

THE IMPLEMENTATION OF SECONDARY SCHOOL STANDARD CURRICULUM (KSSM) FOR SPECIAL NEEDS IN SCHOOL OF PERAK TENGAH DISTRICT, PERAK

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Abstract— This study was conducted to evaluate the implementation of the Secondary Standard Curriculum for Special Needs Pupils (MBK) in the classroom. This study was conducted on seven schools with Special Education Program (PPKI) located in Perak Tengah district, Perak. This study is a quantitative study involving 52 respondents consisting of Special Education stream teachers and Prime Movers. This study involved observation and questionnaire methods. The objective of this study was to evaluate teaching approaches, teaching methods, syllabus, teaching materials and teaching assessments used by teachers in the teaching and learning process (PdP) in the classroom. A set of questionnaires was used as a research instrument. The findings were analyzed using descriptive statistics method and SPSS version 23.0. Finally, it is hoped that the results of this study will guide the KPM as well as Special Education teachers involved in the Secondary Standard Curriculum (KSSM) will be given training / courses so that the actual objective of KSSM implementation will be achieved and hopefully this study will be expanded more widely by the researcher come in.

Keywords: *Standard School Curriculum, KSSM, Special Needs Pupils, MBK, teaching, assessment, approach, materials, syllabus, teaching methods.*

I. INTRODUCTION

Changes in curriculum development are always in place to ensure the balance of education system with the needs and development of the country (Noor Aini Ahmad, 2010). Starting in 2013, the education system has changed to the Lower School Standard Curriculum (KSSR) and the Secondary School Standard Curriculum (KSSM) from 2015. Specialized pupils (MBKs) are also left behind to transform this curriculum. These pupils with special needs (MBK) consist of students who are studying in special education integration programs in primary and secondary schools. Their learning is full-time in a special, partially inclusive and inclusive education class. For students who take full special education curriculum, they will follow KSSM Special Education subjects, while Special Needs Students (MBKs) who sit together with regular students will follow the KSSM Arus Perdana subject. Therefore, in order to see the effectiveness of the implementation of the Secondary Standard Curriculum (KSSM), a curriculum should be planned and structured based on the starting point of learning of special needs pupils (MBK) according to what the Special Education students can do, the materials or content and learning activities of the border with the level and needs of MBK pupils planning a purpose and meaningful to provide

opportunities for teaching and learning both in and out of the classroom.

II. PROBLEM STATEMENT

While in the classroom, teachers play an important role in enhancing the attention and understanding of MBK students towards PdP teachers in the classroom. Therefore, it is important to note, how far is the use of teaching methods so that teaching becomes more effective in the classroom? This is because the effective teaching and learning process requires the teacher's skills in applying strategies, methods, techniques and activities as a medium to facilitate MBK's students to receive and understand the content of the lessons being delivered by the teacher. In addition, special pupils should also be required to assess interventions or assessments aimed at assessing the teacher's ability to identify the level of readiness of students to learn. Here, should the teacher's view in evaluating MBK students in KSSM subjects in the classroom? What is the assessment method used by the teacher during the evaluation of student teaching? According to the Assessment With Special Education by Venn J.J, each MBK student performs a learning assessment aimed at making an important decision in education related to developing teaching objectives, and for assessing the effectiveness of the curriculum and materials. Individual Teaching Plans, checklists, observations are one of the instrumental assessment instruments used to ensure that there is evidence and a reference to the teacher for analysis.

In addition, the level of knowledge of teachers towards a curriculum content of the subjects taught also plays an important role in the smooth transfer of information to MBK students. Does the teacher understand the contents of the subject in advance? Good (1990) says that many today's teachers do not have in-depth information on the subject matter of their subject matter. Furthermore, teachers should be encouraged to use local materials that can be found in the school environment in teacher teaching. These materials can be adapted to the needs of students, abilities, abilities and interests of pupils to incite interest in exploring among MBK students. Teachers should also create a favorable situation that MBK learners are happy to learn and engage in active learning. The issue here is the extent to which the implementation of KSSM in schools towards MBK students is in the form of transforming student attitudes towards interest in a subject. Hence, this study should be carried out

to see the implementation of the KSSM curriculum implemented in schools in the Perak Tengah district. To students with special needs. In addition, through this study, researchers will also be able to look at the details of the KSSM curriculum planning and implementation process carried out by teachers at the school.

