

Teaching and Learning Skills of Students' Learning Readiness Special Educational Needs Students with Learning Disabilities in Elementary School

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Abstract

The Zero Rejection Policy is a program that the Ministry of Education Malaysia initiated together to provide fair and equitable opportunities in education, especially for children with special needs. The school must accept more special educational needs (SEN) students. It has been discovered that some SEN students need more time to be ready for learning. This study investigates the knowledge, comprehension, and teaching strategies teachers implement when practicing the components of learning readiness for first-grade students with learning difficulties in the classroom. Nine respondents were selected for the sample of studies included in this qualitative study using the specific selection criteria, which calls for respondents to be Special Education Learning Disabilities Level 1 teachers (TSELD). The instrument used was a structured interview. The study results show that the TSELD understood the learning readiness practice's teaching components and techniques and had different opinions about each practice. However, their knowledge and understanding of learning readiness practices still need to be improved. Therefore, workshops or training programs should be developed to enhance the TSELD's ability to implement appropriate learning readiness skills for SEN students.

Keywords: Learning Readiness, Special Educational Needs Student, Learning Disabilities, Teaching Strategies

Introduction

The Ministry of Education Malaysia (MOE) responded to the call for the Education for All (EFA) principle implemented by the United Nations Educational, Scientific, and Cultural Organisation (UNESCO). The EFA principle is a global mandate that strives to guarantee the right to education for all individuals worldwide. Providing education to all children is a significant social obligation.

The Individuals with Disabilities Education Act (IDEA) of 2004 was passed to ensure that students with special needs have access to a free and appropriate education in an open environment with sufficient support and services. According to the Malaysian Education

Development Plan 2013-2025, which also emphasizes the primary goal of the education system in Malaysia, which is providing access to education for all children, the two critical elements emphasized are to ensure that all students attend school and that students remain in school within the stipulated period for them to receive the minimum amount of education. Special education needs (SEN) students have differences in ability regarding vision, hearing, learning, and physical disabilities. SEN students with learning disabilities are children who are identified and certified by physicians as having disabilities that interfere with the survival of the normal learning process. According to the United Nations Convention (UN) on the rights of people with disabilities, including those with long-term mental, physical, intellectual, or sensory disabilities that prevent them from interacting, they should be given equality of rights in society.

Learning readiness is essential to study as it aims to determine the development stage and degree of proficiency in early childhood education (Chorrojprasert, 2020). Learning readiness can be considered in terms of the emotional, intellectual, psychomotor, and developmental maturation of the student. Therefore, attention should be paid to the level of learning readiness that children have during the primary school year.

In 2019, the Ministry of Education implemented a policy to provide fair and equal educational opportunities, particularly for children with special needs. This policy is the Zero-Reject Policy. Special education needs (SEN) students are not excused from attending school. This provides an excellent opportunity for SEN students to receive the best education possible. According to Article 28 of the Persons with Disabilities Act (PDA) 2008, special needs children must get support to attain "full involvement and equality in education." They must be kept in the educational system.

Children's rights to education are detailed in the United Nations Convention (UN), which divides children's rights into four categories: participation, development, protection, and life. SEN students have the right to full participation in the local community's family, culture, and social life. This is by Section 28 of the Education Act of 1996, which states that children and adults with disabilities should be treated equally in preschool, primary, secondary, and higher education, including lifetime learning and vocational training, and that individuals with disabilities cannot be excluded from the basic general education system.

Students who are willing to learn can control their behaviors to improve learning, such as focus, tenacity, and behavior throughout tasks and tasks of learning. Students will discover it more accessible to adjust to the world of education if they are ready to learn. Students who are willing to study demonstrate their ability to focus on learning. Capability of the required skills, abilities, and dispositions—such as self-control, early reading, early numeracy, motor skills, emotional, social, and cognitive functions—is linked to learning readiness. Children who are able to focus have more determination to finish an activity or task (Millians, 2011).

Problem Statement

Parveen et al (2015) state this act contains six main principles: zero rejection, non-discrimination assessment, appropriate and accessible public education, limited environment, proper procedure, and parental involvement. The first principle states that children, regardless of type of disability, are entitled to educational services between the ages of 6 and 17. Due to the Zero-Reject Policy, schools need to accept more SEN students. At the same time, it addresses the issue of SEN students dropping out of education.

