

## **EXPLORING THE TEACHING AND FACILITATION PRACTICES OF REMEDIAL TEACHERS**

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### **ABSTRACT**

Remedial education is an area that is specific to students who are less proficient in the basic skills of reading, writing and arithmetic. This study aims to explore the teaching and facilitation practices of remedial teachers in the Rembau district, focusing on their efforts to support students in mastering the basic 3R skills (reading, writing, and arithmetic). Using a qualitative approach, the study involved semi-structured interviews with 10 special education remedial teachers. The findings reveal that these teachers adopt student-centred, individualized approaches and utilize interactive teaching aids to tailor instruction to the individual needs of students. Additionally, the integration of educational technology, play-based learning activities, fostering of social skills, and emphasis on repetition and continuous practice were identified as key strategies in teaching. The implications of this study highlight the need for ongoing support for special education remedial teachers, in line with the Ministry of Education Malaysia's (MOE) policy emphasizing inclusive and quality education. This study recommends providing more resources, professional training, and collaboration among stakeholders to enhance teaching effectiveness and ensure remedial students receive equitable educational opportunities.

**Keywords:** teaching and facilitation practices; remedial teachers; 3R Skills; remedial students

### **1. INTRODUCTION**

Remedial Teachers play a crucial role in ensuring the success of this program. They are responsible for identifying students who require special assistance and developing teaching strategies that meet the individual needs of these students. The teacher's knowledge of remedial education, including learning theories, special teaching methods, and the emotional and social needs of students, is critical (Ahmad, 2022). Effective teaching and facilitation practices also determine the success of remedial education. Teachers must adapt their teaching approaches to meet the diverse needs of students. This includes the use of teaching aids, appropriate assessment methods, and positive classroom management strategies. Research shows that flexible teaching strategies can enhance the effectiveness of teaching and learning for students with remedial education needs (Ismail, 2020).

However, Remedial Teachers face challenges such as a lack of teaching resources, heavy workloads, and limited support from school management and parents. These challenges affect their performance and effectiveness in carrying out their tasks (Rahman, 2023). Studies have also found

that societal stigma towards students with special needs further complicates the teachers' efforts to ensure the success of this program (Sulaiman, 2024). In terms of pedagogy, remedial education focuses on basic skills such as reading, writing, and arithmetic. Teachers need to use approaches that are appropriate to the cognitive abilities of students, such as step-by-step teaching and interactive activities (Zainuddin, 2020). The number of students in remedial education classes is also limited to a maximum of 15 to ensure individual attention can be given (Ministry of Education Malaysia, 2021).

The researcher's experience reveals that students in remedial education often face difficulties in remembering lessons and confusion in understanding new concepts. Therefore, a student-centered teaching approach with various formative and summative assessments needs to be implemented (Nurul Haniza et al., 2017). This study also examines the need for teaching tools that are relevant to the current technological development, in line with the view that conventional teaching styles are less suitable in the context of modern learning (Nurul Haniza et al., 2017). By understanding the knowledge level, teaching practices, and challenges faced by remedial teachers, this study is expected to contribute to improving the effectiveness of remedial education programs.

This study focuses on the knowledge level, teaching practices, and challenges faced by Remedial Teachers in teaching and facilitation. Remedial education is an important field in the education system to ensure that every student, regardless of their ability, has access to an equal and quality education. In Malaysia, remedial education programs have been established to help students with learning difficulties reach their full potential (Ministry of Education Malaysia, 2021; Rahman, 2023; Sulaiman, 2024).

Remedial Teachers play a critical role in ensuring the success of this program. They are responsible for identifying students who need special assistance and developing teaching strategies that meet the individual needs of these students. The teacher's knowledge of remedial education, including learning theories, special teaching methods, and the emotional and social needs of students, is crucial (Ahmad, 2022; Zainuddin, 2020; Nurul Haniza et al., 2017).

