

A Preliminary Study Related to the Level of Knowledge and Teacher Readiness in the Practice of Multisensory Methods on the Learning of Pupils with Special Educational Needs with Visual Impairment

Mohd Norazmi Nordin¹, Siti Zairin Ismail², Nor Adila Mohd Noor², Noraziyanah Md Jais³, Suhaimi Abu Hasan⁴, Ahmad Faqih Ibrahim⁵, Mohamad Pirdaus Yusoh⁶

^{1,2}*Faculty of Education, Universiti Kebangsaan Malaysia, Bangi, Selangor, Malaysia.*

²*Universiti Teknologi MARA, Terengganu Branch, Dungun Campus, Malaysia.*

³*SK Sg Karangan, Kedah, Malaysia.*

^{4,5}*Fakulti Keilmuan Islam, Universiti Islam Melaka.*

⁶*Universiti Malaysia Sabah, Malaysia.*

KEYWORDS

Level of Knowledge, Teacher Readiness, Multisensory Methods, Special Educational Needs, Visual Impairment.

ABSTRACT:

The process of applying multisensory methods in the guidance of reading difficulties in MBPK learning requires a high level of knowledge and readiness. Teacher knowledge refers to knowledge related to basic concepts and important aspects contained in the multisensory method. In addition, teachers also need to have knowledge related to the appropriate cognitive level of students and the importance of applying the method in teaching. The main thing teachers need to know is the appropriate technique in implementing a multisensory approach. While teacher readiness refers to readiness in terms of planning and implementing multisensory approach activities according to the appropriate level of students and the environment. Studies related to the knowledge and willingness of teachers to apply multisensory methods in the guidance of reading difficulties of students with special needs are quite limited and difficult to obtain. However, some parallel studies can be referenced.

1. Introduction

A study in terms of teachers' perspectives on the application of multisensory methods in the reading guidance of preschool children was found to describe teachers' views related to knowledge and teachers' readiness related to multisensory methods (Alwi & Nordin, 2022). According to studies, teachers need to undergo holistic training and receive clear guidance regarding the implementation of multisensory methods for reading guidance for pre-school students (Nordin et al., 2022). The results of this study state that teachers believe that the use of appropriate materials and accurate multisensory methods will help improve preschool students' syllable reading skills. This shows that teachers need to have the knowledge and willingness of teachers through training and guidance related to the application of multisensory methods in guiding reading skills effectively.

2. Literature Review

This study examines several theories and models that form the basis of the study. The theories and models are such as Fullan's Theory of Educational Change (2001) and Bryant's Educational Process Model (1974).

Bryant's Educational Process Model (1974)

Bryant's Educational Process Model (1974) states three main factors that determine effectiveness in educational practice. These factors are input factors, work movements in teaching and attitudes. This input factor refers to the teacher's knowledge of the Multisensory method approach in guiding MBPK Malay reading skills. While the teaching action factor refers to aspects of the teacher's skills in the implementation of the multisensory method approach. Meanwhile, the efforts of teachers to guide MBPK in Malay reading skills are linked to attitude factors based on this model.

Fullan's Theory of Educational Change (2001)

Fullan (2001) through the theory of educational change emphasizes the willingness of teachers to accept and implement change. The intended concept of educational change is the process of reorganization, improvement, carrying out innovation and reform based on Hairi (2006). This shows that educational institutions need changes and improvements so that students are more competitive. Several factors are suggested to be able to move the implementation of a change in an organization Mizan et al. (2021) namely:

- a. Internal and external support.
- b. Sufficient financial allocation.
- c. There is a complete plan to meet the needs of the organization's members and to overcome problems that may arise.
- d. Organizational members accept the fact that change is necessary.
- e. Organizational members are retrained to face new tasks.
- f. The presence of change agents who give advice and help.

In the Theory of Educational Change by Fullan (2001) emphasizes the willingness of teachers to accept and implement change. A change is considered a process that takes place over a period of time to change an individual or a situation. There are three general phases in the division of the change process according to the Theory of Educational Change by Fullan (2001), namely the initiation phase, the implementation phase and the institutionalization phase. The first phase includes the research process to make a decision to accept the relevant innovation or innovation. This phase can determine whether a person can accept change with a positive or negative attitude. The second phase, the implementation phase or the initial use phase (usually in the first two or three years of use) involves initial experience in the process of putting the change into practice. The third phase, the institutionalization phase refers to the state of whether the change is made part of the ongoing system or vice versa. As early as the initial phase, the involvement of teachers in the educational change process is important along with aspects of their needs and the current situation that coincides with the implementation of a change (Nordin & Alwi, 2022). Teachers who can accept change are always positive and ready to make change a success step in the education system (Bin Shafie et al., 2022). Therefore, referring to these factors, various members of the organization must act actively to carry out their respective roles in supporting changes that go hand in hand. The researcher focuses on two main factors in this model, which are input factors and attitudes for this study.

3. Discussion

According to Bin Nordin et al. (2022) based on their study related to the use of Six Thinking Hats among National School Malay Language Teachers stated that the level of teacher knowledge is important in the process of translating curriculum content into understanding and benefits for students. In addition, Mosbيران et al. (2021) refers to a study related to the application of Malay teachers to 21st Century Skills, stating that the level of teacher knowledge is considered very important in the teaching and learning process in an effort to improve the quality of education in the country. While Jaya et al. (2021) in his study on the Implementation of Different Approaches of Malay Language Teachers in Home Learning (PDPR) states that teachers need to have a high level of knowledge and willingness to apply Different Approaches in teaching Malay even if they are forced to implement new norm learning (PDPR), so that students achieve maximum learning outcomes and are able to make parents and the community aware of alternative approaches in Malay language learning.

Some of the highlights of the literature above, discussing applications in pdp and different study respondents, however, the focus of the study is the same, which is related to the level of knowledge and understanding of Malay teachers in implementing Malay language pdp. Meanwhile, this study focuses on the level of knowledge and preparedness of special education teachers who teach Malay towards the application of multisensory methods in Malay reading guidance to MBPK learning. Jesteru, based on the highlights of the literature, it can be concluded that the knowledge and willingness of teachers greatly influence the positive development of students in learning.

According to Fullan's educational change theory (2001), the involvement of teachers in an educational change is seen as very important because teachers are leaders to improve the quality of organizational achievements. This conceptual framework is also supported by Bryant's educational process model (1974) which explains that the elements of knowledge will shape the teacher's attitude, which is to implement a multi-session method approach in guiding MBPK Malay reading skills, which is an important element in studying the level of teacher readiness.

4. Conclusion

The implications of the results of previous studies on the teaching and learning process that integrates multisensory methods involving MBPK prove significantly the effectiveness to the development of learning. The research results have implications based on three perspectives: (a) theoretical implications; (b) behavioral research implications, and educational applications. Empirical evidence from these studies provides a solid foundation to support multisensory intervention as a strategy capable of effectively guiding MBPK in pdp. practice Implications of the findings for teaching and learning for MBPK align with practice and response outcomes to current interventions. The implications of the findings are used to continue research related to the theory and practice of multisensory methods. The need for researchers to continue exploring the use of multisensory interventions for MBPK.

5. References

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