

# Teaching Vocational Skills to Students with Low Functioning Disabilities

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## Abstract

Good teaching practices are important to ensure that the teaching and learning process runs smoothly and that the instructional goals set by the teacher can be achieved. The objective of this study is to explore the teaching practices of special education teachers when teaching vocational skills (VS) to students with low functioning disabilities (SLFD) and to determine what support they need to teach these students effectively. This study utilises the qualitative method in the form of a case study. A total of 8 special education teachers who teach VS to SLFD in the Muar district in Johor were interviewed. Data triangulation of the interviews and analysis of the teachers' lesson plan was implemented. Thematic analysis of the data show that the teachers have good teaching practices when teaching VS to SLFD. However, they did report a lack of knowledge and skills which led to challenges in managing the emotional and behaviour issues of these students. Support in empowerment and education in vocational subjects is very necessary in addition to financial support from various quarters in providing materials and tools to make vocational education a success. Therefore, for future research, it is suggested that the teaching practices of teachers focusing on specific vocational subjects SLFD be studied in more detail and the relationship between the teaching practices of teachers in vocational subjects and the individual education plan (IEP) of SLFD be investigated. **Keywords:** Students with Low Functioning Disabilities, Vocational Skills, Special Education Teachers.

## Introduction

The Malaysian Ministry of Education launched the Malaysian Education Development Plan 2013-2025 to provide quality educational opportunities to all in line with the global competitive environment has an impact on the formulation of the Kurikulum Standard Sekolah Menengah Pendidikan Khas-(KSSMPK) or in English: Special Education Secondary School Standard Curriculum in 2017 to replace the Kurikulum Baru Sekolah Menengah-(KBSM) or in English: Integrated Secondary School Curriculum in 1989 (Ministry of Education Malaysia-(MOEM), 2017).

The new KSSMPK emphasises skills rather than academics so that students with special educational needs (SENs) can learn and master vocational skills (VS), self-management, and socialise in preparation for their independence and a place in the world of work when they finish school. Nur Hazwanie et al (2020) stated that KSSMPK can meet the requirements of

SEN to continue studying at the Special Education Vocational High School so as to be eligible to receive the Sijil Kemahiran Malaysia - (SKM) or in English: Malaysian Skills Certificate. Chiang et al (2017) in their study stated that students with autism who study Life Skills at school get benefit from the life skills training which they have learned at school, especially in life management such as reading and understanding symbols, independent when outside the home area and know how to use the phone. Therefore, vocational education has an important role in the life of SENs. According to Björk-Åman et al (2021) vocational education and training of young people with disabilities who are not highly educated in providing skills education for all sectors of the labour market for the Nordic countries.

Most of the issues that are often studied in Malaysia in the vocational curriculum usually focus on students with moderate functioning disabilities. Among them is the issue of the readiness of special education teachers for Kemahiran Asas Vokasional -(KAV) or in the English: Basic Vocational Skills or Kemahiran Vokasional Spesifik-(KVS) or in the English: Specific Vocational Skills subjects by Farahah and Suziyani (2017), a study on the level of training and skills of teachers in KVS subjects (Nur Hazwani et al., 2020), the challenges of the mushroom plant project by Rosmiza and Mimi (2019) and the effectiveness of using teaching aids to teach Vocational Skills (VS) by (Aziezatul et al., 2019). The motivation for conducting this study is that there has been little research specifically addressing the topic of VS for students with limited functioning (SLFD), although this topic also has its own issues and problems.

The second issue is the knowledge and skills of special education teachers in classroom management. This is one of the issues that are often discussed among special education teachers, as managing the class of students with special educational needs is one of the challenges for special education teachers. Hazwani et al (2020) stated that all special education teachers need to have knowledge and skills in special education as well as skills in the subjects taught. Special education teachers who teach students with emotional and behavioural disorders need to better understand this challenge in order to survive and remain in the field of special education (Bettini et al., 2017).