The question arises: are these students prepared to learn and attend school? If a student's readiness for school is neglected, teachers and schools exert unnecessary burden and pressure on students to perform better in class while still unable to do so.

Students' readiness can be identified when they can sit quietly at home, follow instructions, follow group activities with classmates, and show a desire to learn. Students need to emphasize learning readiness skills so that learning works well and achieves its goals. In addition to age, a student's developmental maturity and ability determine how well they learn and how far they can go in school. One condition that makes learning possible is a willingness to learn. If students are prepared to learn, their interest will grow.

Some SEN students who attend school still need help adapting to the school environment and are still waiting to be ready to learn. They still need to improve their learning readiness skills. Some SEN students struggle with behavior issues, can't understand instructions, are still in diapers, and struggle to finish tasks. SEN students still need help adjusting to the learning environment and conditions. It will impact both their capacity to learn and the efficiency of instruction and learning in the classroom.

Thus, it is essential to assess and prioritize the practice of ensuring students' readiness for school, mainly while they are in early childhood education and are about to enter the classroom. When SEN student's learning readiness skills are not yet attained, special education teachers who work with students with learning disabilities have difficulties. Aspects that need to be evaluated are teachers' skills and knowledge about classroom learning readiness practices, as well as appropriate teaching strategies that need to be practiced to improve students' readiness skills.

Literature Review

Teaching and learning

Teaching and learning should include aspects of communication, collaboration, critical thinking, and creativity that need to be achieved through various approaches. Koehler & Misthra (2005) outline that knowledge in teaching and learning is a deep knowledge of the processes, practices, or methods of teaching and learning and how it covers the overall educational and learning goals. This general knowledge applies to all aspects of student learning, including classroom management, lesson designs, implementation, and student assessment. This includes knowledge of the techniques or methods to be used in the classroom, the nature of the target group, and strategies for assessing students' understanding (Fulton & Brutton, 2011).

Teaching is a process that involves the dissemination of knowledge, which includes planning, management, delivery, guidance, and evaluation (Ahmad et al., 2013). It consists of developing concepts, encouraging knowledge acquisition, creating standards, recognizing students' unique skills, and encouraging them to optimize outstanding achievements. (Dembo & Seli, 2012). To assess the direction of their students during each lesson, teachers must become proficient in various teaching methods and preparation approaches.

Learning Readiness

Readiness is defined as self-confidence and an individual's willingness to demonstrate positive attitudes and intentions within an organization (Holt et al., 2013). When completing a task, readiness is a process that involves a person's mental, emotional, and physical (psyche) abilities. The ability and willingness inside a person to learn something new to take on fresh learning environments is known as learning readiness. Husin (2010) states that learning

readiness is a concept of learning abilities that explains the elements of a person's reaction when they acquire learning. Deyo et al (2011) argue that learning readiness is critical for students' educational performance during the learning process.

The practice of learning readiness varies according to each other's opinions. For example, Thorndike Shaw et al (2018) argues that the Behaviourist Theory of learning readiness means the internal readiness of the individual and the ability to learn something new to acquire a new learning experience. Preschool experience, social skills, intelligence, well-being, physical health, gender, religion, race, and socioeconomic status influence how well children are ready for school.

Students' level of concentration and enthusiasm to learn is known as learning readiness. The term "student readiness" describes a student's unique situation in which he is ready to support his learning process in the social, emotional, and physical domains. The teacher's intended learning objectives can only be achieved with this learning readiness. Consequently, for learning to be effective and to meet its objectives, the teacher must highlight the importance of students getting ready for learning.

As Manisah and Norizza (2016) see, students with learning disabilities are also at risk in terms of understanding and information storage due to their poor concentration. Learning disabilities are disabilities in one or more basic psychological processes involving the knowledge or usage of language, either speech or writing, where problems result in imperfect listening, thinking, speaking, and reading abilities (IDEA, 1997).

According to Kokkalia (2019), countless children experience difficulties adapting to school each year, which is often associated with variation in the circumstances of child development, health, genetic characteristics, and various combinations of these factors. Developmental delays, disabilities, injuries, and chronic illnesses are examples of health factors. Those with particular needs are among the students who have yet to be ready to learn. This is because learning readiness involves reading and writing abilities and every other aspect, including physical, social, emotional, and linguistic skills.