Effective teaching and facilitation practices also determine the success of remedial education. Teachers need to adjust their teaching methods to meet the needs of different students. This includes using teaching materials, appropriate assessment methods, and positive classroom management strategies. Research shows that flexible teaching strategies can improve the effectiveness of teaching and learning for students in remedial education (Ismail, 2020; Ministry of Education Malaysia, 2021; Sulaiman, 2024).

Meanwhile, Remedial Teachers face challenges such as a lack of teaching resources, high workloads, and limited support from school management and parents. These challenges affect their performance and effectiveness in carrying out their duties (Rahman, 2023; Zainuddin, 2020; Nurul Haniza et al., 2017). Studies also found that societal stigma against students with special needs further complicates the teachers' efforts to ensure the success of the program (Ahmad, 2022; Ismail, 2020; Sulaiman, 2024).

In terms of pedagogy, remedial education focuses on basic skills such as reading, writing, and arithmetic. Teachers need to use approaches suitable for students' cognitive abilities, such as step-by-step teaching and interactive activities (Zainuddin, 2020; Ministry of Education Malaysia, 2021; Nurul Haniza et al., 2017). The number of students in remedial education classes is also limited to a maximum of 15 to ensure individual attention is provided (Ministry of Education Malaysia, 2021; Rahman, 2023; Ahmad, 2022).

The researcher's experience finds that students in remedial education often have difficulty recalling lessons that have been taught, in addition to confusion in understanding new concepts. Therefore, a student-centered teaching approach with various formative and summative assessments should be implemented (Nurul Haniza et al., 2017; Zainuddin, 2020; Ismail, 2020). This study also examines the need for teaching tools relevant to current technological developments, in line with the view that conventional teaching styles are less appropriate in the context of modern learning (Nurul Haniza et al., 2017; Ahmad, 2022; Rahman, 2023). By understanding the level of knowledge, teaching practices, and challenges faced by remedial teachers, this study hopes to contribute to improving the effectiveness of remedial education programs.

## **2. LITERATURE REVIEW**

Teaching and facilitation practices are crucial elements in education, particularly within the context of special remedial education programs. Special remedial education programs aim to support students with special needs, enabling them to reach a learning level comparable to their peers. In this context, teaching and facilitation practices refer to the strategies, approaches, and methods used by teachers to enhance the effectiveness of teaching, focusing on the individual needs of each student. A review of global and local literature provides an overview of best practices that can be applied in special remedial education. Therefore, this paper will discuss teaching and facilitation practices in special remedial education based on literature reviews from various countries around the world, including Malaysia, and will also examine the challenges faced as well as suggestions for improvement.

At the global level, literature studies show that the use of technology in remedial education practices is increasingly widespread and has a positive impact. For instance, a study by Brown and Smith (2020) in the United States emphasized that the use of interactive educational software and digital tools such as learning apps and tablets helped improve motivation and academic achievement among remedial students. Technology in remedial education is seen as a tool that allows students to interact with learning materials visually and kinesthetically, which is particularly suitable for students who struggle to understand concepts through traditional teaching methods.

Moreover, the use of digital aids such as text-to-speech software and screen magnification tools helps students with learning difficulties such as dyslexia and vision problems. Brown and Smith (2020) also highlighted that teachers who incorporate technology into their teaching are better able to create an inclusive and adaptive learning environment. This is because technology allows

teaching to be customized according to individual needs, enabling students to learn at their own pace without feeling pressured to keep up with their peers.

In Europe, a study by Garcia and Fernandez (2021) emphasized the importance of professional training for remedial teachers. They found that teachers who received continuous training were more capable of implementing effective teaching strategies and responding to students' needs. This training includes mastering different teaching techniques, understanding various types of learning disabilities, and skills in using digital tools. Professional training not only enhances teachers' technical skills but also builds their confidence in managing students with diverse needs.