Effective teacher teaching practices in social and vocational training subjects of special education according to SENs requirements in New Zealand can provide job opportunities and career placement after school because students meet career criteria (Hornby, G. 2021). According to Shamsul, Abdul Rahim and Zailani (2019), the teaching practice of teachers in the classroom affects the quality of teaching and the effectiveness of the teaching and learning process which can affect the occurrence of SENs in the workforce. Teaching practices that are compatible with SENs ability levels can increase students' interest in vocational skills and entrepreneurship subjects (Noraini and Noryani, 2017). In fact, special education teachers also need to have a good understanding and teaching practices, especially when dealing with students who experience emotional and behavioural disorders so that they can survive and remain serving in the face of challenges in the field of special education (Bettini et al., 2019).

Accordingly, support and resources are needed to improve the efficiency of VS subject teachers, especially for SLFD. Apart from teacher empowerment and training, this study also explores other forms of support that VS subject teachers need to improve the effectiveness of their teaching practices in educating SLFD. According to Hidiröglü & Tanrıöğen (2020); Sharma (2014) among the support that can be given to special education teachers to strengthen teachers' teaching practices is to support teachers' experience, decision-making skills courses and make teachers feel that they function as educational leaders in schools. In

addition, the use of techniques, materials, and equipment facilities that are appropriate to the level of SENs in making the vocational education curriculum successful is very important in making a program successful (Noraini et al. 2017). In addition, the coordination of teaching organisational structures that suit the needs of students also supports the learning and development of special education students in vocational education (Björk et al., 2021).

Therefore, this study was conducted with the aim of exploring the teaching practices of special education teachers and the support they need when teaching VS to SLFD. The research questions are:

1. What are the teaching practices of special education teachers when teaching vocational skills to SLFD?
2. What forms of support do these teachers need in order to improve their teaching practice when teaching vocational skills to SLFD?

The implications of this study can fill the gap regarding the educational vocational education curriculum in educating SLFD.

### **Literature Review**

Realising that economic growth requires a workforce with KV, the formulation of KSSMPK 2016 also emphasises the curriculum in the skills aspect in preparing SENs to be independent and find a place in the world of work when they finish school. According to Kama (2020) stated that the VS curriculum is very important in determining the career velocity of SENs after finishing school according to their level of ability and abilities. In Australia, SENs need different support and coordination according to their level of ability in order to get quality education (Du Plessis and Ewing, 2017).

The definition of low functioning disabilities student (SLFD) means SENs that have a combination of cognitive disabilities and one or more disabilities involving language and communication, socioemotional, behavioural and psychomotor (MOEM, 2016). Meanwhile, Albadas (2020) defines SLFD as students who have a variety of disabilities including intellectual, communication, behavioural and emotional disorders that require special support to function in society. Therefore, teachers who teach SLFD need to wisely modify KSSMPK according to the level of ability of SLFD. This is supported through the Global Education Monitoring Report Summary (UNESCO, 2020), reporting that many countries in the world that teach students with disabilities have modified special curriculum according to the needs and education policies of their respective countries.

Continuing from the statement above, education teachers who teach vocational subjects for SLFD need to be smart and sensitive in determining VS and modifying the VS subject syllabus for SLFD so that the students get benefit when they finish school. According to Rosmiza et al (2020) stated that training, skills that are appropriate to the students' level of ability and interest in VS subjects give SENs exposure to the career world. While providing motivation and encouragement can encourage SENs to involve themselves in the world of work (Noraini et al., 2017). Furthermore, with the recognition of the certified certificate for the VS curriculum, it is able to give confidence to employers to accept SENs to work and subsequently prove the ability of SENs in the field of employment. This is supported by Farahah et al (2018) giving a certificate recognized to SENs upon completion of schooling is very useful and important to get a place to compete with other typical students.