Parents and teachers often agree that the most essential learning readiness skills children should have been social interaction skills such as listening, following instructions, communicating verbally about needs and thoughts, taking turns and sharing, adhering to the teacher's authority, not interrupting, and being sensitive to others (Kokkalia, 2019).

Learning will be more effective if teachers are skilled and knowledgeable in their delivery of it. The study by Medina Mohd Yusuf and Mohd Hanafi Mohd Yasin (2016) states that the success and effectiveness of special education teachers' teaching and learning depend on the knowledge and techniques of existing skills possessed by a teacher. An important skill is adapting and modifying the curriculum that is appropriate to the student's ability. This statement is supported by Harvey (2019), who states that the skills in teaching are "the ability to use the content, professional, and pedagogical knowledge effectively and ready in a diverse teaching environment in the aspects that ensure all students learn." Pedagogical and curriculum knowledge in teaching are insufficient in a classroom with diverse special education students (Byrd & Alexander, 2020). Rosenberg and Koehler (2015) suggest that developments in built-in and dynamic social teaching, as well as constantly improved social teaching, will help improve the skills of teachers to obtain results for their students.

Methodology

The research was carried out using a qualitative study methodology. The study's design takes the form of exploratory case studies. This study aimed to investigate teachers' knowledge and

understanding regarding learning readiness practices in the classroom, their abilities to enhance these practices, and the practices and teaching strategies they implement to help students with special needs and learning disabilities acquire learning readiness skills. To gather information, the researchers interviewed nine respondents who work as teachers of Special Education Learning Disabilities Level 1 (TSEL). Researchers also used observational approaches to collect data for more precise information regarding the study's goals.

Sample and Data Collection

The respondents selected were among the teachers of Special Education Learning Disabilities Level 1. The selected respondents were among the TSEL who taught Standard Curriculum for Primary Schools (SCPS) Year 1. Nine respondents were involved in the qualitative study to be conducted. The selection of respondents is a purposeful non-random sampling technique. This sampling refers to the selection of expertise through individuals who are experts in a particular field for study as a sample study (Etikan et al., 2016). The researchers set the criteria for selecting the survey respondents as TSEL Level 1, which has a special education specialty. They also have experience teaching Year 1, 2, and 3 students.

The instrument used to obtain data is the interview protocol. This interview aims to discover the views or opinions of teachers who teach special education Year 1 of learning disabilities on the practice of SEN students' learning readiness. The instrument questions that have been built are focused on special education teachers with learning disabilities who teach Year 1. Questions are open, and respondents need to give their opinions on the questions that have been built.

In this study, the interview protocol was used to interview teachers of special education disabilities at Level 1 primary school, and it was a reliability tool in this study. This interview protocol consists of four sections that need to be answered by the sample study, namely Part A: Demographic Information, Part B: Teacher's Knowledge and Understanding of Learning Readiness Practices, Part C: Teacher Skills, and Part D: Teaching Strategy and Learning Readiness Practice in the Classroom.

Part A comprises nine items related to the respondent's background; Part B requires the respondent to answer four questions related to the teacher's knowledge and understanding; Part C includes seven questions on the teacher's skills; and Part D involves ten related questions about teaching strategies.

Analyzing of Data

The results of the interview footage are carefully transcribed. Researchers reading transcripts categorize and descriptively analyze the data obtained according to the appropriate theme. Furthermore, all transcription results are revised with recordings to obtain better-quality data. Then, the imported data goes into the Nvivo 14 software to analyze all the interview transcripts that have been collected thematically.

The data obtained is interpreted based on the researcher's knowledge and experience. Researchers also involve third parties, who are critical partners, to verify the transcription data that has been analyzed. The researcher showed the transcription data to the respondent to be revised with the answer to the interview, and subsequently, the respondent confirmed the transcription data. This confirms the higher reliability and validity of the studies.

Results

The informant profile is as indicated in Table 1.

