children in special education primary schools. In the line of educators of special education children hope that the Malaysian Ministry of Education can review the basic content of the curriculum for

students with special visual needs so that holistic learning can take place according to their abilities and abilities.

### **c. Role of Teacher Professionalism Development Division**

The development of teacher professionalism should always persist to provide support in terms of the implementation of courses, workshops so that there is no educational gap between students with special needs and typical students when mastery of the curriculum and pedagogy of non-option teachers who teach special education is weak. Saadiah, Jamal and Hamidah (quoted from Ariff Hidayat Osman & Mahani Mokhtar, 2022) state that the value of professionalism in performing tasks cannot be assessed based on the teacher's academic qualifications. Sa'adiyah binti Shuib thinks that a planned professionalism development program and the guidance of experienced mentors will bring dynamic changes in the world of education (quoted from Ariff Hidayat Osman & Mahani Mokhtar, 2022). As we know, the world of special education is very broad with various disability problems and requires an appropriate approach or method to deliver the teaching and learning process to students. Special education teachers need a lot of knowledge and skills. To ensure that the needs of special children are met according to their respective categories, teachers and the public should know about the characteristics of individuals with special needs, as well as the legal acts and rights related to them. So, full support from the development of teacher professionalism needs to be intact to give exposure to teachers, especially non-optional special education teachers. This is because the knowledge gained while being a trainee teacher is insufficient, if not limited, to be used in the actual classroom.

Now, many reforms in terms of policy and curriculum development which cause a gap between special education students and mainstream students. The closest example we can see today is the spread of themed curriculum. The dissemination that takes place at the upper level is not detailed and not focused for the implementation of the themed curriculum in the context of special education students, whereas exposure to these students needs to be emphasized more because of their disabilities and the teacher's ability to deliver the basic content of the curriculum which is effective as outlined. Therefore, the teacher professionalism development department should take the initiative to create special main trainers to give exposure and dissemination to special education teachers and not limited main trainers for mainstream schools only. Teachers who educate special education children also need the guidance of special trainers in special education science. For example, in Music Education, the teacher's professional development department should take the initiative to provide training and workshops to teach music using the provided music Braille code.

### **d. Parental Support**

The occurrence of students with vision problems is greatly influenced by their parents. Shahrul Arba'iah's study (cited from Hannah Aqilah Amran, Rosadah Abd Majid, and Manisah Mohd. Ali, 2019) found that children who received early intervention, especially language input, did better in their studies. Parents must spend time with their children. In order to produce healthy and independent students using all their skills and strengths, special education teachers need support from parents. Therefore, exposure and information about the various programs implemented by the Malaysian Ministry of Education to increase the success of students with special needs should encourage parents to be more aware and work together to help their children succeed.

**Conclusion**

In the era of modern globalization, humans are exposed to various types of threats that hinder their progress. Sacrifice is necessary to help children with vision problems, parents, teachers, society, and government are all responsible for doing so. A good and effective education system is the basis for making the young generation a balanced human being. To achieve the goals of the National Philosophy of Education, teachers must have the necessary skills as implementers and movers of excellent educational processes. The success of the integration education approach depends on the knowledge, skills, commitment, awareness, and motivation of the teacher. Special education teachers need to have the knowledge and skills to diversify teaching methods to make the teaching process more interesting and effective. Therefore, to provide the best service, teachers need to be given sufficient knowledge and training. To succeed in the field of special education teacher, one must have strong self-confidence and the ability to persevere. To become a special education teacher, they must have ongoing expertise and abilities, be a pure individual, and have a clear objective to teach special children. All these elements require a high level of skill and the support of continuous professional development from teachers.

However, the professional standards of special education teachers have not yet been achieved. Therefore, to be successful in the field of teaching, a teacher must have the necessary skills to deliver teaching and learning content in general, especially to students with special needs to reduce the educational difference between mainstream students and special education students. Skilled teachers able to rationally deal with any difficulty or problem to carry out effective learning and teaching and increase the success and the emergence of healthy students, special education teachers need high motivation and self-efficacy. Therefore, all parties should cooperate, support, and cooperate with special education educators either directly or indirectly to ensure that the national education system is of high quality. According to a study conducted by Chong Ai Peng and Shaffe Mohd Daud (2017), an ability to master his teaching field is a characteristic of an effective teacher. Teachers who understand well the subject being taught will appreciate the way related knowledge is processed and organized. They will also appreciate how this knowledge is applied in the real world. However, such an effort depends on the strength of the teacher's internal motivation without coercion. This is because, according to Chao et al., Durksen, Klassen, and Daniels (quoted from Hannah Aqilah Amran, Rosadah Abd Majid, and Manisah Mohd. Ali, 2019), collaboration and motivation are important components in personal professional development.

The teaching and learning of students with special educational needs with vision problems in the ability to recognize music notation faces four main issues and challenges discussed in the first objective of this concept paper, which is firstly the constraints of visually impaired musical instruments. This issue is supported by the findings of the study Yong, S. W., Aliza A. (2023), government funding for technological aids is insufficient to cover the increasing number of special needs with vision problems in schools. Secondly, the issue concerns the level of preparedness of special education teachers themselves towards the use of technological aids to teach these special children. This issue is supported by the results of a study by Yong, S. W. Aliza Alias (2023) found that the knowledge and skills of teachers about visual impairment students technology aids are insufficient. The third issue is the placement of teachers where teachers placed in Special Education Schools are not special education option teachers. This issue parallels Ansimova, Zolotareva, Mukhamed'yarova, Pikina, & Tikhomirova; Ruppap, Neeper, & Dalsen; Toran, Westover, Sazlina, Suziyani, & Mohd Hanafi

(quoted from Hannah Aqilah Amran & Rosadah Abd Majid & Manisah Mohd. Ali, 2019) that one of the causes of this problem is that many special education teachers lack the knowledge and skills to teach students with special needs. The last issue and challenge are the limited development of teacher professionalism. According to Gee and Gonsier-Gerdin's study (quoted from Hannah Aqilah Amran, Rosadah Abd Majid, and Manisah Mohd. Ali, 2019), most of special education teachers are aware of the reality of special education teaching when they start working.

If these issues and challenges are ignored by all parties, it is not impossible that non-option teachers will face pressure in their own professionalism. So, the second objective is to discuss the role of teachers and other authorities including the Malaysian Ministry of Education as the drafter of acts and policies, the teacher's professionalism development section also needs to play an important role in providing guidance and support to teachers. Parents or guardians of these special children also play a big role in shaping the development of students with vision problems. Shahrul Arba'iah's study (cited from Hannah Aqilah Amran, Rosadah Abd Majid, and Manisah Mohd. Ali, 2019) found that children who received early intervention, especially language input, did better in their studies.

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