Although SENs has received a certificate of recognition that is certified upon completion of school, it is not enough to convince employers to hire SENs, especially SLFD because of behavioural, emotional and discipline problems among them. Noraini et al (2017) also stated

that there are still employers who are less interested in hiring SENs to work because of the employer's experience with SENs from the aspects of behavioural, social and emotional problems. In fact, the VS subject curriculum that only exposes SLFD to basic knowledge and skills cannot help SLFD to be employed when they finish school (Azita and Zaiton, 2018). This is supported by Ryökkinen et al (2021), vocational subjects can empower individuals with disabilities in knowledge and skills in the vocational field studied, but vocational education is not able to develop individuals with disabilities with knowledge and competence in career management to continue to progress forward. In addition, teachers

VS for special education is also more focused on skills, training and efforts to achieve the objective to complete the project so that less emphasis is placed on discipline and good communication, especially when it is absorbed into the Program Transisi Ke Kerjaya-(PTK) or in the English: Career Transition Program. According to Dara and Bohari (2019), teachers also need to educate and teach language etiquette in VS subjects so that students can communicate well when they finish school and start entering the real world of career.

In order to cover the gap in VS subjects, special education teachers need to equip themselves with knowledge and skills in pedagogy, skills in vocational fields and master knowledge about the characteristics of SLFD. Knowledge and skills are something closely related that also affect teachers' teaching practices. Based on Anderson's Adaptive Control Thinking Theory (1983), a person's skills are influenced by declarative knowledge and procedural knowledge. Anderson (1983) also stated that a person's skill in a task is influenced by the knowledge that a person has. Therefore, special education teachers need to be prepared with knowledge and skills in various aspects of pedagogy in order to be able to make professional judgments, use and combine teaching according to the appropriate level of students to deal with a situation or issue faced in the classroom (Ball and Forzani, 2009).

Accordingly, the teacher's teaching practice is an important element to ensure that the teaching objectives can be achieved according to the planned targets. Effective teaching practices can not only help the cognitive development of students but also contribute to the results of the student's life after school. Slavin (1994) in the Slavin Model introduced 4 factors of effective teaching practice, namely the quality of teaching practice, the level of student suitability, incentives and time. It is an active teaching method that can change the learning climate in the classroom to be more dynamic and student-centred. Students will learn to work together in groups and depend on each other to achieve learning objectives. The Slavin model is also applied to explore fostering the creativity of pre-school students through teacher teaching practices (Safiek, 2019).

The teacher's teaching practice is the way the teacher implements the teaching by placing emphasis on mastering content standards and learning standards, students' existing knowledge, providing resources and choosing the appropriate combination of strategies and skills (Norazlin and Siti Rahaimah, 2019). According to Shamsul et. al (2019), teachers' teaching practices in the classroom affect the quality of teaching and the effectiveness of the teaching and learning (T&L) process which can produce a prosperous workforce through systematic T&L management. There are many approaches that special education teachers can practise in the practice of teaching VS. Example, the project-based approach is more effective in achieving the objectives of vocational special education teachers in Russia (Alexandrova et al., 2019). In addition, evidence-based academic and behavioural teaching approaches improve the behavioural development of students with emotional and behavioural problems (Bettini et al., 2019). While Nur Hidayah and Khata (2020), stated that special education teachers of vocational subjects need to use various pedagogies according to the students'

level, instructions that are easy to understand and do not confuse SENs in the teaching and learning process. This is supported by Noraini et al (2017) who stated that teaching practices that match the level of student ability can increase student interest in vocational and entrepreneurship skills subjects.

However, bad teaching practices can affect student achievement when teachers are less prepared and less confident to teach VS subjects even though they have a high level of knowledge and skills (Farahah et al., 2018). Even the findings of Rubashini (2021) state that there are special education teachers who use the excuse of lack of knowledge and skills in assuming responsibility as a VS subject teacher. While Ruppap et al (2016) stated that the lack of in-depth knowledge about the principles of universal learning design, the latest technology, and assessment data in teaching practice affects poor student outcomes for SLFD.