Table 1

Respondent profile

Respondent	Major	Program	Teaching Experience (year)	Teaching Experience Special Education (year)
A	Special Education	SPK	13	13
B	Special Education	SPK	11	11
C	Special Education	SPK	11	10
D	Special Education	PPKI	9	9
E	Remedial Education	PPKI	14	9
F	Special Education	PPKI	10	10
G	Special Education	PPKI	9	9
H	Special Education	SPK	6	6
I	Special Education	SPK	7	7

Findings

Teachers' knowledge of learning readiness practices in the classroom

Learning readiness practices based on guidelines

Respondents were asked questions about the form of explicit instruction related to learning readiness for students from the Special Education Department or the Ministry of Education. However, eight of the nine respondents were unclear about the necessary guidance. There needs to be clear instruction on learning readiness that is emphasised in the classroom. Most respondents make conclusions based on their viewpoints of learning readiness practices and their personal understanding.

"In terms of understanding the MOE's directive on learning readiness practices, The MOE emphasises that every lesson should be understood. So before the student understands the content of the lesson, he must start with learning readiness, so based on the MOE's instructions, ensure that the teacher implements the lessons that make the teaching objectives achieved." – Teacher A

"For me, there are no proper guidelines related to the practice of learning. This depends on the existing knowledge of the teachers who are appointed and placed in the school while they are studying to become professionals in the field of college." – Teacher B

The respondents' opinions varied regarding their knowledge and understanding of learning readiness. In conclusion, the respondents understood that learning readiness is about preparing students for learning and the skills that students need to master before starting teaching and learning.

Toilet training skills

Toilet training is an essential self-management skill to emphasise to all SEN students. Three respondents stated that the skill component of the toilet is one of the essential skills that SEN students need to master, especially the SEN students who have just come to school.

"Components like self-management, such as if he can use the toilet. Maybe he needs guidance from PPM or a minimal teacher who can accept him if he's in school." – Teacher I

Three respondents emphasised that the skill aspect of going to the toilet is essential so that the students are comfortable, dry, and clean. This undermines SEN student's readiness to learn.

Physical Skills

The physical aspects are seen in terms of physical endurance, SEN students' health, fine motor skills, and rough motor skills. Five out of eight respondents expressed their opinion that the physical aspect of SEN students is part of the learning readiness practice.

"Motor skills or writing skills to children holding scissors and other tools well..." – Teacher D

"The physical aspect is like we're trying to see how he's doing. I saw the student's readiness on that day..." - Teacher G

Three respondents stated that the students' psychomotor skills were a critical factor in their readiness to learn.

Emotional Skills

Learning that involves good emotions will help the process of teaching and learning. Five out of nine teachers shared that teacher need to identify SEN students' emotional readiness to learn.

"The second is from the emotional aspect. This emotion is fundamental if the student's emotions are stable. So he is willing to learn. If the emotions are not stable, the objective of learning on this day is difficult to achieve." – Teacher C

"... There are some students who, if they are still in the mood or feel like they want to play, just don't want to learn." – Teacher F

"Regardless of the emotion, we can see that he is moody and has tantrums because he is a special needs child. So, let's check that first. When students come to school, they are not willing to learn." – Teacher G

Cognitive Skills

Cognitive aspects related to SEN students' ability to listen to instructions and understand the lessons taught by teachers.

"The student can pay attention or at least understand the teacher's instructions..."

"... he can understand what the teacher is presenting before he is ready to receive learning from the teacher." – Teacher D

"The other component, I think, is the academic part, when students can count and read at a minimum level." – Teacher H

Five out of nine respondents expressed their opinion on the importance of SEN students' cognitive abilities in learning readiness practice, which needs to be emphasised.

Behaviour Skills

Temperament, gestures, and behaviours—all actions involving walking, running, moving, interacting, and reacting to something—are examples of behaviours. These actions may or may not be conscious.

"I think the first self-management we look at is whether his behaviour is ready, at least to focus in the classroom and whether he is ready to listen and understand the teacher's instructions and so on, for learning readiness." – Teacher D

Three out of nine respondents expressed their opinion on the importance of behavioural aspects in learning readiness for SEN students with level 1 learning disabilities.

Strategies to Improve Student's Learning Readiness Skills

Simple and understandable instructions

Some teachers acknowledge that the most crucial teaching skill is providing students with precise instructions, based on the study's findings. SEN students will receive learning readiness skills more effectively if language changes are used clearly, concisely, and appropriately. It will be simpler for SEN students to react and comprehend instructions if they are clear and concise. According to six responders, they are using brief, straightforward, intelligible instructions considerably to prepare students for learning and teaching in the classroom.

