

The Relationship Between Competency and Readiness of Student-Teachers' Attitude Toward Inclusive Education

Amirah Adilah binti Abdul Karim

Sekolah Kebangsaan Pendidikan Khas Besut,
Terengganu
amirahadilah16@gmail.com

Muhammad Amsyar bin Azman

Sekolah Kebangsaan Dusun Tua, Selangor (Integrated
Special Education Program)
mesyaichah@gmail.com

Lee Phaik Gaik

Faculty of Education, Languages, Psychology and
Music, SEGi University, Malaysia
leephaigaik@segi.edu.my

ABSTRACT

An appreciation of the Inclusive Education Program and inclusive practices must be nurtured among educators, especially during teachers' training to develop student-teacher competencies and to form more skills in line with global standards. This study aims to identify the relationship between the student-teachers' competency and readiness toward Inclusive Education. This study used a quantitative method. The quantitative method involved 48 respondents from the PISMP program specializing in Physical Education and Music Education at IPGKIK. The research instrument was a questionnaire analyzed by descriptive statistics using percentage methods. Meanwhile, inferential statistical data were tested using Pearson correlation. The study's findings showed that only 56% of student-teachers knew about the Inclusive Education Program, and that their competency of Inclusive Education is insufficient for them to implement it. Nonetheless, 71% of the student-teachers have a positive attitude toward the Inclusive Education Program. The analysis results found a significant relationship of <0.05 and showed a one-way relationship between the competency and readiness of student-teachers attitudes toward Inclusive Education ($N = 48$, $r = .507$, $p = .001$). This indicates that the higher the level of competency of student-teachers, the higher the readiness of student-teachers attitudes toward Inclusive Education.

Keywords: competency, attitude readiness, student-teachers, inclusive education, special education,

1. Introduction

The Inclusive Education Policy in Malaysia as mandated by the Ministry of Education Malaysia (MOE) intercedes the Disabled Act 2008, which provides equal access to educational opportunities to any children with disabilities. This is enshrined in Malaysian law, Act 685 under section 28 (1). Children with special needs cannot be excluded from the education system because of their disabilities. The Zero Reject Policy was introduced and implemented in stages as of 2019. The policy is an existing policy that is further strengthened in terms of its implementation to ensure that students with Special Educational Needs (SSEN) receive education either in mainstream schools through the Special Education Integration Program (SEIP), Inclusive Programs, or Special Education Schools (Siti Salwa Salleh, 2020). The policy compels educational institutes at every level to play a role in providing a conducive environment suitable for SSEN so that their potential can be developed according to their level of functionality. Teachers or prospective teachers have the obligation to understand the Inclusive Education Program (IEP) rigorously to allow the IEP to function accordingly as prescribed by the MOE.

Inclusive Education in the Malaysian Education Development Plan (MEDP) 2013-2025

The Malaysian Education Development Plan (MEDP) 2013-2025 is a document that comprehensively details the transformation of national education to achieve five aspirations: access, quality, equity, unity, and educational efficiency within 13 years (Ministry of Education Malaysia, 2013). Chapter 4 in the MEDP dictates MOE's plans, which make every child with special needs be eligible for the Inclusive Education under the Action Plan. The Action Plan proposes moving into inclusive education in three series of waves; namely Wave 1 (2013-2015): Strengthening the existing foundation; Wave 2 (2016-2020): Improving the implementation of initiatives, and Wave 3 (2021-2025): Assessing and consolidating initiatives. MOE's target in the 11th major initiative is to increase SSEN enrollment in IEP from 7.5% in 2012 (Wave 1) to 75% in 2025 (Wave 3).

According to the study by Norlia Mohd Amin & Mohd Hanafi Mohd Yasin (2016), the early stages of Wave 1 MEDP in inclusive implementation did not show significant changes. Meanwhile, a study by Haslinah Abdullah & Hairiah Munip (2020) stated that the research conducted by the MOE showed the evaluation results of Wave 1 has necessitated the shift of various actions taken in Wave 2, especially in terms of the role and competence to make mainstream teachers in inclusive implementation classrooms be more effective. MEDP has formulated a detailed and precise action plan to move to Inclusive Education in three waves over 13 years. Although the enrollment target was not achieved in Wave 1, the high increase in enrollment at the end of Wave 2 at 58.87% indicates a hope of success in attaining the SSEN enrollment target of 75% in Wave 3 (2021-2025): Evaluation and consolidation initiatives begin the following year. In Wave 3, the MOE will be more committed

to assessing the success of all initiatives implemented in the previous two waves and developing future action plans.