In facing challenges in the field of special education, special education teachers need various types of support and resources to establish themselves as quality and authoritative special education teachers. According to Hidiroglu et al. (2020), empowering teachers is a form of support to strengthen teachers by supporting experience, decision-making skills and making teachers feel that they function as educational leaders in schools. While Mohd. Shafix, Rosniza, and Baker (2021) stated that training is an effort that can be made by an organisation to improve the performance of specific employees on the tasks that have been given in the face of the globalisation of the world. In addition, according to Rude and Miller (2018) stated that the best investment to ensure that special education teachers remain in the teaching profession in rural areas is the provision of high quality professional development programs such as providing the extension of existing skill sets through continuous skill acquisition, technical assistance, services and support on face-to-face (conferences, workshops, meetings) and virtual (webinars, online courses, teleconferences) teaching practices. Therefore, the effort to empower VS among SLFD requires support from various parties such as MOEM, District Education Office, administrators, related external agencies, parents and the community need to jointly shoulder the responsibility and provide support to make the vocational project a success. which is carried out in Integration Special Education Program- (ISEP) classes (Rosmiza et al., 2020). This is further reinforced by the findings of Hazwani et al. (2020) that all teachers need to master a lot of knowledge and skills outside the field in addition to knowledge and skills in the field of special education.

In conclusion, the profession of a special education teacher is not just about mastering pedagogy for T&L only, but bearing the responsibility as an education teacher requires a teacher to master the special education curriculum, the characteristics of SENs, the level of ability, understand the needs of SENs, make assessments and need to have skills outside the field college It is clear that good teaching practices are important for the T&L process to run smoothly, effectively and achieve T&L objectives according to the planned targets. Sufficient support and resources also play a role in helping teachers improve the effectiveness of teaching practices and subsequently empower vocational education in the Malaysian Special Education curriculum.

### **Methodology**

This study uses the qualitative method which can provide a more detailed and in-depth human perception and understanding Stake (2010) of the experiences of these teachers. The case study design adopted for this research is able to explain a phenomenon, event, program or activity in a specific, thorough, detailed and in-depth manner for a smaller social unit (Othman, 2013).



In this study, the sample involved are 8 high school special education teachers who teach VS subjects in ISEP classes for SLFD in the Muar district in Johor. These selected special education teachers have at least 5 years of teaching experience and above. For phenomenological studies, the suggested sample size is between 5-25 informants (Creswell, 1998; Fauziah, 2021). This study uses interview protocols and document analysis of Daily Lesson Plan (DLP) records of special education teachers of VS subjects for SLFD. Structured and semi-structured interviews were used as instruments in this study. Data collection through these two methods allows the triangulation of qualitative data to be implemented (Merriem, 1998).

The validity and reliability of the instrument was implemented by obtaining three (3) experts in the field of special education. According to Kamarul (2012), the purpose of the validity of the study is to ensure the validity of the instrument used in the study has the right characteristics in answering the research questions, and can defend the results of the study that are accurate and useful, relevant and appropriate to the purpose of the study.

### Respondents

Sampling method is used in selecting the respondents involved in this study as it incorporates specific features, parallel and focuses on the objectives of the study. Othman (2013) also mentioned that the criterias and the individual characteristics have already been determined by the researcher during the sampling process. In this study, the samples involved are 8 secondary school special education teachers teaching VS subjects for the SLFD students in the PPKI classes. Samples chosen are among those with at least 5 years of teaching experience. Table 1 provides an overview of the study samples where the pseudonym "G" is used as a reference to a special education teacher, followed by a number referring to a specific sample.

Table 1

#### *Samples Demography*

Sample	Ganders	Ages	Teaching (Years)	Experience	Highest Education Level
G1	Male	30	5		Degree
G2	Female	3	13		Degree
G3	Male	56	30		First Degree
G4	Male	35	13		Degree
G5	Female	30	5		First Degree
G6	Male	43	15		First Degree
G7	Female	41	13		First Degree
G8	Male	41	16		First Degree

### Interview Questions

In this study, interview is one of the methods used for data collection from the samples to achieve the objectives. Interviews allow researchers to investigate certain things through the samples if the researcher could not execute observation on certain issues (Stake, 2010). The instruments used are structured and semi-structured protocol interviews adapted from Noorzailiza et al (2020) based on (Slavin's Effective Teaching Model, 1994). Interview protocol contains introduction, main questions, and further questions in order to obtain more detailed information as well as the conclusion. Some of the main questions are:

1. How do you prepare and plan for your lesson?

## 2. What types of support do you need to improve your teaching practice?

The questions are set as open-ended questions with the aim to answer questions pertaining VS special education teachers' teaching practices designed for SLFD and the support needed to improve special education teachers' teaching practices.