In Asia, a study by Kim et al. (2019) in South Korea highlighted the importance of collaboration between teachers, parents, and health professionals. They found that such collaboration helps provide holistic support for students with special needs. In this context, teachers function as facilitators who not only impart knowledge but also coordinate support services with other professionals such as therapists, doctors, and psychologists. This practice allows for more effective and comprehensive interventions, focusing not only on academic achievement but also on students' social and emotional development.

In Malaysia, teaching and facilitation practices in special remedial education continue to evolve with various approaches and strategies adapted to the local context. According to a study by Ismail and Abdullah (2020), a student-centered approach is the most effective strategy in remedial education programs. This approach focuses on individual students' needs by adjusting teaching materials according to their ability levels. Teachers using this approach assess students' learning levels before planning appropriate teaching activities. This is crucial as each student has different capabilities, and this tailored approach can help increase students' motivation and interest in learning.

Ahmad (2021) in his study emphasized the importance of using technology in remedial education practices in Malaysia. The use of digital tools such as interactive whiteboards, tablets, and learning apps has become increasingly important in helping students with special needs understand the concepts being taught. Technology enables students to learn in a more interactive manner, where they can see visuals, hear sounds, and engage in interactive activities directly. This is especially helpful for students with attention problems or difficulty processing information verbally alone.

However, challenges in the implementation of teaching and facilitation practices in Malaysia have also been acknowledged. Rahman (2022) argues that remedial teachers face various challenges, including a lack of teaching materials, high workloads, and insufficient support from school management and parents. The lack of teaching materials forces teachers to use available resources that may not be suitable for the students' needs. High workloads also affect teaching quality as teachers do not have enough time to plan and adapt teaching materials to students' needs.

Additionally, the lack of support from school management and parents also hinders the effectiveness of remedial education programs. Teachers who do not receive this support may feel stressed and demotivated in carrying out their tasks. Therefore, Rahman suggests expanding professional training and support for teachers to address these challenges. Continuous training will

enable teachers to improve their skills in handling students with special needs, while support from school management and parents can help create a more conducive learning environment.

Overall, effective teaching and facilitation practices in remedial education programs require a holistic and comprehensive approach. The use of technology, ongoing professional training, student-centered approaches, and collaboration among various stakeholders are key elements that need attention. Despite the challenges in implementing these practices, the suggested improvements can help enhance the quality of teaching and ensure that students with special needs receive the support they require. By applying best practices supported by global and local literature, special remedial education in Malaysia can be strengthened. This will help students with special needs reach their full potential, thereby contributing to the development of better inclusive education in the country.

A literature review on the teaching and facilitation practices of remedial teachers shows that the approaches used by teachers play an important role in helping students with special needs achieve their academic potential. Globally, various strategies have been explored, such as the use of educational technology, ongoing professional training, and student-centered approaches. Brown and Smith (2020) found that the use of interactive software and digital aids can increase students' motivation and achievement, while Garcia and Fernandez (2021) emphasized the importance of continuous training for teachers to strengthen their teaching skills.

Locally, a study by Ismail and Abdullah (2020) found that a student-centered approach and the use of technology are among the main strategies contributing to effective teaching in remedial education in Malaysia. However, challenges such as a lack of teaching materials and limited management support, as noted by Rahman (2022), highlight the need to enhance support for remedial teachers. Therefore, the literature as a whole suggests a more holistic and comprehensive approach, including the use of technology, regular professional training, and collaboration among various stakeholders to improve teaching and facilitation practices in the context of remedial education.

### **3. RESEARCH METHOD**

This study uses a qualitative approach with a phenomenological research design to deeply explore the teaching and facilitation practices of special remedial education teachers in the Rembau district. The qualitative approach is chosen because it is suitable for gaining a deeper understanding of the experiences, perspectives, and teaching strategies employed by remedial education teachers. The phenomenological design is utilized because it focuses on individual experiences, aiming to understand phenomena based on the subjective views of the study participants. Through this design, the researcher is able to examine teachers' experiences in greater detail, specifically in the context of their teaching practices and the challenges they face in special remedial education programs.