Inclusive Education in the Institute of Teacher Education (IPG) Transformation Strategic Plan 2016-2025

The IPG Transformation Strategic Plan (2016-2025) was developed comprehensively to include initiatives that support the transformation efforts of the teacher education system as a whole (Institut Pendidikan Guru Malaysia, 2017). The arrangement of initiatives is administered towards creating a teacher education system that focuses on quality, efficiency, and success, which can be seen soon. As a leader in teacher education excellence, IPG's mission is to produce competent and educator-minded teachers. This goal can be achieved through a dynamic teacher development program that can boost educational excellence in world-class schools. In line with the equity aspirations in MEDP 2013-2025, SSEN's access to Inclusive Education was also restructured to fill the IPG transformation of campuses nationwide. Pau & Mohd Hanafi (2021) said that early exposure to IEP in teacher training institutes among student-teachers is significant before entering the world of work so that the phenomenon of culture shock among novice teachers to IEP can be avoided. Moreover, students of non-Special Education option such as bahasa Malaysia, English language, Physical Education, Music, and Mathematics Education need to be exposed to accept the presence of SSEN in inclusive classrooms and be prepared to modify and customize SSEN learning aids and teaching methods.

In line with the aspirations of the MOE, IPGM realizes that inclusive education is essential for student-teachers in IPG. Therefore, IPGM held a task force to prepare a Summary of Course Information for the Inclusive Education course, which is XXXX3132 in the Academic Handbook of the Bachelor of Teaching Program (IPG Academic Development Center, 2017). The course is a component of the Core Field course offered to all student-teachers who pursue the Bachelor of Teaching Degree Program (PISMP) at any IPG campus in semester six or semester two of year three. The course is offered so that student-teachers gain an understanding of the concept and implementation of Inclusive Education in Malaysia. The course covers the history, goals, policies, approaches, and implementation of Inclusive Education as well as the role of stakeholders. The course also emphasizes the concept and implementation of inclusive pedagogy and discusses the critical factors of success and challenges in implementing Inclusive Education.

Problem Statement

Exposure to Inclusive Education should be seen as a crucial thing for prospective teachers before entering the world of work. Based on the observations, it was found that not many students of IPGKIK who are non-Special Education have the opportunity to witness IEP in actual classroom situations. Student-teachers will only acquire knowledge while taking the Inclusive Education course in semester six. The academic programs related to Inclusive Education at IPGKIK only involve

specific student-teachers. In addition, the fact that IEP is only instructed in schools, this has lead many student-teachers who do not opt for Special Education to think about being placed in mainstream schools only. They are under the impression that they will not encounter the situation where they have to immerse themselves in an Inclusive Education Program in schools later.

Studies on Inclusive Education from the competency and attitude readiness of student-teachers in IPG are not widely conducted. In Malaysia, studies related to Inclusive Education are more focused on in-service teachers (Muhammad Khairul Anuar Hussin & Abdul Rahim Hamdan, 2016; Norliah Mohd Amin & Mohd Hanafi Mohd Yasin, 2016; Siti Fatimah Salleh & Mustafa Che Omar, 2018; Pau & Mohd Hanafi Mohd Yasin, 2021). Many studies have shown that many mainstream novice teachers still do not understand Inclusive Education (Pau & Mohd Hanafi Mohd Yasin, 2021). This indicates that teachers' readiness for Inclusive Education is still unsatisfactory. Not many teachers in schools not offering the Integration Program are aware of the existence of this program. This scenario will also challenge the noble efforts of the Zero Reject Policy intended by MOE. At the same time, there is a gap in perspectives on Inclusive Education among education services in Malaysia. Therefore, this study seeks to survey the competency and attitudes toward Inclusive Education od student-teachers in IPGKIK.

Purpose Of The Study

This study was conducted to achieve the following objectives:

1. To identify the level of competency of student-teachers on Inclusive Education.
2. To identify the level of readiness of student-teachers attitudes toward Inclusive Education.
3. To determine the relationship between competency and readiness of student-teachers attitudes towards Inclusive Education.

Thus, this study answers the following questions:

1. What is the level of competency of student-teachers on Inclusive Education?
2. What is the level of readiness of student-teachers attitudes toward Inclusive Education?
3. Is there a relationship between the competency and readiness of student-teachers attitudes toward Inclusive Education?