"Their first-year students need strict instructions, which are also easy for the students to understand."

"... Teachers need to give short instructions that are easy for students to understand." – Teacher A

"I mean using visuals. Students with this special need are quicker to capture pictures than words." – Teacher B

"Teachers have to give short instructions, and it's easy for students to understand."

"... We can teach students by using the instruction picture card. First of all, what do students have to do? Get into the first class, sitting in each other's places. Second, if you want to ask, you must raise your hand. It means we use picture cards about the rules in the classroom." - Teacher C

Based on the interview results with the respondents, each agrees that the teacher's skills in delivering instructions using a simple, straightforward, and understandable language will help

SEN students, especially SEN students Level 1, achieve learning objectives or acquire learning readiness skills. Teacher G also highlights the importance of body language, which will be more helpful when communicating with nonverbal students or low-functional SEN students. Four respondents stated that among the strategies that can be used, teachers could use visual strategies such as picture cards, visual cards, and flashcards to make it easier for teachers to give instructions to SEN students so that they can easily understand the instructions.

Exploration of Student's Interest

The teacher will try to integrate students' interests into the teaching session. Four respondents were of the opinion that teachers who know students' interests will assist in selecting suitable learning activities for low-functional SEN students.

"...So, when I found out, like a student, he was interested in singing and movement. So I start with activities that require students to move; physical activity is like telling them to stand up to do movement..." – Teacher A

"If the student shows tantrums, I will give him activities he likes. For example, if the boy likes to tear the paper, so I give him 5 minutes to tear the paper, then I will share the kind of reward he people like, like stickers..." - Teacher F

The teacher can prepare learning activities that motivate students to study and prevent boredom. Teachers can also use students' interests as tokens when students can achieve the skills that must be completed.

Guidance requirements and guidance on learning readiness skills

Teachers' pedagogical skills in implementing teaching and learning activities for SEN students need to be mastered by TSELDs. However, teachers must also master applying learning readiness skills to low-functional SEN students. All nine respondents agreed they needed guidance to apply the students' learning readiness skills.

"In my opinion, yes, I need training because, from a search on the Internet alone, it's not enough because I feel like in terms of workshops or courses, it's beneficial for special education teachers to master learning readiness skills for first-graders." – Teacher E

"For me, yes, especially for passive students, severely autistic students, if you can look at what kind of other students tackle this student so that he is willing to learn." – Teacher G

"I think I need to. This year is indeed the first time I have handled first-year students. I also asked a lot of PPM colleagues because they are more experienced." – Teacher H

All nine respondents agreed that workshops or related courses should enhance skills in learning readiness practices. The diversity of SEN students requires a different learning approach and specific support to ensure that each can reach its best potential. Most respondents agreed to receive support services such as exceptional guidance, appropriate

teaching methods, and a suitable learning environment for adaptation according to the suitability of the diverse SEN students.

Findings of teaching strategies used by teachers

Behaviour Modification

Behaviour modification aims to improve or eliminate undesirable or inappropriate behaviours. Three respondents shared the modification of the behaviour they practised with SEN students in their school.

"First, A means we identify behaviour that bothers students to be ready to learn. B. When we identify, we have to think about what can be done to correct that behaviour. And when we've implemented, C is to evaluate and decide whether our strategy is successful or not." – Teacher B

"Behavioural analysis done by teachers to help teachers guide, manage, and change the behaviour of problematic students" – Teacher E

"Next, I use a checklist for his behaviour while he's in the classroom" – Teacher H

This approach often involves cooperation between teachers, therapists, and others to organise and implement programmes that suit individual needs. In schools, behavioural modifications are carried out by teachers in collaboration with other teachers, PPM, and even parents. Respondents shared several behaviour modification techniques. Mostly, they use positive reinforcement, negative reinforcement, and time out for their students.

Positive Reinforcement

Positive reinforcements include compliments, prizes, and appreciation charts. They are given to increase students' motivation in the classroom.