### Results

After the interviews were conducted according to Braun and Clarke's (2006) thematic analysis steps, the researcher was able to identify theme and subthemes that focused more on the research question. The researcher conducted interviews with the sample individually at different times and places to obtain transparent, honest and in-depth findings.

### Teaching practice of special education teachers of vocational skills subjects educating low functioning students

Based on the results of the interviews conducted, the researcher identified themes based on data obtained from 8 teachers who have been interviewed. The theme is Learning and Facilitation (L&F). After implementing the steps in Braun and Clarke's (2018) thematic analysis, the researcher was able to identify themes and subthemes that are more focused on the research question. The sub-sub themes are as in table 4.1 below:

Table 2

*Themes and Sub Themes That Can Be Obtained from Interviews With Sample*

Theme	Sub theme
Learning and Facilitation (L&F)	Planning and preparation time before L&F
	Implementation of L&F in the classroom
	L&F time management
	Encouragement or motivation of teachers towards students
Support	Teacher evaluation and assessment of students
	Teacher empowerment and training. Finance

### Learning and facilitation (L&F) Theme

Learning and Facilitation (L&F) is a process where teachers use a variety of pedagogical skills to deliver learning content so that students can receive comprehensive and balanced knowledge and skills. The results of the interviews conducted found that 8 people in the sample implemented L&F as stipulated in Standard Kualiti Pendidikan Malaysia Gelombang ke 2-(SKPMg2) or in the English: Malaysian Education Quality Standard Wave 2 to improve the quality of teacher teaching in increasing the potential and achievement of students to an optimal level in line with the intention of the Malaysian Education Development Plan 2013-2025.

### Sub Theme

#### i. Planning and preparation time before L&F

The results of the analysis of interviews that have been conducted show that teachers plan and prepare at least a day before L&F begins. Teachers make plans in advance according to the objectives they want to achieve based on Dokumen Kurikulum Kemahiran

Vokasional- (DKKV) or in the English: Vocational Skills Curriculum Document online by filling in the google form as set by the school administrators and the Muar District Education Office.

On the other hand, teacher preparation is carried out after the teacher makes the Daily Lesson Plan (DLP) by providing teaching aids that are appropriate according to the objectives and activities in L&F.

"Make DLP planning usually a day or two before the class starts but I will prepare a week earlier.... follow DKKV as a guide." (G1)

"I will make a plan the day before class starts to follow DKKV agriculture. I will prepare after I make a plan. My objective is to follow DKKV and the abilities of the students in my class." (G8)

## **ii. Implementation of L&F in class**

All the samples involved in this study stated that they used a centred strategy to provide guidance and encouragement to students. All samples use the same project-based method to ensure students can master the skills taught and T&L objectives can be achieved. In addition, all the samples also gave the same explanation that they also use teacher-centred strategies when using explanations and demonstrations.

However, the techniques used to implement teaching methods are different according to teaching objectives, teaching time, teaching materials, student ability levels and the number of students in the class. According to sample , G2 explained that he uses drill, reinforcement and enrichment techniques to ensure students can master the learning content. While the G4 sample used problem solving techniques to implement delivery in PdPc. Most of the samples use the mastery learning approach except for the G8 sample which uses the self-learning approach which means that students learn knowledge and skills through experience and their own way with the help and encouragement of the teacher.

" I usually use the student-centred method because I want to guide students until the objective is achieved. The drill, reinforcement, enrichment approach can help me achieve my objective." (G2)

"Teaching methods, based on practice and projects. I still use PBL. The strategy is student-centred." (G4)

## **iii. L&F time management**

The results of the thematic analysis conducted found that the sample manages L&F time well. Teachers can control the time allocated in the schedule to carry out activities and be able to assess and assess students as planned in DLP. The findings of the study also found that the samples have good discipline in time management by entering and leaving the class at the designated time.

"I will use that time allotment... get in and out of class on time." (G5)

"I manage well. Come in on time and leave on time." (G7)

## **iv. Encouragement of teachers towards students**

Good encouragement can motivate students to maximise their potential and ability in L&F sessions. The encouragement given is in the form of rewards and praise when students



behave well. In fact, rewards are also given to students when students can complete assignments well and can master skills well.