Hypothesis in this study:

H₀: There is no relationship between competency and readiness of student-teachers attitudes toward Inclusive Education.

2. Literature Review

Student-Teachers' Competency in Inclusive Education

The Malaysian Teacher Standards have outlined the professional competencies that should be achieved by teachers and the requirements that teachers' training institutions should provide to help teachers gain the required level of competence (Low, Amiruddin Zainuddin & Rafidah Ruhani, 2014). This standard covers three aspects: the Practice of the Values of Teacher Professionalism, Knowledge and Understanding, and Teaching and Learning Skills. Therefore, teachers' training institutes such as IPGM are responsible for providing teachers' training to student-teachers from various aspects of knowledge, pedagogy, personality, and soft practices. Accordingly, each IPG campus ensures that student-teachers are exposed to multiple approaches, strategies, and methods for teaching students in schools. Apart from the pedagogical aspect, knowledge of the respective options and assessments is also supplied. According to the Malaysian Institute of Teacher Education (2017) in the IPG Transformation Strategic Plan 2016-2025, teachers' formation is determined by two main focuses: knowledge based on theory and knowledge that is practiced. Each IPG campus emphasizes building professional knowledge of teaching systematically and gradually (developmental) by integrating research-based and experiential knowledge. The implementation of IPG transformation aims to produce teachers in line with the aspirations of the Philosophy of Teacher Education (FPG), which emphasizes the mastery of knowledge, skills, and practice of teaching values for the professional development of teachers, and excellent teacher personality including achieving the Malaysian Teacher Standards (MTS). MTS is not only focused on professionalism but also politics, achievement, and increasing the interest of educators in the teaching career. Malaysian teachers already have standards, but the standards need to be further strengthened to suit the current situation and meet global standards (Nur Hafizoh Idris & Rohana Hamzah, 2012). Thus, the MTS used in IPG can produce quality educators for teaching and learning in the classroom, besides improving the effectiveness of school management and administration as well as creating inter and intrapersonal skills.

Student-teachers' Readiness toward Inclusive Education at the Teacher Education Institute Campus

The role of teachers' training institutions throughout Malaysia campus at the level of practical training in IEP needs to focus on a comprehensive preparation of student teachers towards Inclusive Education. Student teachers are often exposed to different situations during teacher training where learning or acquisition of new experiences will occur during school-based experiences (SBE), practica, and internships. Therefore, an institute's planning must be dynamic and considers current needs and

requirements. According to Syed Lamsah (2017), the theories presented in educational courses and teaching practice planning cannot be static since the school situation is increasingly dynamic.

In a study conducted by Nur Nabilah Ahmad Latpi, Rabiatal Adawiyah Azhan & Sukri Berahim (2019), the knowledge of Inclusive Education among semester six student teachers of the IPG Kampus Dato Razali Ismail (IPGKDRI) is at a moderately high level. The study found that the participants' most mastered aspect was Inclusive Education teaching techniques and learning aids. At the same time, the study's findings also show weaknesses in the general knowledge of student-teachers on Inclusive Education. Researchers assume this is because student teachers do not get precise exposure to Inclusive Education, such as the goals, principles, and pedagogy used for SSEN. Therefore, student-teachers must always be aware and concerned about Inclusive Education so that it does not become a problem when student-teachers face this situation later when they venture into the field.

In addition, a study on student-teachers readiness toward Inclusive Education at the Institut Pendidikan Guru Kampus Pendidikan Teknik (IPGKPT) was conducted by Shamsiah Md Nasir (2017). The study showed a moderately positive level of readiness of trainee teachers toward the inclusive education of students with special needs. The confidence level in teaching students with special needs is low to moderate. Furthermore, participants' experience in teaching students with special needs was limited. More than half of the research participants (71%) had never taught SSEN during their practicum, and the rest (29%) had experience in an inclusive classroom. The overall score of the scale indicates that the research participants studied have a moderate level of readiness for inclusive education. The researchers argued that the findings were unsurprising because many student-teachers had no experience in an inclusive classroom.