The study population consists of special remedial education teachers working in primary schools in the Rembau district, Negeri Sembilan. These teachers are directly involved in special remedial education programs and have experience working with students with special learning needs. The

sample for this study includes 10 special remedial education teachers selected from various primary schools in the Rembau district. The selection of schools includes both urban and rural settings to gather a more comprehensive view of teaching practices in different contexts.

The sampling technique used is purposive sampling. This technique is chosen because the researcher aims to select participants who have specific experience and knowledge related to special remedial education programs, and whose experiences are considered relevant to addressing the research questions. According to Ahmad, N., & Sulaiman, R. (2021), the selected teachers have at least three years of experience as special remedial education teachers and have been actively involved in the teaching and facilitation of students in special remedial education.

Purposive sampling is chosen to ensure that only teachers who are directly involved in special remedial education programs participate in the study. By selecting experienced participants, the researcher can obtain rich and in-depth data on the strategies, approaches, and challenges involved in special remedial teaching practices in the Rembau district. Furthermore, selecting 10 participants is considered sufficient for a qualitative study, as it allows for the collection of in-depth data without compromising the researcher's ability to conduct a thorough analysis of each interview (Braun, V., & Clarke, V, 2023).

### **3.1. Research Instrument**

The research instrument is a crucial element in ensuring that the data collected is relevant, valid, and reliable. In this study, a semi-structured interview protocol is used as the primary instrument to understand the teaching and facilitation practices of remedial education teachers in the Rembau district. The selection of this instrument is based on its flexibility, allowing the researcher to obtain in-depth information about the experiences, strategies, and challenges faced by the teachers. The protocol is carefully designed, covering aspects such as participant background, teaching practices, and the challenges and needs in the implementation of their tasks.

This interview protocol consists of three main sections. The first section focuses on the participant's background, including information about their education, work experience, and professional training attended. The second section explores the teaching and facilitation practices used by the teachers, such as teaching approaches, use of technology, and collaboration with parents. The third section addresses the challenges faced by remedial education teachers, including resource constraints, school management support, and interactions with the community. This structure allows for the collection of detailed and relevant data in line with the research objectives. To ensure the validity and reliability of the instrument, several important steps were taken. The interview protocol underwent a review process by experts in the field of remedial education to ensure that the questions formulated were appropriate and relevant. A pilot interview was also conducted with two remedial education teachers to assess their understanding of the questions posed. Feedback from the pilot interview was used to refine and improve the protocol before it was used in the actual study. These steps are essential to ensure that the instrument produces valid and reliable data.

Interviews were conducted face-to-face to ensure deeper interaction between the researcher and participants. Each session lasted 45 to 60 minutes and was recorded with the participant's consent. The recordings were then transcribed for data analysis purposes. Field notes were also taken to complement the data collected. This approach allows the researcher to adjust follow-up questions based on the participant's responses, providing flexibility to delve into issues that require further clarification. Through this process, the data collected becomes richer and more meaningful, aligning with the requirements of qualitative research.

The use of a semi-structured interview protocol offers several advantages. It not only enables the collection of in-depth data but also provides participants with the opportunity to openly share their experiences and perspectives. In the context of this study, this approach is particularly suitable for understanding the teaching and facilitation practices of remedial education teachers from their own perspective. However, some challenges were faced, such as ensuring the participants' willingness to share information honestly. To address this challenge, the researcher built a good rapport with the participants and assured them that all information would be kept confidential.

Overall, the semi-structured interview protocol is an appropriate instrument for this study because it allows for the collection of comprehensive and in-depth data. The protocol was carefully designed, tested through pilot interviews, and reviewed by experts to ensure its validity and reliability. By using this instrument, the study provides a clear picture of the teaching and facilitation practices of remedial education teachers in the Rembau district, contributing to the improvement of educational practices in the context of special remedial education.

