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THE ROLE OF THE STUDENT MANAGEMENT ASSISTANT AS AN ACCOMPANIMENT FOR STUDENTS WITH SPECIAL EDUCATION NEEDS WITH VISUAL IMPAIRMENT IN THE INCLUSIVE EDUCATION PROGRAM FOR SCIENCES SUBJECT

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Abstract

In Malaysia, PPM are not university graduates and have minimal theoretical knowledge about early childhood (Janon, N. S., & Abdul Khaiyom, J. H, 2020). According to the Education Services Commission (SPP), (2020) Student Management Assistant (PPM) is a service scheme in the administrative and support group of the Education Services Commission (SPP), where this appointment scheme has a minimum appointment qualification in the Malaysian Certificate of Education (SPM). This appointment placement is under the Malaysian Ministry of Education (KPM) and is permanent. The PPM position is divided into a number of job functions, namely pre-school management, dormitory management, and integration special education program management.

Keywords: special education, visual impairment, inclusive education, student management, assistant

Introduction

According to the Pupil Management Assistant Competency Standard (Special Education) of the Malaysian Ministry of Education, KPM (2019) states that PPM duties from the aspect of student learning management consist of student learning management during Teaching and Learning (PdP) sessions, student or class hygiene and safety management and mobility management students The PPM is also responsible for the management of student learning during the PdP session, which is in the following matters, including helping teachers in PdP matters, helping students read, count, write and draw, training students to be independent in various aspects of learning, managing MBPK according to the categories and techniques appropriate and provide PdP materials for teachers to use.

The study of Turko, B., & Nos, L., (2020) in a quantitative analysis using the results of the first variant of the Academic Motivation Inventory in the study of the Aspects of Motivation and Readiness of Assistant Teachers to Professional Activities found that a teacher's assistant is someone who helps teachers prepare the curriculum in preschool and secondary education institutions. The direction of work of student management assistants that attracts them mainly because of their ability to help children with special educational needs, to carry out pedagogical activities.

The Role of PPM in Helping MBPK Learning at PPI

Among the support services in the classroom that involve PPM is in the context of classroom control, that is by supporting students individually or in groups, implementing the practice of sharing PPM tasks (zoning) and reflective cooperation between student management assistants and teachers (Slater & Gazeley, 2018). . This combines the relationship between teachers, student management assistants and students in carrying out the workload and responsibilities of each of them. A study by Slater and Gazeley (2018) adds that the concept of the relationship as a form of partnership means investing in a better approach that supports the learning process. PPM has an impact on support in the classroom teaching and learning process. In detail, support in the context of the teaching process can be identified through their role towards the needs and workload of teachers as well as other support they can provide to each individual student directly (Abdulqader, 2020).

The role of teachers in supporting learning is how they are able to support learning with students directly through intervention activities such as giving individual and group work assignments. This finding is supported by Nash (2014); Melisa Umi Putrisari Bayu & Aida Hanim A. Hami (2021) that learning support produces good interaction between teacher assistants and students. In this context, an important practice for teacher assistants in building such interaction is through direct support to students when giving them assignments. The view of this finding is in line with Walker et al. (2021), Melisa Umi Putrisari Bayu & Aida Hanim A. Hami (2021) who explain the same thing which is the support of teacher assistants in student learning can refer to the direct support they provide. This statement is supported in a research study (Webster & De Boer, 2009) teachers can also use the available human resources by asking for help from PPM to prepare teaching aids. This is because helping teachers provide

learning aids and ensuring that students have enough equipment is one of the tasks of student management assistants (BPK, 2015).

However, with minimal academic qualifications and experience dealing with MBPK, the cooperation between teachers and PPM in the classroom does not go hand in hand. et al. (2019) the preparation of effective and committed teaching assistants requires that they have the necessary skills for effective practice. Rob et al. (2013) there is evidence showing that placing inappropriate teaching assistants not only compromises the quality of services for students with disabilities, but also raises legal, ethical, programmatic concerns and challenges.