In this case, the researcher should consider the previous studies on student-teachers in Inclusive Education to provide new plans and statistics by the MOE, IPGM, and IPG campuses. Teacher training at IPG must ensure quality graduate products that are holistic and competent in various fields, including knowledge of Inclusive Education. This is to ensure that student-teachers can implement IEP effectively when placed in school as novice teachers. Ironically, the implementation of Integration Programs and IEPs in Malaysian schools is still insufficient. Muhammad Khairul Anuar Hussin & Abdul Rahim Hamdan (2016) claimed that mainstream teachers lack knowledge about IEP in teaching skills. Teachers are convulsed by SSEN's behavior and disappointed with students. SSEN are being discriminated in mainstream classes and are not gaining knowledge effectively. Furthermore, many teachers who conduct IEPs admitted that they are not equipped with specific training related to teaching and learning techniques and methods associated with SSEN (Norliah Mohd Amin & Mohd Hanafi Mohd Yasin, 2016). On that basis, teacher training institutes need to ensure the adequacy of teachers' knowledge before being placed in schools later. Sustainable teacher

training can improve the quality of teachers in teaching strategies, classroom control, and student assessment (Norfishah Mat Rabi & Mohd Yusof Zulkefli, 2018).

3. Methodology

This study used a quantitative approach, correlation statistics, to identify the influence between variables to make predictions (Lee, Zakri Abdullah & Chua, 2018). The respondents comprised 48 student-teachers specializing in Music Education and Physical Education who pursued the Bachelor of Teaching (PISMP) Program at the Institut Pendidikan Guru Kampus Ilmu Khas (IPGKIK). The respondents consisted of PISMP intake 2018 and 2019.

The instrument of this study included a set of protocols and distributed to research participants to obtain information. In addition, this study also used the Google Forms questionnaire instrument to collect respondents' data online. The questionnaire instrument consisted of three parts. There are 20 items in Part A, which is concerned with the demographic information of the respondents. Part B contains 10 items on respondents' competency of Inclusive Education, while part C comprises 10 items on student-teachers respondents' readiness toward Inclusive Education. All of these items were answered with a double score based on the Guttman scale.

In addition, the data obtained from the questionnaires were analyzed using Statistical Package for Social Sciences (SPSS) software. Two types of statistical analysis are used, namely descriptive statistics and inferential statistics. Descriptive statistical analysis was used to describe the findings in frequency and percentage to construct respondents' competency of Inclusive Education and student-teachers attitudes toward Inclusive Education. The interpretation of scores examined the higher frequencies and percentages between the two options. Meanwhile, inferential statistics were also used to examine the relationship between the competency and readiness of student-teachers attitudes toward Inclusive Education. Therefore, the Pearson correlation coefficient test was used to investigate the relationship between the two variables. The values of correlation coefficients and data interpretation data will be used based on the Duwi Priyatno (2013) as shown in Table 1.

Table 1

Correlation coefficient values and interpretation of coefficient value relationships

VALUE OF CORRELATION COEFFICIENT (r)	RELATIONSHIP INTERPRETATION
0.80 – 1.00	Very strong
0.60 – 0.79	Strong
0.40 – 0.59	Moderate
0.20 – 0.39	Weak
Less than 0.19	Very weak

4. Findings and Discussion

The analysis of this study yields two main themes. Theme setting is based on discussion based on feedback from research participants. The first main theme is student-teachers competency of Inclusive Education during teacher training at IPGKIK. The second theme is the readiness of student-teachers attitudes toward the Inclusive Education Program. The distribution of 48 respondents is shown in Table 2.

Table 2.

Distribution of respondents

PROGRAM	TOTAL	PERCENTAGE (%)	SPECIALIZATION	TOTAL	PERCENTAGE (%)
PISMP Intake 2018	23	47.9	Music Education	25	52.1
PISMP Intake 2019	25	52.1	Physical Education	23	47.9
	48	100		48	100

Student Teachers' Competency of Inclusive Education

The competency of the research participants on Inclusive Education with respect to the information obtained from the research participants, and the extent of input on Inclusive Education familiar to the research participants. The findings of student-teachers competency of Inclusive Education from the questionnaire are shown in Table 3.