"Among the strategies I use are reward charts. Reward charts are given in terms of tokens collected, and I patch them up in class so that they can be encouraged again. Usually, a kid likes to win and compete, so one of my strategies is to apply elements like this reward chart."

"... For example, if he's a first-year student, he usually wants to be praised and rewarded, so it's like to help me control the problems that happen, I'll reward him indirectly and influence other friends to follow instructions. So positive reinforcement and negative reinforcement should be effective in my class." – Teacher E

"I will usually share the kind of reward; he likes the reward like stickers."

"... When you finish work, everything is calm and ready. I will play a video as a reward when they finish their work. Apart from the sticker or token earlier," – Teacher F

Six out of nine respondents said they had adopted positive reinforcement in the classroom.

Negative Reinforcement

Negative reinforcement should be given immediately after undesired behaviour is shown. Among the negative reinforcements are anger, fines, token withdrawal, and even time out. All nine respondents shared the negative reinforcement they applied in the classroom.

"Students who do not follow the rules will leave for a 5-minute break or cannot go to the canteen. As a fine." – Teacher A

"If students show bad behaviour, there needs to be confirmation at that time as well. For example, a student throws paper, meaning he does not throw garbage into the trash can properly. At that time, the teacher has to tell him the right way. Tell the student to take the right action at that particular time." – Teacher C

"A student with behavioural issues can be problematic when it affects another friend. So, I'm going to take him out first. Ask the pupils' assistant (PPM) to take him out first to calm down. We used a time-out method for the student," – Teacher E

"... If he shows negative behaviour, I'll take his sticker back, and he'll tantrum, and I will tell him to go to the corner and time out." – Teacher H

The teacher must know when and how to use the appropriate punitive stimulation for the student. Negative reinforcement reduces and eliminates undesired behaviour.

Classroom Rules Setting

The rules created aim to create discipline and routine for every student, which needs to be followed every time they enter the classroom or before starting the teaching and learning process. Six out of nine respondents shared that they set classroom rules for SEN students in their school.

"In the classroom, we can make a board that uses a routine picture card according to the rules. Put a picture of the rules sequentially; what should the student do through the picture..." - Teacher B

"We can teach students by using the instruction picture card. First of all, what do students have to do? Get into the first class, sitting in each other's places. If a student wants to ask, the second must raise your hand. It means we use picture cards about the rules in the classroom." – Teacher C

"We set rules. The teacher said that every time you enter class, there is a greeting and a prayer, and all stationery is placed on the table. When the students are all ready, then the learning session will begin." – Teacher G

"The rules in my class are that I use the visual card; I have four class rules, so I'm going to paste them on every table and whiteboard, so the first time before we start the lesson, I'll tell the students to look, read and repeat it every day, and now if I show them a visual card then they understand it's sitting upright, look ahead and pay attention to the teacher." – Teacher H

Classroom rules are identified at the beginning of the encounter; hence, teachers make classroom rules the main practice that needs to be emphasised in the classroom before, during, and after the learning session. Students need to practice the established classroom rules.

Discussion

Discussion of Findings of Teachers' Knowledge and Understanding Studies on Learning Readiness Practices

Teachers' opinions and knowledge vary as they need clear guidelines concerning learning readiness. Their understanding and conclusions of the practice of learning readiness are based on their understanding as special education teachers and the teaching and learning strategies that teachers have learned to attract students' interest in learning in the classroom. Several components are emphasized in the practice of learning readiness; among them are physical, socio-emotional, behavioural, and cognitive development. The physical aspect is associated with physical endurance, the physical health of the student, and psychomotor development. Physical development involves the student's psychomotor skills, namely in terms of the student's fine motor and gross motor skills. Rough motor skills involve large movements such as walking, jumping, or running. In contrast, fine motor skills are related to subtle and detailed movements such as writing, knitting, or using small tools. Good motor

development will have a positive impact on the readiness of students. According to Leni Salfarina et al (2022), children's motor development needs to be comprehensive and integrated as we use motor skills in every behaviour and activity in our daily lives.

Next, the learning readiness component emphasized for TSELN is the socio-emotional aspect of SEN students in the classroom. According to Cavoniet et al (2017), students with learning difficulties not only face social and emotional challenges, as stated by Schreiber but also have problems with their behaviour. Valeria, Ilaria, and Veronica (2017) state that children who do not interact with others at school cannot build relationships and even tend to feel lonely, engage in negative behaviour, and experience emotional stress.

