

Special Education Students With Visual Impairment And Behavior In The Classroom.

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Abstract

Pupils with special needs are reported to have somewhat worrisome disciplinary problems. Even though they are people with disabilities, they still need to be disciplined, especially when they are at school. Their behavior related to their disability cannot be controlled, but some of the behaviors that arise from their delinquency need to be prevented so that it does not become more serious. In this case teachers need to play an important role. If examined, students with visual problems are among the categories that commit many disciplinary offenses. This qualitative study was conducted to explore the disciplinary problems that are often done by students with visual problems, while they are more characterized by normal students when compared to students with learning difficulties. Interviews were conducted with 10 special education teachers who teach students with visual problems in the district of Batu Pahat, Johor, Malaysia. The interviews were conducted online, then recorded, transcribed and thematic analysis was conducted to obtain data. The findings show that, there are five disciplinary problems that are often done by students with visual problems, namely impolite language, impolite gestures, intercourse between the sexes, associating with teachers and impolite behavior. It is hoped that this brief study can help future researchers to conduct further studies related to this issue...

Keywords: Manners, Special Needs Pupils, Visual Impairment, Special Education

Introduction

Pupils with special needs and disciplinary problems are often the subject of discussion among special education teachers as well as the community. It is quite difficult to differentiate between disciplinary problems and also their natural behavior because students with special needs have various disabilities that can contribute to their behavior (Abdul Jalil et al., 2021; Mohd Noh et al., 2021; Mustafa et al., 2021; Roszi et al., 2021; et al., 2021; Tumisah et al., 2021). However, teachers can know and distinguish between disciplinary problems or natural actions if they have been with the student for a long time. Typically, teachers know their own students better and are able to differentiate their actions (Irma et al., 2021; Suzana et al., 2021; Rohanida et al., 2021; Nazrah et al., 2021;; Shahrulliza et al., 2021;). It is easier if students with special needs are involved, students with visual problems, because on average students with visual problems have more normal characteristics than students with learning difficulties (Mohd Arafat et al., 2021; Sumaiyah et al., 2021; Hifzan et al., 2021; Shahrul et al., 2021; Helme et al., 2021). Pupils with visual problems are usually only visual impaired and can still learn normally but to some extent (Farah et al., 2021; Syahrul et al., 2021; Quah et al. Al., 2021; Ahmad Syarifuddin et al., 2021 ; Jumiah; et al., 2021). So, it is not surprising that disciplinary reports involving visual impaired students are still high compared to learning impaired students (Mohd Ali et al., 2021; Parimala et al., 2021; Siti Jamilah et al., 2021; Nor Fauziyana et al., 2021; Nor Fauziyana et al., 2021; Nor Fauziyana et al., 2021; Noel et al., 2021). Based on that ability as well, visual impaired students still follow the same learning syllabus as normal students and are only differentiated by only a few subjects that have been adapted (Ahmad Shafarin et al., 2021; Junaidah et al., 2021; Farah Adibah et al., 2021 ; Ahmad Shakani et al., 2021; Muhamad Amin et al., 2021). Discipline problems among these visual-impaired students can become more serious if mild disciplinary problems are not addressed appropriately while they are in school (Santibuan et al., 2021; Nor Diana et al., 2021; Zarina et al., 2021 Khairul et al., 2021; Rohani et al., 2021). As a result of the visual problems they face, various other misunderstandings may exist that can lead to the occurrence of larger disciplinary problems (Badaruddin et al., 2021; Abdul Rasid et

al., 2021). Therefore, this study was conducted to explore the disciplinary problems that are often done by students with visual problems.

Research Methodology

This study uses a qualitative approach in obtaining research data. Interview sessions were conducted involving 10 special education teachers randomly selected in the district of Batu Pahat, Johor, Malaysia. The interviews conducted were semi structured which involved some planned questions and some additional questions. The interview session lasted between 15-20 minutes per session. These sessions are conducted online using the Google Meet platform. Recordings were made when the interview session was conducted and a transcript was issued as soon as the interview was completed. At the end of the process, thematic analysis is performed to obtain the required data. The thematic analysis conducted involves three phases, namely open coding, axial coding and selective coding. These three phases were analyzed based on the transcripts of the interviews of the respondents involved. Results on selective coding became the theme and findings of this study.

Findings

As a result of the thematic analysis conducted, there are statements that form the view of manners among special needs pupils with visual impairment. Summaries of these statements are such as, impolite language, impolite gestures, intercourse between the sexes, associating with teachers and impolite behavior. The relevant statements have formed a specific code in the axial coding phase before a code is selected in the selective coding phase i.e. 'manners among special needs pupils with visual impairment' which is the main finding of the study. Table 1 shows a summary of the findings of this study.

Table 1: Thematic Process Analysis That Show the Manners among Special Needs Pupils With Visual Impairment

<i>Open coding</i>	<i>Axial coding</i>	<i>Selective coding</i>
D1, D2, D3, D4, D5, D6, D7, D8, D9, D10	impolite language	manners among special needs pupils with visual impairment
D1, D2, D4, D5, D6, D7, D8, D9, D10	impolite gestures	
D1, D2, D3, D4, D5, D6, D7, D10	intercourse between the sexes	
D1, D3, D4, D6, D8, D9, D10	associating with teachers	
D2, D3, D4, D5, D7, D8, D9	impolite behavior	

Based on Table 1, all respondents issued statements related to impolite language, nine respondents stated related to impolite gestures and eight respondents issued statements related to intercourse between the sexes. In addition, seven respondents stated related to associating with teachers and impolite behavior. All of these statements form the 'manners among special needs pupils with visual impairment' theme for selective coding.

Discussion

Based on the findings of this study, it can be explained that students with visual problems often have disciplinary problems. Respondents explained that, this disciplinary problem exists because students with visual problems have high delinquency, normal growth and lack of understanding related to the consequences and effects of their actions. Teachers in schools play a heavy role in exposing students to visual problems with the consequences and effects of their disciplinary actions. Some types of disciplinary offenses are committed because students feel that their actions are normal and do not have any offense. Respondents gave examples of disciplinary problems related to mixing of different genders between students with visual problems. In their observations, visual-impaired students conversed independently with peers of different genders. When conversing using sign language, they make contact with their friends of the opposite sex. This condition is considered common by students with visual problems. Therefore, they should be exposed more frequently in relation to the problem. In addition, students with visual problems also commit many offenses related to politeness and their communication with friends and teachers. With the nature of being too honest in issuing words and gestures, sometimes the words spoken are a bit less polite. The same goes for certain gestures that are also considered impolite. Again it exists because of the student's understanding of the act performed.

Conclusion

In conclusion, students with special needs still have space and opportunity to do disciplinary problems. As a special education teacher, it is very important in exposing students to the effects of committing disciplinary problems on themselves. Pupils with visual problems are especially likely to commit disciplinary offenses because they do not fully understand something. For example, aspects of communication and association between men and women. They have become accustomed to free association and already consider it not a crime. This problem

needs to be addressed immediately by special education teachers so that it does not become a more serious problem in the future.

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