II. LITERATURE REVIEW

The effectiveness of teachers' PdP is directly related to the teaching methods, the effectiveness of academic courses provided at the center of study or training and the influence of the environment. The use of teaching aids (BBM) among teachers in schools has a positive impact on students' academic excellence and the teacher's own teaching method. Previous studies have shown that the positive effects of such studies were conducted by Jasmi et al. (2011) and Ilias et al. (2013). The findings of Jasmi et al. (2011) and Ilias et al. (2013) shows that the use of BBM by teachers is able to make the students focus on teaching during the teaching and learning process (PdP). In addition, PdP who use BBM can improve the student's memory of the lessons learned. Robiatul A'dawiah Jamaluddin & Halimah Badioze Zaman (2010) in a survey conducted on 10 pre-schoolers in Hulu Langat, Selangor can see the difference in behavior of children which is very positive when teachers use digital ABM which is multimedia software versus teaching aids (ABM) conventional pictorial cards and textbooks.

Therefore, the implementation of the 21st Century Learning (PAK21) and the adoption of the High Level Thinking Skills (KBAT) in the classroom allows one to be able to apply knowledge, skills and values in making judgment and reflection to solve problems, make decisions, innovate and empower create something (KPM, 2013). In addition, through a flexible and integrated teaching and learning process is expected to produce individuals who have the characteristics of being able to be independent, disciplined and positive, moral and ethical, skilled and skilled, productive and can contribute to the family, society and the State . The learning outcomes are in line with the Special Education Philosophy (FPK) namely:

“Ia menyediakan perkembangan optimum kanak-kanak dengan keperluankeperluan pendidikan khas agar dapat berfungsi sebagai individu yang berkemahiran, berdikari, berhaluan, boleh merancang, mengurus 5 kehidupan sendiri, boleh menyedari potensi sendiri dan boleh menyesuaikan diri dalam masyarakat”

In implementing teaching and learning, teachers are given the mandate to modify the curriculum mentioned above to fit each individual in the PKBP class and achieve special educational goals.

III. RESEARCH METHODOLOGY

In this study, researchers use descriptive research methods aimed at evaluating the implementation of KSSM towards Special Needs Pupils (MBK) in schools in selected districts of Perak Tengah, Perak. This study involved 60 respondents from 7 schools who taught special needs

students. Sampling is at random. The use of the questionnaire as a means of obtaining survey data is because it is easy to operate, easier to get the collaboration from the respondents, they are free to choose the answer without a doubt and the number of respondents who can greatly improve the reliability of the study.

IV. FINDINGS

1) What are the teaching approaches frequently used by teachers during the implementation of KSSM in the classroom?

Table 1 shows the frequency distribution, percentage, mean and standard deviation of the teaching approach item in the implementation of KSSM to students with special needs.

No.	TP		K		KK		Min	S.P.
	N	%	N	%	N	%		
A1	19	36.5	25	48.1	8	15.4	1.78	0.70
A2	17	32.7	24	46.2	11	21.2	1.88	0.73
A3	20	38.5	23	44.2	9	17.3	1.79	0.72
A4	24	46.2	18	34.6	10	19.2	1.73	0.77
A5	11	21.2	21	40.4	20	38.5	2.17	0.76
A6	14	26.9	30	57.7	8	15.4	1.88	0.65
A7	14	26.9	23	44.2	15	28.8	2.01	0.75
A8	25	48.1	17	32.7	10	19.2	1.71	0.78
A9	15	28.8	19	36.5	18	34.6	2.06	0.80
A10	14	26.9	21	40.4	17	32.7	2.06	0.78
JUMLAH							1.90	7.44

**Petunjuk : TP = Tidak Pernah
K = Kerap
KK-Kadang-Kadang**

Overall, more than 45% of the respondents stated that they often performed the characteristics such as respondents who had student-centered teaching (48.1%), active learning (46.2%), and also providing various stimulants in teaching and learning activities (PdP) . (40.2%), 21 respondents (40.4%), 40% (40.4%),) often perform various teaching strategies that are appropriate with students and 23 people (44.2%) often do PdP which encourages students to interact and communicate. In conclusion, the most frequent teaching approaches can be seen by respondents such as student-centered teaching, active learning involving students and providing various stimuli in teaching and teaching strategies in the classroom. The findings of this study support the opinion of Shahabudin (2007) that this approach also enhances the involvement of special needs students in the process of teaching and learning, enhancing thinking skills, enhancing self-esteem, encouraging students to develop ideas and express opinions, encourage MBK students to build knowledge and create a sense of cooperation among MBK students. The conclusion, through the MBG approach, can improve their communication skills between teachers and their peers.

2) What is the teaching method that teachers often use during the implementation of KSSM in the classroom?

Table 2 shows the frequency, percentage, mean and standard deviation of the teaching method in the KSSM implementation of special needs students (MBK).