Among other behavioural problems shared by TSELN are students who regularly sleep in the classroom. Although the situation does not interfere with teaching and learning, the teacher takes the behaviour seriously as it affects the minds of the other students in the class. The study by Alia and Norwaliza (2021) shows that a student who enjoys sleeping in the classroom will also influence his peers to sleep in the school. Every student has the nature of wanting to explore and imitate the temperament of peers, which is common in holistic development, where students want to try and make more than their peers do. This study found that respondents did not have clear guidance on learning readiness skills for students with special educational needs with these learning disabilities. Lack of access to early diagnosis and proper intervention services may be an obstacle to the learning readiness faced by SEN students. Therefore, the need for appropriate guidelines in implementing learning readiness practices should be emphasized. Most respondents agreed that the Special Education Department should publish modules on learning readiness practices to guide teachers. Developing appropriate modules and instruments will enhance the knowledge and skills of teachers in planning and conducting appropriate teaching activities to improve students' readiness skills.

Discussion of Findings of Teacher Skills Study in Application of Learning Readiness Practices

Mostly, TSELN practices learning readiness skills in the classroom. According to Siti Rubiyani et al (2020), teachers must have high competencies in skills, knowledge, and attitudes. Knowledge of learning readiness skills is essential to teachers to prepare appropriately for the SEN students who have just entered the school. The majority of respondents stated that among the skills applied by the teacher are using simple and understandable instructions and exploring the students' interests.

Regarding the skills shared by the respondent, the teacher should use short, simple, and clearly understood instructions to help the student understand the instructions. This will also improve bilateral communication between teachers and students. The use of instructions that are too long will make it difficult for students to understand the instructions. This will cause the students to lose concentration and not follow the lesson. Among the approaches teachers use to provide simple and clear instructions is using visual methods such as picture cards, visual cards, and routine cards. Azim et al (2020) explained that exciting and unique visual material will provide clear information to those who see it. Students will also be aroused when they see colourful graphics and will pay attention to learning (Nasir & Abu Bakar 2019). Using visual, auditory, and kinaesthetic BBM will boost the students and attract them to learn and improve their learning readiness skills.

The findings also found that teachers should explore students' interest in applying learning readiness skills so that students feel closer to teachers. Teachers need to identify what activities or what SEN students like so that teachers can attract students to carry out an activity. Zaharah and Suziyani (2019) stated that teachers need to use appropriate teaching

and learning methods to attract and discover the potential of children. Teachers can also use this student's interest as a reward if they listen to the teacher's instructions or engage in positive behaviour.

However, the study also found that respondents think their skills are still simple and need guidance to apply better learning readiness skills. Chorrojrasert (2020) states that teachers are responsible for mastering these skills and creating a responsive classroom environment, and they are considered an essential part of teaching and learning. Teachers must provide themselves with a wide range of skills and knowledge and show dedication and high morale in carrying out tasks to optimize students' ability to achieve learning readiness skills. This dramatically affects the developmental achievement of children with special needs, especially in cognitive, socioemotional, behavioural, and so on (Hebbler & Donna, 2016).

Arif and Zamri (2022) findings stated that this knowledge involves not only the content but also the teacher's knowledge of the level of thinking, learning style, and mastery of the students in the classroom. Although TSELD has the skills to apply learning readiness skills to SEN students, all respondents also agreed to be given more in-depth knowledge on learning readiness skills to conduct a diverse SENS. According to Norshidah et al (2012), educators must possess a high degree of expertise to support students with learning difficulties in following the curriculum and instructional sessions in the classroom. According to Uno (2017), a person's interest might be a source of inspiration to push him towards his goals. A person is glad to do something when it piques his interest. Therefore, teachers should identify students' interests, making it easier for teachers to plan appropriate teaching and learning activities with students and thus increase the motivation of students to learn.

In addition, based on the respondents' responses, they conclude SEN student's learning readiness skills. The skills used by TSELD are comprehensive and not directly focused on learning readiness skills. TSELD's understanding of learning readiness skills is based on their knowledge of the special education pedagogy that has been discovered. The study found that TSELD still needs guidance to manage the behaviour of diverse students, especially SEN students with low functional learning disabilities.