The method of giving and the form of reward given by the samples are different. Samples G1, G2, G3 give the same form of reward which is food. According to G3, he gave rewards in the form of food because it was easy to get in the canteen. Whereas, G4, G5 and G7 use the economic token technique in determining the rewards that will be given. According to G5, he used attractive and colourful stickers as economic tokens for students before changing them to rewards when students successfully reached the set number of tokens. Meanwhile, G7 stated that he would change economic tokens to rewards in the form of goods that students like.

"I used to shop for people to eat at the canteen, it's easy." (G3)

"I did buy a lot of fancy stickers to use as reward tokens" (G5)

"I set my new 10 tokens for rewards in the form of goods that my students like" (G7)

#### **v. Teacher Evaluation and Assessment of Students**

All samples made evaluations and assessments of students using several assessment methods based on T&L objectives to help teachers reflect on the PdPc that had been carried out. Reflection helps teachers in determining the planning and preparation that will be implemented for the upcoming L&F session.

Observation of the student's work through a given project or assignment is one of the methods in evaluation and assessment used by 8 people in the sample. In order to manage a more systematic evaluation, G1, G2 and G7 adapted and modified the instruments found in DKKV to make evaluations and assessments of student achievement.

"If you follow the DKKV there is a form ... I usually make observations and modify the form in the DKKV." (G1)

Interview analysis also found that the samples used more than one method to determine the level of student achievement. This was explained by G3 stating that he used the oral question and answer method to find out the level of student mastery in the learning content in PdPc.

"Observation and verbal. I made a question and answer." (G3)

While G4, G6 and G8 also use the worksheet method to assess and evaluate students.

"After that, I will make an assessment based on observations, student work, and questions and answers". (G8)

#### **The Support Theme**

In the world of special education, support is very necessary and important for special education teachers. Support can not only reduce stress and burnout among teachers, but it can also help improve teachers' competence and teaching practices. In this study, there are two sub themes identified.

## Sub Themes

### i. Teacher Empowerment and Training

Teacher empowerment and training is very important to improve the culture of knowledge among teachers. The empowerment and training of teachers is essential to ensure that the teaching profession is always stable in line with the development of the world of education and the advancement of globalisation technology. The formation of a culture of knowledge can make educational institutions more professional by practising lifelong learning. As a result of the interviews that have been carried out, only 1 out of 8 teachers have a SKM skills certificate. While there are 2 people in the sample who only get basic certificate level courses and training which is not enough to support teachers in knowledge and skills in the field taught.

Accordingly, the results of the analysis found that all 8 people in the sample needed empowerment and training in the areas of skills taught so that they could improve teaching practices and better teaching quality through the latest and correct techniques and methods in the areas of skills taught.

"I need a more in-depth and detailed disclosure about the vocational program for SLFD so that I can better understand the purpose of VS implemented for SLFD." (G4)

"I need support from the aspect of training and skills in weaving these beads which are more diverse." (G7)

Therefore, the empowerment and training of teachers in the knowledge and skills of the skills taught at the teacher's level of competence can not only influence effective teaching practices in the classroom but it is also able to change the perspective of the students towards the subjects they learn in terms of interest and attitude to study in class.

### ii. Finance

The majority of the sample interviewed stated that they needed financial assistance to facilitate their purchase of materials and tools for practical and coaching purposes. This is because most VS fields are faced with the problem of using consumables.

A solid financial resource can make it easier for teachers to buy and add materials and tools without having to fill out a Government Order form to buy materials and tools that have already or will run out.

"So if there is help or financial support from the outside, it's more fun. we don't even have to do the Local Order content work and make a project paper if we want to ask for allocation..." (G2).

"So if there is another financial source for me to buy more equipment, it will be more helpful in ensuring that the objective is achieved. An example of iron. The iron that is available now is a normal iron that we control the temperature here" (G5).

In conclusion, the support of good financial resources can not only make it easier for teachers to purchase materials and tools, it can also give teachers the freedom to choose materials and tools that are more suitable for use in L&F.