Table 3

Student teachers' competency of Inclusive Education

NO.	ITEM	SCORE (f)		TOTAL
		YES	NO	
1.	I can define the concept of Inclusive Education.	43	5	48
2.	I once took an Inclusive Education course (XXXX 3132).	34	14	48
3.	I can recall the content of the Inclusive Education course (XXXX 3132).	27	21	48
4.	I have participated in academic programs related to the Inclusive Education Program.	20	28	48
5.	I have prior knowledge of the presence of people with special needs.	38	10	48
6.	I can assess the level of development of MBPK.	21	27	48
7.	I know the teaching methods for MBPK in Inclusive teaching and learning.	22	26	48

8.	I can provide teaching aids for MBPK according to their level of ability.	22	26	48
9.	I know more than one support service agency for the Inclusive Education Program.	19	29	48
10.	I can explain the role of various parties in the Inclusive Education Program.	23	25	48
Total		269	211	480
Percentage (%)		56	44	100

The overall analysis results show that only 56% of student-teachers are familiar with inclusive education. Table 3 shows that the score data for item 1- 'I can define the concept of Inclusive Education' is high with scores (yes = 43) and (no = 5). This finding indicates that the respondents have basic knowledge in defining the concept of Inclusive Education even though the respondents are not from the Special Education option. The researcher argues that the input from the Inclusive Education course (XXXX 3132) has provided early exposure and basic knowledge on Inclusive Education. This can also be evidenced in item 2 a total of 34 teacher students have participated in the Inclusive Education course (XXXX 3132). Therefore, Inclusive Education courses are important for non-special education option student-teachers to expose them to the basic knowledge related to Inclusive Education. The basic knowledge can at least help the SSEN students and IEP teachers when they are placed in school later (Rohaizat Ibrahim, 2019).

However, Table 3 also shows that the score data for item 9- 'I know more than one support service agency for Inclusive Education Program' is low, with scores (yes = 19) and (no = 29). This finding explains that there are still many student-teachers who are less knowledgeable about the existence of external agencies in helping to provide support for IEPs. Researchers believe that student-teachers are less knowledgeable about the topics in course XXXX 3132, especially on the topic 'Roles and Responsibilities in the Implementation of Inclusive Education Programs', which has explained the role of government and non-government bodies. Researchers also argue that student-teachers also lack practical exposure to external agencies in the success of Inclusive Education programs, especially when student teachers are exposed theoretically only without exposure in reality.

Readiness of Student-Teachers' Attitudes Towards Inclusive Education

This theme is recognised in terms of the reaction of the acceptance or rejection of the research participants toward Inclusive Education. The findings of readiness of student-teachers attitudes towards Inclusive Education from the questionnaire are shown in Table 4.

The findings in Table 4 on item 3- 'I often support programs related to Inclusive Education or Special Education' were high with scores (yes = 44) and (no = 4). These findings show that student-

teachers strongly support inclusive practices and academic programs so that student-teachers can create contextual learning and add value to shape their character and attitude toward the field of Special Education. IPGKIK's expertise in Special Education which often organizes academic programs related to Special Education has given sufficient awareness to student-teachers on the existence of Special Education according to categories such as vision, hearing, learning, and rehabilitation. Therefore, the basic knowledge can at least help the students of SSEN and IEP teachers when they are placed in school later.

However, the analysis of Table 4 on item 4 - 'I can control SSEN behavior during inclusive class teaching and learning is low, with scores (yes = 18) and (no = 30). These findings explain that student-teachers are not confident in controlling SSEN behavior during inclusive classroom instruction and management. The results of this study also clarify that the attitude readiness of non-Special Education option student-teachers towards IEP is not ready in the aspect of behavior control. According to Noor Aini Ahmad and Norhafizah Abu Hanifah (2015), behavior management plays a vital role in forming positive behavior, giving self-confidence, and improving the academic achievement of special education students. This is because the skill of controlling SSEN behavior is critical to creating effective teaching and learning.

Table 4

Readiness of student-teachers attitudes toward Inclusive Education

NO	ITEM	SCORE (f)		TOTAL
		YES	NO	
1.	I love communicating with people with special needs.	42	6	48
2.	I can help people with special needs (Ex: lead the blind to walk/sign language communication).	40	8	48
3.	I often support programs related to Inclusive Education or Special Education.	44	4	48
4.	I can control SSEN behavior during inclusive class PdP.	18	30	48
5.	I am willing to sacrifice time to delve into the background of SSEN.	37	11	48
6.	I am ready and excited to teach SSEN.	38	10	48
7.	I would like to attend a workshop on preparing study aids for SSEN.	41	7	48
8.	I can implement an Inclusive education program.	24	24	48
9.	I'm not worried about teaching inclusive classes.	31	17	48
10.	I hope to be placed in a school that has a Special Education Integration Program (SEIP).	27	21	48
Total		342	138	480
Percentage (%)		71	29	100

The Relationship Between Competency and Readiness of Student-Teachers' Attitudes Towards Inclusive Education

This study used the Pearson correlation to determine the relationship between competency and readiness of student-teachers attitudes toward Inclusive Education. These findings are shown in Table 5.