No.	TP		S		KK		Min	S.P.
	N	%	N	%	N	%		
B1	13	25.0	31	59.6	8	15.4	1.90	0.63
B2	21	40.4	21	40.4	10	19.2	1.79	0.75
B3	15	28.8	29	55.8	8	15.4	1.87	0.66
B4	13	25.0	27	51.9	12	23.1	1.98	0.70
B5	25	48.1	23	44.2	4	7.7	1.60	0.63
B6	11	21.2	20	38.5	21	40.4	2.19	0.77
B7	25	48.1	18	34.6	9	17.3	1.69	0.76
B8	25	48.1	17	32.7	10	19.2	1.71	0.78
B9	15	28.8	27	51.9	10	19.2	1.90	0.69
B10	15	28.8	24	46.2	13	25.0	1.96	0.73
JUMLAH							1.86	7.1

**Petunjuk : TP = Tidak Pernah
S = Selalu
KK-Kadang-Kadang**

Table 5.2 shows the frequency of use of teaching methods used by respondents at school. In more detail, more than 55 percent of the teachers are most often instructing methods such as using various lessons during the classroom-based learning and teaching process such as role play and brainstorming and paradigm shift in my classroom delivery method of 59.6 % (31 people) and 55.8% (29 people). In addition, more than 50 percent of the respondents were always able to measure the level of pupils' development in the classroom (51.9%) and always use the latest technology in my teaching and classroom process (51.9%). In conclusion, the highest percentage of the most frequently used teaching methods are to use the various teaching methods during my PdP in the classroom (59.6%), most often providing a variety of learning stimuli to students such as praise, gifts and others (40.4 %) and the highest percentage never performed by the teacher is to apply strategies, methods, techniques and activities in learning and teaching and rarely use learning methods in learning and motivation. The combination of these two methods is really needed as it will create a teaching and learning environment that is not boring for special needs students. This statement is supported by the statement given by Giam Kah How (2000) that a special needs student is responsible for his own learning, but the teacher also plays an important role as a stimulant and facilitator through the various teaching strategies used.

3) What is the syllabus view given to MBK students for the implementation of KSSM in the classroom?

Table 3 shows the frequency, percentage, mean and standard deviation of the syllabus assessment item in the implementation of KSSM on special needs pupils (MBK).

No	ST	TS		S		SS		Min	S.P.	
		N	%	N	%	N	%			
C1	13	25.0	16	30.8	14	26.9	9	17.3	2.37	1.05
C2	12	23.1	21	40.4	11	21.2	8	15.4	2.29	1.00
C3	6	11.5	16	30.8	24	46.2	6	11.5	2.58	0.85
C4	2	3.8	18	34.6	18	34.6	14	26.9	2.85	0.87
C5	4	7.7	13	25.0	18	34.6	17	32.7	2.92	0.95
C6	12	23.1	21	40.4	12	23.1	7	13.5	2.27	0.97
C7	7	13.5	18	34.6	22	42.3	5	9.6	2.49	0.85
C8	2	3.8	19	36.5	22	42.3	9	17.3	2.73	0.79
C9	4	7.7	11	21.2	23	44.2	14	26.9	2.90	0.79
C10	5	9.6	17	32.7	16	30.8	14	26.9	2.75	0.97
JUMLAH								2.62	9.09	

**Petunjuk : STS = Sangat Tidak Setuju
TS = Tidak Setuju
S = Setuju
SS = Sangat Setuju**

The table 3 shows 32.7% (17 respondents) respondents responded strongly to the question of the item to be able to deliver the contents of the lesson well according to the level of thinking of a special student (MBK). Among the 20% to 30%, 26.9% (14 students) strongly agree with the question items of special needs students to perform the training given by the teacher without full teacher assistance. 26.9% (14 students) Specialized (MBK) understanding of the teaching topics taught by teachers and teachers is able to achieve the syllabus set in the annual teaching plan (RPT) which is also 26.9% (14 people). This result is supported by opinion submitted by Glatthorn et al. (2006), Omstein & Hunkins (2009) stating the implementation of the curriculum is seen as a change. This means that a teacher can modify the content syllabus supplied according to the level of thinking of a special student because the main is the teaching objective is achieved. This opinion coincides with the results of the study is a special needs pupil (MBK) able to restate the contents of the lesson before the classroom.

4) What are the teaching materials most often used by teachers during KSSM implementation in the classroom?

Table 4 shows the frequency, percentage, mean and standard deviation of the teaching and learning item used in teaching materials in the implementation of KSSM on special needs students (MBK).