### Analysis of the teacher's Daily Lesson Plan (DLP) document

Based on the analysis of the Daily Lesson Plan, it was found that all the samples prepared DLP according to the 21st Century Learning Standards well. This is because the DLP writing and delivery system in Muar district is online where each DLP system developed by the school has been monitored and approved by the Muar PPD before being distributed to all teachers according to their respective schools. Table 4.1.2 shows the analysis of the DLP writing of the samples involved.

Table 3

#### *Daily Lesson Plan Writing Items*

Elements of Writing of Daily Teaching for 21st Century Teachers	Sample							
	G1	G2	G3	G4	G5	G6	G7	G8
Title	•	•	•	•	•	•	•	•
Content Standard	•	•	•	•	•	•	•	•
Learning objective	•	•	•	•	•	•	•	•
Success criteria	•	•	•	•	•	•	•	•
Activities	•	•	•	•	•	•	•	•
21st century learning	•	•	•	•	•	•	•	•
Mastery level	•	•	•	•	•	•	•	•
Higher Level Thinking Skills	•	•	•	•	•	•	•	•
Teaching Aids/ ICT skill	•	•	•	•	•	•	•	•
Critical And Creative Thinking Skills	•	•	•	•	•	•	•	•
Reflection	•	•	•	•	•	•	•	•

Findings from the DLP analysis found that teachers plan DLP every day by choosing topics and objectives that are appropriate to the students' ability levels. Objective writing, content standards, learning standards are guided by DKKV for SLFD and are modified according to the skill areas taught. The teacher sets at least two (2) teaching objectives to be achieved in the form of high-level thinking skills and fine motor or gross motor skills. Success criteria are written by writing the expected number or percentage of students who can achieve the objectives in L&F. Teachers plan to implement activities that are fun, easy to understand and apply ICT in L&F sessions by displaying YouTube videos using laptops, smartphones and LCD projectors. Nevertheless, 7 out of 8 samples did not do the diversity of teaching aids in ICT other than using the YouTube application only.

Teachers also carry out guidance individually or in groups according to the suitability of the activity or project being implemented. The teacher also makes an assessment every time the L&F session ends by giving a score of the student's level of achievement in the classroom assessment section. The teacher also writes a reflection based on the number of students who can achieve the teaching objectives. In addition, reflective writing also explains the factors that cause students not to achieve the teaching objectives. Repeater or reinforcement will be given to ensure that students can fully master the skills taught in the future with various methods that are appropriate for the level of SLFD.

### The Conclusion

The findings of the study found that special education teachers have good practice in teaching VS subjects for SLFD. Although teachers do not have recognized specialisation or special skills,

special education teachers are still committed to aspects of planning and preparation before classes start, the implementation of L&F, making assessments to ensure student mastery of the subject and have efforts to improve teaching practices by reflecting on teaching practices.

This study can also answer the support needed by teachers in improving teaching practices in VS for SLFD. The empowerment and training of teachers in the areas of skills taught can increase the confidence and efficiency of teachers in teaching practice. In addition, the support of good financial resources can launch the T&L process by purchasing materials and tools that are convenient, flexible and suitable for practical and theoretical use.

## **Discussion**

Good teaching practices result in an orderly, systematic, organised T&L process and maximise the achievement of the objectives to be achieved. This indirectly help to become a strong student when students finish school, especially for SLFD. This is supported by Norazlin (2019); Shamsul et al (2019) who stated that teachers' teaching practices in the classroom affect the quality of teaching and the effectiveness of the teaching and learning process.

Special education teachers of VS subjects for SLFD practise good practice in terms of planning, preparation, implementation, class control and assessment to see the level of student achievement. Special education teachers without realising they have implemented differentiated pedagogic learning recommended by (The Ministry of Education, 2022). Although the teacher does not have specific knowledge and skills in the VS taught and is faced with the challenges of emotional management, student behaviour and the limited ability of SLFD, the teacher is seen to be so committed in implementing good teaching practices by prioritising and thinking about the students' level and abilities before planning, preparation, activities and evaluation of SLFD. This statement is also supported by Noraini et al (2017) stating that special education teachers need to provide teaching practices that are appropriate to students' ability levels to increase students' interest in VS subjects and entrepreneurship.