Table 5

Correlation between Competency and Readiness of Student-Teachers' Attitudes toward Inclusive Education (N = 48)

		Competence	Attitude readiness
Competence	<i>Pearson Correlation, r</i>	1	.507
	<i>Sig. (2-tailed), p</i>		.001
	N	48	48
Attitude readiness	<i>Pearson Correlation, r</i>	.507	1
	<i>Sig. (2-tailed), p</i>	.001	
	N	48	48

** significant correlation at the 0.01 level (2-tailed)

The findings in Table 5 show that the Pearson value of r is ($N = 48, r = 0.507, p < 0.05$). The value of the coefficient ($r = 0.507$) is at a moderate level, and this relationship's significance is at the significance level of $p = 0.01$. This indicates a modest yet significant relationship between the two variables. Such an interpretation means that the size of the research respondents may influence these findings because if the size of the respondents is large, it can detect significantly small correlations (Othman Talib, 2013). Although r is small, there is a significant correlation that can be trusted. In other words, such correlations can be believed to exist and not just happen by chance. The test findings also explain that the higher the level of competency of student-teachers, the higher the readiness of student-teachers attitudes toward Inclusive Education. Thus the null hypothesis, H_0 , there is no significant relationship between the competency of the readiness of student-teachers attitude towards Inclusive Education is rejected.

It is possible to conclude that these findings have answered the question of a significant relationship between the competency and readiness of student-teachers attitudes toward Inclusive Education. In addition, this finding is in line with a study by Nur Nabilah Ahmad Latpi, Rabiatul Adawiyah Azhan & Sukri Berahim (2019), which states that the knowledge of Inclusive Education among semester six student-teachers of IPG Kampus Dato Razali Ismail (IPGKDRI) is at a moderate level. The researchers assume this is because student-teachers do not get precise exposure to Inclusive Education, such as the goals, principles, and pedagogy used for SSEN. Similarly, a study on the readiness of student-teachers toward Inclusive Education at Institut Pendidikan Guru Kampus Pendidikan Teknik (IPGKPT) was conducted by Shamsiah Md Nasir (2017). The study showed a moderate level of readiness of trainee teachers for Inclusive Education. The researchers argued that the findings were not surprising because many of the student-teachers in the study had no experience in an inclusive classroom.

Therefore, previous studies about student-teachers on Inclusive Education should be taken into account to provide new plans and statistics by the MOE, IPGM, and IPG campuses. This study's

findings have proved a significant relationship between the competency and readiness of student-teachers attitudes. Teacher training at IPG must ensure quality and holistic graduate output and achieve competence in various fields, including knowledge of Inclusive Education. This is so that student-teachers can implement IEP effectively when placed in school as novice teachers. Concerning that scenario, a teacher training institute needs to ensure the adequacy of teachers' knowledge before being placed in schools later to increase the readiness and form the attitude of competent teachers. Sustainable teacher training can improve the quality of teachers in teaching strategies, classroom control, and student assessment (Norfishah Mat Rabi & Mohd Yusof Zulkefli, 2018).

Overall, these findings have a high impact on the IPG and IPGM campuses to re-examine the transformation that is being carried out so that the knowledge and attitudes of student-teachers can be polished in line with professional values and soft skills as a teacher. Therefore, the initial exposure to Inclusive Education in IPG can shape and assess the competency and attitude of the student-teachers themselves towards SEN and individuals with special needs. Indirectly, this process increases the self-worth of student-teachers, which encompasses the domains of openness, responsibility, and high commitment. The findings of this study also add value to the results of previous studies, but overall, this study supports some of the findings of previous studies (Shamsiah Md Nasir (2017). All IPG campuses in Malaysia also need to be more actively organized so that the shortcomings that arise among novice teachers and mainstream teachers on Inclusive Education can be overcome (Muhammad Khairul Anuar Hussin & Abdul Rahim Hamdan, 2016; Norlia Mohd Amin & Mohd Hanafi Mohd Yasin, 2016; Siti Fatimah Salleh & Mustafa Che Omar, 2018; Pau & Mohd Hanafi Mohd Yasin, 2021).