While Lee (2021) in Do Learning Support Assistants Support Role Perceptions of Their Ability Approach? A small-scale study at the Jordanian International School found that although Learning Support Assistants support key aspects of the capability approach, they feel uncertain about their role due to various factors beyond their control, such as parental expectations and the use of their duties by the school. M. F. Giangreco, (2021) in his study states that there will be problems if there is dependence on teacher assistants in carrying out inclusive education. Although additional training has been given to teacher assistants. According to him some previous studies state with increasing frequency to highlight the role in educating students with non-standard support needs, such as those with disabilities, economic disadvantage, who speak a non-dominant language, or otherwise, considered at risk.Researchers support the views of Chopra and Giangreco, (2019) see the potential role of teacher assistants in inclusive education in schools when used wisely and imagine the appropriate role for them to support teachers. According to him, the study of teacher assistants in inclusive education includes matching support services with needs. For example, if a student with dyscalculia needs extra support in Mathematics, who is the most qualified school support service to support that student?. If it is a teacher's assistant's job, it is necessary to ensure that they have a strong background in Mathematics. Therefore, the role of teacher assistants must first be determined before the implementation of teaching and learning in inclusive education is implemented.

Statements by Walker et al. (2020) a systematic approach to assistant supervision is needed to ensure high quality student outcomes. Teachers need to carry out lesson plan discussions with PPM to ensure that initial preparations for teaching tools and materials can be prepared in advance. Therefore, teachers and PPM need to know and perform their roles more effectively so that the learning process runs smoothly and MBPK gets input from the PdP activities.

Discussion

Training is an organizational investment to improve the development of competitive and quality human resources (Maarof & Jaluluddin, 2019). Ling and Omar (2022) in a qualitative study of structured interviews with teaching assistant professionals regarding From the Front Line: Perceptions of Paraprofessional Roles and Responsibilities. In this study, one of the aspects studied is the responsibilities, training needs, and related issues of professionals. Based on the role played by these teaching assistants, some of the researcher's recommendations are to ensure that training and skills can be improved. First, the role and responsibilities of pre-

educators. Second, the granting of authority and teacher regulations regarding supervision to pre-educators, Third, general rules and policies specific to pre-educators. Fourth, team building related to weak self-efficacy and collegial conflict. Finally, the implementation of collaboration between teachers and pre-educators. This statement is also supported by Gerzel-Short, L., Conderman, G., & DeSpain, S. (2018) a good supervisor and teacher can cooperate by being open, can determine the level of tasks, promote a sense of belonging, offer instructions and specific feedback, assess interests and hobbies, provide guidance, share student needs and encourage professional growth. Another method that helps teachers and PPM go hand in hand in teaching and learning in the classroom is using facilitator and supervision methods of the majority of teachers use vocal instruction, modeling and role playing when training their paraprofessionals to implement discrete trial teaching (DTT). but only half of the teachers collected procedural integrity data to monitor paraprofessional performance. These findings suggest that teachers to implement behavioral skills training (BST) with paraprofessionals is a more effective approach.

According to JD Walker, KM Johnson (2021) in Teacher Self-Advocacy for Shared Responsibility for Classroom Management and Behavior states that collaboration with professionals has a special relationship in jointly training students with special needs. Teachers need to ensure that sufficient training is given to them so that the services provided are correct and in line with the teaching. Without adequate training, collaboration that aims to reduce the workload of teachers can actually lead to more work and stress to deal with. However, self-advocacy of teachers should include spending time to properly prepare and train professionals. This will also result in paraprofessionals experiencing greater job satisfaction because they will be more confident in their abilities when adequately trained and included in decision making.

Conclusion

A proactive partnership model designed to equip professionals with a deeper understanding of their role in helping teach students with disabilities. This study was conducted qualitatively with the implementation of a collaborative sharing model of findings to the contribution of school leaders, educational counselors and professionals in inclusive education to create effective learning outcomes for students with disabilities. According to studies, reflective learning system allows teachers to understand learning styles, strengths, weaknesses, and students' talents and interests through the teaching process. Each student has various advantages but as a teacher and support group encourage them to highlight the advantages they have.

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