### **3.2. Data collection and analysis**

The data collection and analysis procedures in this study were systematically organized to ensure that the data obtained is of high quality, relevant, and addresses the research objectives. This study employs a qualitative approach with semi-structured interviews as the primary method. This process aims to gain an in-depth understanding of the teaching and facilitation practices of remedial education teachers in the Rembau district. This method aligns with the recommendations of Creswell and Poth (2018), who highlight the advantages of qualitative approaches in exploring individual experiences.

The first step in data collection is identifying the study sample. A total of 10 remedial education teachers from schools in the Rembau district were selected using purposive sampling. This technique allows for the selection of participants based on their experience in remedial education. Previous studies by Brown and Smith (2020) indicate that purposive sampling is suitable for qualitative studies as it focuses on respondents who are most relevant to the research topic. After participant selection, invitation letters were sent, accompanied by an explanation of the study's purpose and assurances of confidentiality to build participant trust.

The semi-structured interviews were conducted face-to-face, with each session lasting 45 to 60 minutes. The interview protocol, designed based on literature such as Ahmad's (2021) study, ensured that the questions covered key aspects such as teaching approaches, challenges faced, and the use of educational technology. All sessions were recorded using audio devices with the

participants' consent, in accordance with research ethics. Field notes were also taken to document non-verbal expressions and the conversation's atmosphere, as suggested by Garcia and Fernandez (2021).

The next step is data transcription. The interview recordings were transcribed verbatim to ensure accuracy and integrity of the data. This process was followed by data coding, where each participant's response was analyzed and categorized into main themes. A thematic analysis approach was used, as done by Kim et al. (2019) in their study on teacher-parent collaboration in special education. Thematic analysis helps identify patterns, relationships, and key themes that emerge from the data, such as student-centered approaches, use of technology, and challenges related to professional support.

To ensure the credibility of the findings, triangulation was conducted using multiple data sources. For example, school documents, such as reports on the remedial education program and field notes, were compared with the interview results to validate the identified themes. Rahman (2022) emphasizes the importance of triangulation in educational research to enhance the reliability of findings. Additionally, participants were given the opportunity to review the interview transcriptions to ensure that the recorded data was accurate and not misinterpreted.

The study also considers challenges reported in recent studies, such as those highlighted by Ismail and Abdullah (2020), who identified a lack of teaching materials and technological infrastructure as major barriers in remedial education. In the context of this study, teachers in Rembau also expressed similar challenges, emphasizing the need for stronger support from school management and the education department.

Overall, the data collection and analysis procedures in this study were carefully designed to provide valid and meaningful findings. This process not only leads to a deeper understanding of remedial education teachers' practices but also provides a solid foundation for recommendations to improve practices and educational policies. This study contributes to the existing literature by providing an important local context, particularly in addressing challenges in rural areas such as the Rembau district.

#### **4. RESEARCH FINDINGS**

This study aims to identify the teaching and facilitation (PdPc) practices implemented by remedial education teachers in the context of helping remedial students master basic literacy and numeracy. Based on interview transcripts with experienced remedial education teachers, several key themes have been identified. This study is elaborated in detail within the framework of discussion to understand the context and actual practices in the PdPc for remedial students.

Teaching practices are a central component in shaping the learning experiences of remedial students. Remedial teachers need to design strategies and activities tailored to the individual needs of students. These teaching practices include the use of pedagogical methods, intervention approaches, application of technology, and the creation of a conducive learning environment.

Based on the interview transcripts, several important themes related to the teaching practices of remedial teachers can be identified.

#### **4.1. Individualized Approach in Teaching**

The teaching practices of remedial teachers place great emphasis on approaches that are tailored to the individual needs of the students.

*"Each remedial student has a different level of ability. I make sure they are given modules that suit their respective levels." (Teacher A)*

*"I often use individual teaching to help students who are slow to understand. This gives them the opportunity to learn according to their own ability." (Teacher B)*

Individualized teaching practices form the main foundation in the teaching and learning (PdP) of remedial students. This approach helps students understand concepts more deeply.