No.	TP		K		KK	%	Min	S.P
	N	%	N	%	N			
D1	12	23.1	27	51.9	13	25.0	2.02	0.70
D2	12	23.1	23	44.2	17	32.7	2.10	0.75
D3	15	28.8	20	38.5	17	32.7	2.04	0.79
D4	18	34.6	21	4.4	13	25.0	1.90	0.77
D5	10	19.2	27	51.9	15	28.8	2.10	0.69
D6	12	23.1	26	50.0	14	26.9	2.04	0.71
D7	14	26.9	25	48.1	13	25.0	1.98	0.73
D8	14	26.9	24	46.2	14	26.9	2.00	0.74
D9	18	34.6	25	48.1	9	17.3	1.83	0.71
D10	14	26.9	18	34.6	20	38.5	2.12	0.81
JUMLAH						2.01	7.4	

**Petunjuk :TP = Tidak Pernah
S = Selalu
KK=Kadang-Kadang**

Overallly, more than 40% of teachers often use teaching materials such as laptops or multimedia (51.9%), television or video (44.2%), and materials such as real photos or drawings (51.9%). The rest of the teaching materials used by teachers are actual situations or places of practice (50.0%), sample materials or materials (48.1%), picture cards (48.1%) and thinking maps (46.2%). The rest, there are usage of teaching materials which are sometimes used by teachers such as CD-ROM (38.5%), television or video (32.7%) and textbooks (32.7%). This study supports the findings of Omardin (1999), which are the sources and teaching materials used by teachers to attract, maintain the interests of special needs students, develop the attention of students with special needs in education and make learning more interesting. Teaching materials can shape thinking, creativity and reinforce the special needs of students. This opinion supports the study conducted by Norkhairani (2004) which states that students with special needs (MBK) are faster and more easily influenced by multimedia materials. ICT-based teaching aids (BBMs) will provide a lot of understanding to students with special needs rather than the use of teaching aids that are not in the form of electronic media and other print media that are not of interest.

5) How does teaching evaluation be implemented by teachers towards special needs students?

Table 5 shows the frequency distribution, percentage, mean and standard deviation of teaching evaluation items by teachers in KSSM implementation of special needs students (MBK) in schools.

No.	TS		S		TP		Min	S.P.
	N	%	N	%	N	%		
E1	14	26.9	31	59.6	7	13.5	1.87	0.63
E2	13	25.0	30	57.7	9	17.3	1.92	0.65
E3	16	30.8	29	55.8	7	13.5	1.83	0.65
E4	19	36.5	28	53.8	5	9.6	1.73	0.63
E5	13	25.0	28	53.8	11	21.2	1.96	0.68
E6	21	4.04	24	46.2	7	13.5	1.73	0.69
E7	29	55.8	18	34.6	5	9.6	1.54	0.67
E8	27	51.9	17	32.7	8	15.4	1.63	0.74
E9	19	36.5	26	50.0	7	13.5	1.77	0.67
E10	18	34.6	24	46.2	10	19.2	1.85	0.72
JUMLAH						1.78	6.73	

**Petunjuk :TP = Tidak Setuju
S = Selalu
TP = Tidak Pernah**

Overallly, over 50 per cent of respondents agreed on the items of the question that 59.6% agree that teachers are able to see the development of special needs students (MBK), teachers do not have time to carry out continuous assessment to the MBK due to the burden of many tasks (57.7%). 55.8% of respondents agreed that RPI was very helpful for teachers to reach the "Long-term Matlamat" of the teacher towards MBK within the prescribed period. Also, respondents agreed with E4 and E5 question items that broke 53.8% of respondents agreed that MBK students had a mega decision in the examination and KSSM content is able to attract students to the PdP teacher in the classroom. And, 50.0% respondents agree that the teacher always uses two-way communication ie student or student-oriented teaching. These findings support the opinions of Morgan and Rhode (1983) which states that RPI can help teachers organize their time as well as RPI can give more job satisfaction to teachers teaching MBK students. This was also agreed by Gallaher & Desimone in Kirk et. al (1997) where they say there is evidence that better relationships are formed between teachers and parents and more understanding by families about special education programs. In conclusion, RPI is referred to as one of the authentic assessments and is a reference document for evaluating the strengths and weaknesses of special needs students.

IV. DISCUSSION AND CONCLUSION

The researcher suggests a view on the effectiveness of teaching through appropriate methods in the future and is expected to be derived from various forms of demography. Furthermore, future researchers will be able to further

expand the topic of the Secondary Standard Curriculum to the form of effective implementation of the curriculum to MBK students such as the principals, parents and local communities. In short, This study aims to see the implementation of KSSM towards MBK students in schools in Perak Tengah, Perak. More specifically, this study emphasizes on teaching methods, syllabus, teaching materials, and teaching evaluation of MBK students. Researchers also wanted to see the implementation of KSSM in schools that implemented the PPKI program in selected districts namely Perak Tengah, Perak. The relevance of factors is based on the selected variables to clarify the actual level of KSSM implementation performed by those teachers.

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