Based on the study's findings, particular guidelines have yet to be prepared for special education teachers on learning readiness practices. Therefore, teachers' readiness in knowledge and skills in learning readiness practices should be improved and given attention by the relevant parties. Training and improvement in terms of knowledge and skills will be able to increase the level of readiness of teachers to plan suitable learning for SEN students' learning disabilities. Developing appropriate modules on learning readiness skills will help teachers be more proficient in handling SEN students' learning disabilities who have just come into school and are not yet ready to learn. This will also help TSELD convey thoughtful and practical ideas for developing students' learning skills.

Discussion of Findings of Strategy Studies Used by Teachers to Achieve Learning Readiness Skills

The teaching strategies discussed and shared by TSELD to achieve learning readiness skills for SENS learning disabilities are behavioural modifications, classroom rule setting, diaper-free strategy, and learning methods while playing. Behavioural modifications will be implemented for behaviour changes, either reducing or eliminating negative behaviour or maintaining positive behaviour. Behaviour modifications consider the behaviours that want to be changed, make observations on existing and upcoming behaviours, build tools to measure behaviour changes, and finally design intervention programmes (Shahabuddin & Rohizani

2003). To overcome students' behavioural problems, most SEN students use positive and negative reinforcement of the behaviour shown by students. Students who show good behaviour will be given positive reinforcement, while students who show negative or disruptive behaviour will be given negative reinforcement or isolation (time out).

Next, TSELD will also set classroom rules with SEN students at the beginning of the class. The setting of classroom rules is an essential component of classroom management. When the rules are set, all students are required to follow the established rules, and students become more disciplined when it is necessary to follow the established rules. TSELD practices classroom rules to familiarise SEN students with the rules and control classes and build students' learning readiness skills. SEN students with learning disabilities can remain in their respective seats for a specific time.

TSELD plans toilet training to assist students in breaking free from diaper use. Training to use the toilet is one of the components of self-management. Based on the discussion, most TSELDs share that the best way for students to be free from wearing diapers is to set a time for them to go to the toilet. TSELD plans the schedule for the bathroom per hour interval, which is suitable for students to use the toilet. In addition, there are TSELDs that share information about exercises related to students' sensory. Sensory exercises by the students involving the bladder muscles will help SEN students control the bladder well. Toilet training includes exercises related to the training of the psychomotor development of muscle children in the excretion area (Hidayat, 2012).

The method of learning via play is also widely shared by TSELD. According to Nachiappan et al (2017), learning via play is an effective teaching and learning approach for children. This method creates fun and satisfaction for them in learning. This method will allow children to master various development skills, including physical, emotional, language, and social. Through play, children can explore, discover, and build children's experiences directly and naturally (Ministry of Education Malaysia, 2017). The Curriculum Development Department (2017) also states that learning through play can stimulate children's socioemotional development and increase their potential to the maximum level.

Throughout this study, research on learning readiness skills for students with learning disabilities was limited in Malaysia, especially for low-functional SEN students. The need to increase TSELD knowledge from time to time is appropriate to improve the implementation of teaching and learning. In addition, this requirement is to optimize students' abilities and skills to achieve their development in teaching and learning.

Most teachers need guidance on learning readiness skills but must receive precise exposure. Quality Special Education Teachers must have knowledge, skills, and professional attitudes to provide holistic education to SEN students. The Education Department or the State Education Department should assume a more prominent role in meeting teachers' demands and providing them with training and direction.

In addition, the school can also work with other professionals, such as occupational therapists, speech therapists, and psychologists, to provide more effective support to SEN students. These parties can assist in different areas of expertise, such as health screening, advisory services, treatments, etc. TSELD should be committed to enhancing knowledge and skills and finding new strategies, techniques, and best practices for optimizing SEN students' teaching and learning capabilities.

It is anticipated that this study will raise awareness among special education teachers on the significance of their expertise in assisting SEN students who have recently started school with good learning readiness skills. Additionally, this study will improve special education teachers'

understanding of their students' learning readiness skills. With the use of this study, the Ministry of Education Malaysia in particular, aims to increase teachers' levels of learning skill knowledge by planning suitable courses and empowering efficient teaching techniques of learning readiness skills.

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