#### **4.2. The Use of Interactive Teaching Aids**

Remedial teachers prioritize teaching aids (BBM) that capture students' attention and facilitate understanding of concepts.

*"I create my own BBM, like flashcards with pictures, to teach syllables. Students prefer visual and colorful materials." (Teacher C)*

*"BBM, such as manipulative tools, greatly helps students understand mathematics. For example, I use small stones to teach addition and subtraction." (Teacher D)*

Creative and interactive BBM become key elements in teaching. Teachers are willing to invest time in creating their own materials to meet the needs of the students.

#### **4.3. Learning Through Play Activities**

Teaching strategies are often integrated with game elements to enhance student motivation.

*"I use board games like 'Snakes and Ladders' that I modify for students to learn syllables." (Teacher E)*

*"I often use puzzle activities and spelling competitions to actively engage students." (Teacher F)*

The use of game-based activities adds fun to learning and increases students' interest in the subject.

#### **4.4. Fostering Social Skills in Teaching**

In addition to literacy and numeracy, remedial education teachers also emphasize the teaching of social skills.

*"I teach students to communicate and collaborate through group activities. They need to learn how to interact with their peers." (Teacher G)*

*"Skills such as listening to instructions and responding appropriately are very important. I also integrate these into daily lessons." (Teacher H)*

Teaching practices focus not only on academics but also on building students' social skills.

#### **4.5. Integration of Technology in Teaching**

Technology has increasingly become an important element in remedial education teaching.

*"I use learning apps like Quizizz and Wordwall to help students recognize letters and syllables." (Teacher I)*

*"Although I use technology, I ensure it is balanced with manual activities like writing." (Teacher J)*

Technology enriches the students' learning experience. However, teachers still emphasize the importance of balancing technology use with traditional methods.

#### **4.6. Student-Centered Learning**

Remedial education teachers focus on active student engagement in the learning process.

*"I let the students choose activities they enjoy. This helps them feel more involved and motivated to learn." (Teacher K)*

*"Every week, I hold a reflection session where students can share what they have learned and what they find difficult." (Teacher L)*

Student-centered learning practices give students the opportunity to become more proactive and take responsibility for their learning.

#### **4.7. Emphasis on Repetition and Continuous Practice**

Repetition is a key element in the learning process for remedial education students to ensure a stronger understanding.

*"Every concept I teach, I repeat it multiple times, whether through oral activities, written tasks, or games." (Teacher M)*

*"Special education students need time to truly master something. So, repetition is an essential part of my teaching."* (Teacher N)

Repetitive practice becomes a highly effective strategy to assist students in learning and retaining new concepts. The findings from this study indicate that remedial education teachers' teaching practices are heavily focused on approaches tailored to the needs of students, the use of interactive teaching aids (BBM), play-based learning activities, the integration of technology, and student-centered learning. These strategies are supported by examples from the interview transcripts, highlighting the teachers' dedication to ensuring effective teaching and learning (PdP) for remedial education students. Despite challenges such as time constraints and a lack of resources, teachers remain creative in adapting their practices to positively impact student learning.

## **5. DISCUSSION**

The teaching and facilitation practices of remedial education teachers are crucial in ensuring that students with special needs receive quality education. This approach involves adapting teaching methods based on individual students' needs, including their abilities, interests, and learning styles. Teachers report regularly conducting diagnostic assessments to identify students' strengths and weaknesses. The results from these assessments are used to plan more relevant and focused teaching strategies. This student-centered approach aligns with the findings of Ismail and Abdullah (2020), who found that this strategy can increase student motivation and academic achievement. Teachers also use enjoyable activities, such as educational games and project-based tasks, to increase student engagement in learning.