5. Conclusion and Recommendation

Teachers' development competencies need to be emphasized and teachers' training needs to be reassessed and improved from time to time to ensure teachers' education is students' primary choice of profession (Ministry of Education Malaysia, 2019). Teachers' training at IPG only provides exposure or basic knowledge to student-teachers regarding Inclusive Education. Academic programs such as seminars, workshops, and Inclusive Education month events are a horizon in the exposure stage about the existence of inclusive education pedagogy brands, inclusive models, inclusive classes, and inclusive students. The practical practice and continuous appreciation of the knowledge of Inclusive Education must be nurtured among the student-teachers. Teachers' training throughout the IPG provides knowledge on Inclusive Education and shapes student-teachers character by practicing this inclusive practice. The role of teachers' training institutions throughout the campuses in Malaysia at the level of practical training in IEP needs to be focused on a comprehensive preparation for student-teachers toward Inclusive Education. Therefore, an institute's plans must be dynamic and consider current needs and requirements. Furthermore, according to Syed Lamsah Syed Chear (2017),

the theories presented in educational courses and teaching practice planning cannot be static as the school situation is increasingly dynamic.

The transformation of national education initiated by the MOE has changed the structure of educational institutions in Malaysia to achieve the Zero Reject Policy. In sustaining the challenge of applying Inclusive Education to these student-teachers, IPG needs to change its paradigm and role in producing quality teachers in line with the National Education Philosophy. Thus, this transformation urges IPG to implement changes in terms of curriculum that emphasize the use of various teaching and learning approaches. According to Ab. Hamid Ali et al. (2017), professional practice is a platform that provides opportunities for student-teachers to practice the knowledge, skills, and theories learned and acquired in the classroom. Although this study only involved a group of student-teachers from two specializations in IPGKIK, the findings of this study give a glimpse of other educational programs based on the learning environment that is almost the same experienced by all student-teachers in IPGKIK and other IPG campuses. The results of this study are expected to trigger a more comprehensive study of the teaching and learning process in this institution from the formulation of the program curriculum, teaching methods, the role of lecturers, academic programs, and environment, as well as the practice of student life activities on campus. Last but not least, in view of these perspective, the desire and efforts of the institution to produce quality graduates will be achieved.

REFERENCES

- Ab. Hamid Ali, Abdullah Yusof, Muhammad Ridzuan Idris, Abd Aziz Zaki Razali dan Mohd Nazri Abdul Rahman. (2017). Kompetensi Guru Pelatih Di Sebuah Institut Pendidikan Guru Dalam Melaksanakan Latihan Mengajar. *Jurnal Kepimpinan Pendidikan* 4(2), 39-55. <http://e-journal.um.edu.my/publish/JuPiDi/>
- Akta OKU. (2008). *Undang-undang Malaysia. Undang-undang Malaysia, Akta Pendidikan 1996. (Akta 550)*. Bahagian Pendidikan Khas. 2013.
- Duwi Priyatno. (2013). Analisis Korelasi, Regresi dan Multivariate Dengan SPSS. Gava Media.
- Haslinah Abdullah dan Hairiah Munip. (2020). Meniti Kejayaan Pelaksanaan Pendidikan Inklusif di Malaysia. *Jurnal Refleksi Kepemimpinan* Jilid 3, 191-207.
- Institut Pendidikan Guru Malaysia. (2017). Pelan Strategik Transformasi Institut Pendidikan Guru. Institut Pendidikan Guru Malaysia.
- IPG Kampus Ilmu Khas. (n.d.). Carian Pendidikan Inklusif. Portal Rasmi IPGKIK: <http://ipgkik.moe.edu.my/index.php/component/search/?searchword=Pendidikan%Inklusif&searchphrase=all&Itemid=1614>
- Kementerian Pendidikan Malaysia. (2013). Pelan Pembangunan Pendidikan Malaysia 2013-2025 (Pendidikan Prasekolah hingga Lepas Menengah). Kementerian Pendidikan Malaysia.
- Kementerian Pendidikan Malaysia. (2019, September 21-22). Perkembangan Sistem Pendidikan Negara Kearah Revolusi 4.0. Seminar Pendidikan Negara (SKEPEN). Universiti Kebangsaan Malaysia, Selangor.
- Lee, K.C., Zakri Abdulah & Chua, L.N. (2018). *Penyelidikan Dalam Pendidikan*. Oxford Fajar.