Most teachers incorporate at least one ICT medium in their teaching practice. Among the factors that contribute to this matter is the lack of skills of teachers in the use of ICT applications. According to Hannah et al (2019) stated that most special education teachers are less skilled in the use of science and technology to be applied in the T&L process. In addition, the internet network speed factor that can slow down and disrupt L&F, lack of materials or applications that suit the skills being taught and the preparation of ICT that will take time and require more human resources to support and assist SLFD in operating ICT tools are the causes teachers are less interested in applying the diversity of ICT in their teaching practices.

A series of teacher teaching practices, support and assistance in the aspect of empowerment and training in the field of skills taught are very necessary. Rude and Miller (2018) state that the best investment to ensure that special education teachers remain in the teaching profession in rural areas is the provision of high-quality professional development programs. Teachers are increasingly aware of the importance of knowledge and VS which is solid in implementing good and effective teaching practices for SLFD. Teachers need to be proficient with the correct technique and a clear understanding of the skills taught because it affects the results of the project that is carried out and also affects the student's development.

In addition, financial support was also discussed. The problem of materials and tools that are neglected and quickly used up in VS subjects causes teachers to need solid financial

support. This is supported by Rosmiza et. al (2020), stated that the support of various parties from the government and the private sector in jointly shouldering responsibility and providing support can contribute to the success of vocational projects carried out in ISEP classes. With the availability of good financial resources, it can reduce the burden on teachers to find funds other than the allocation of Per Capita Grant Aid that has been allocated to buy materials and tools that have been used up in the L&F process. In fact, having good financial support can give teachers freedom in choosing materials and tools that are more suitable and interesting for their L&F use. This can not only make the work of the teacher easier, but can also increase the interest and enjoyment of the teacher to teach and the students to learn. The number of samples limited to 8 people and the selection of locations within the Muar district only limited the collection of data to explore diverse perspectives in the variables of this study. In addition, this study only focused on the practice of ISEP special education teachers and was not conducted on education teachers with vision and hearing problems. Limited time to interview and obtain DLP documents in data collection slows down the data acquisition process. This is because the sample has a commitment to the responsibility of managing the household before the interview date can be made accurately.

Future studies are expected to examine the relationship between VS subjects and the Individual Education Plan (IEP) of the SLFD involved. Ruppert et al (2016) stated that although special education teachers are ready to implement IEP and achieve IEP goals, teachers do not understand the relationship between the components in their teaching practices and the goals of IEP that they want to achieve. IEP plays an important role because it can determine the level of true ability and interest of students in the skills they want to learn and the right career choice when they finish school later. In addition, this study also suggests recommendations for future studies that can open the minds of future researchers to conduct deeper studies and focus on specific areas, specifically on VS subjects such as the field of service and management. It is also believed that this study will encourage others to make more efforts in special education and develop more specific qualification modules for SLFD. These efforts could strengthen the special education curriculum.

### **Implications of The Study on Teacher Teaching Practice**

The implication of this study provides an exposure to researchers and readers about the teaching method of special education teachers in VS subjects for SLFD. The results of the study show that knowledge and skills are closely related and influence the teacher's practice in implementing teaching and learning techniques. This study also reveals good teaching methods that can serve as an example to other teachers for the subjects besides VS subjects for SLFD. This also provides an exposure and awareness to administrators, parents, the communities, and the private sector about the types of support in terms of social, financial, empowerment and training required by special education teachers of VS subjects for SLFD to strengthen their teaching practices. This also can increase the interest and motivation of teachers in VS subjects as it does not put pressure on and burden teachers with problems in obtaining sources of equipment and processes, while teaching vocational skills. In fact, support in the form of resources, equipment and finance can also reduce the burden on teachers while using their own money for teaching and learning purposes.

### **Conclusion**

In conclusion, good and effective teaching practices are important when someone bears the responsibility of education. The responsibility of educating SLFD should not be taken lightly

just because of the students' limited ability level. Special education teachers need to have good and effective practices so that when students finish school, SLFD not only get a place in the workplace but can use their maximum ability and potential to live independently without depending on others.

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