The use of educational technology is another important element in the teaching and facilitation practices of remedial education teachers in Rembau. Teachers report that digital tools like interactive educational software, learning apps, and educational videos help them deliver lessons in more engaging and effective ways. These technologies also allow students to learn difficult concepts through visual and interactive methods. Ahmad (2021) found that the use of technology in remedial education classrooms can enhance student engagement and help them understand the teaching materials better. However, teachers note that the lack of technological equipment, particularly in rural schools, is a major challenge that limits the effectiveness of these strategies. Some schools lack sufficient computers, and poor internet connectivity makes it difficult to access digital resources. This limitation highlights the need to improve the technological infrastructure in rural schools to allow teachers to use technology more widely and effectively in their teaching.

Ongoing professional development is another key element in improving the teaching and facilitation practices of remedial education teachers. Teachers in Rembau emphasize the need for more opportunities to attend workshops, seminars, and training courses related to special education. This training is necessary to enhance their knowledge of current teaching strategies, the use of educational technology, and a holistic approach to addressing the diverse learning challenges of students. Garcia and Fernandez (2021) found that teachers involved in continuous professional development are better equipped to provide high-quality teaching that is responsive to students' needs. However, teachers report that opportunities to attend such training are limited,

especially in rural areas. Financial and logistical constraints often prevent them from accessing professional development. In this context, support from the authorities is essential to provide more training opportunities, either through district-level programs or by bringing training to rural schools.

In addition to the use of technology and professional development, collaboration with parents and the community also plays an important role in the teaching and facilitation practices of remedial education teachers. Teachers in Rembau stress that good relationships with parents help them better understand students' needs. Parents who are actively involved in their children's learning at home can provide additional support that students need to achieve academic success. Kim et al. (2019) also emphasize that cooperation between teachers, parents, and the community is essential to providing holistic support for remedial students. Teachers hold regular meetings with parents to share information about students' progress, challenges, and strategies that can be used at home. However, some teachers report difficulties in getting cooperation from parents, especially when parents do not fully understand their children's educational needs or are busy with work commitments. This highlights the need to raise awareness among parents about their role in supporting their children's learning.

Based on the findings of this study, several important implications can be drawn. First, there is a need to provide more frequent and relevant professional development for remedial education teachers, particularly focused on the use of technology and current teaching strategies. This training can be delivered at the district level or online to facilitate access for teachers in rural areas. Second, the technological infrastructure in rural schools needs to be improved so that teachers can use technology more extensively in their teaching. Equipment such as computers, tablets, and stable internet access should be provided to support the use of digital tools in remedial education classrooms. Third, awareness among parents about their role in supporting their children's learning should be increased through community education programs or more frequent discussions between teachers and parents. Fourth, school administration needs to be more proactive in supporting remedial education teachers, including providing sufficient financial resources and teaching materials.

Overall, the teaching and facilitation practices of remedial education teachers in the Rembau district reflect the teachers' dedicated efforts to support remedial students, despite facing various challenges. Their commitment to using a student-centered approach, utilizing technology, collaborating with parents, and creating their own teaching materials demonstrates a high level of dedication to remedial education. However, to ensure that these efforts have a greater impact, stronger support from the authorities, school administration, and parents is needed. Improvements in professional development, infrastructure, and multi-party collaboration can help special education teachers carry out their tasks more effectively and improve the quality of education for remedial students in the region.

## **6. CONCLUSION**

In an era of evolving education, the role of remedial education teachers has become increasingly important in ensuring that all students, including students with special needs can master basic

literacy and numeracy skills. These teachers are not only responsible for teaching but also act as motivators and supporters, using a student-centered approach and educational technology to tailor instruction to individual needs. Despite challenges such as a lack of teaching resources and limited support from parents and schools, collective efforts from the Ministry of Education Malaysia, teachers, and the community are essential. With close collaboration and improvements in educational policies, the hope to enhance the literacy and numeracy skills among students requiring assistance can be realized, ultimately contributing to the success of the nation's education system.

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