- Low, S.F., Amiruddin Zainuddin dan Rafidah Ruhani. (2014). Standard Guru Malaysia: Tahap Pengetahuan Guru Pelatih PISMP IPG Kampus Ilmu Khas. *Jurnal Penyelidikan TEMPAWAN Vol. 31*, 62-78.
- Muhammad Khairul Anuar Hussin dan Abdul Rahim Hamdan. (2016). Effect of Knowledge, Readiness and Teaching Technique in Inclusive Practices Among Mainstream Teachers in Malaysia. *International Journal of Early Childhood Special Education*, 8(1), 1-15.
- Noor Aini Ahmad dan Norhafizah Abu Hanifah. (2015). Tahap Pengetahuan Guru Pendidikan Khas Apabila Mengurus Tingkah Laku Murid Bermasalah Pembelajaran. *Asia Pacific Journal of Educators and Education*, 8(30), 73-88.
- Norfishah Mat Rabi dan Mohd Yusof Zulkefli. (2018). Mainstream Teachers' Competency Requirement for Inclusive Education Program. *International Journal of Academic Research in Business and Social Sciences*, 8(11), 1779-1791.
- Norliah Mohd Amin dan Mohd Hanafi Mohd Yasin. (2016, Januari 23). Pelaksanaan Program Pendidikan Inklusif Murid Berkeperluan Khas dalam Pelan Pembangunan Pendidikan Malaysia 2013 - 2015. [Pembentangan Kertas Kerja] *Seminar Antarabangsa Pendidikan Khas Rantau Asia Tenggara Siri Ke-6*, (pp. 29-35). Universiti Kebangsaan Malaysia, Selangor.
- Nur Hafizoh Idris dan Rohanan Hamzah. (2012). Nilai Profesionalisme Bakal Guru Berteraskan Indikator Standard Guru Malaysia (SGM). *Jurnal Teknologi*, 60(1), 31-37. <https://doi.org/10.11113/jt.v60.1445>
- Nur Nabilah Ahmad Latpi, Rabiatal Adawiyah Azhan dan Sukri Berahim. (2019, Ogos 29). Pengetahuan Pendidikan Inklusif Dalam Kalangan Siswa Guru Semester Enam IPGKDRI. [Pembentangan Kertas Kerja] *Seminar Antarabangsa Isu-isu Pendidikan (ISPEN)*, (pp. 152-160). Kolej Universiti Islam Selangor, Selangor.
- Othman Talib. (2013). Asas Penulisan: Tesis Penyelidikan dan Statistik. Universiti Putra Malaysia Press.
- Pau, S.L. dan Mohd Hanafi Mohd Yasin. (2021). Pengetahuan Dan Sikap Guru Aliran Perdana Terhadap Program Pendidikan Inklusif Di Daerah Sibul. *Jurnal Dunia Pendidikan Vol.3*, 515-529. <http://myjms.mohe.gov.my/index.php/jdpd>
- Pusat Pembangunan Akademik IPG. (2017). Buku Panduan Akademik Program Ijazah Sarjana Muda Perguruan (PISMP). Institut Pendidikan Guru Malaysia.
- Rohaizat Ibrahim. (2019). Pengetahuan Guru Perdana Terhadap Program Pendidikan Inklusif. *Special Education International Conference*. 1-7.
- Shamsiah Md Nasir. (2017). Kesiediaan Guru Pelatih Terhadap Pendidikan Inklusif. *Prosiding Persidangan Penyelidikan dan Inovasi Pendidikan Kebangsaan Kali Ke-2*, 81-87. <http://ipgkdri.moe.edu.my/ppipk2017/>
- Siti Fatimah Salleh dan Mustafa Che Omar. (2018). Masalah Pengajaran Guru Dalam Program Pendidikan Inklusif di Sekolah. *Asian People Journal (APJ) Vol.1*, 243-263. <https://www.journal.unisza.edu.my/apj/>
- Siti Salwa Salleh. (2020, Mac 7). Sistem Pendidikan Khas Bantu Pelajar OKU Kompetitif. Berita Harian Online: <https://www.bharian.com.my/rencana/komentar/2020/03/662805/sistem-pendidikan-khas-bantu-pelajar-oku-kompetitif>
- Syed Lamsah Syed Chear. (2017 Julai 27-28). Kesiediaan Pelajar Tahun Akhir Program Pendidikan Untuk Menjalani Latihan Mengajar. [Pembentangan Kertas Kerja] *International Multidisciplinary Conference (IMC)*, (pp. 1-13). Universiti Selangor, Selangor.