INCLUSIVE EDUCATION PROGRAM: THE ROLE OF STUDENT MANAGEMENT ASSISTANTS (PPM) IN THE TEACHING AND LEARNING PROCESS

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ABSTRACT

Assigning a greater role to the Student Management Assistant (PPM) in the teaching and learning process of Inclusive Education needs to be considered by those interested in its implementation, especially in the aspect of being an MBPK companion throughout the inclusive class. However, various things need to be looked at so that the competence of PPM as a support service in the teaching and learning process of Inclusive classes can be relevant and successfully implemented to help overcome the issues that exist in the implementation of Inclusive Education. Therefore, this study was carried out based on the objectives of identifying the PPM context that supports MBPK at PPI as well as knowing the level of PPM knowledge concerning the core competencies of educating MBPK at PPI, besides seeing the need for further training for the field of PPM duties. The research methodology is descriptive quantitative research using the survey method. The instrument was distributed to 100 PPM Special Education students in the Pasir Gudang district, Johor. The data were analysed using the Statistical Package for the Social Sciences (SPSS) software version 26. The findings showed that the level of knowledge in aspects of PPM tasks in PPI management was high. There was also a significant relationship between the level of readiness and PPM efficiency for MBPK management in PPI in addition to the need to strengthen training aspects for PPM efficiency.

Keywords: student management assistant, support services, training needs

1. INTRODUCTION

An effective teaching and learning process for Inclusive Education (PI) requires teachers to create the most comfortable conditions for inclusive learning. It aims to facilitate the delivery of knowledge, skills and the formation of attitudes, values and behaviour. This is in line with the principles of Education for All outlined by the United Nations Educational, Scientific and Cultural Organisation (UNESCO) to ensure that the right to education is accepted by all levels of education for people with special educational needs. Nevertheless, support services are important in teaching and learning strategies for the effective implementation of PI. In Australia, the involvement of support services by Teacher Assistants in the implementation of PI help students carry out their tasks under the supervision of inclusive education teachers. According to the study, teacher assistants support the work planned and established by teachers by facilitating the learning of students who need support (Butt Rosemary, 2016; 2017). This is also supported by the study of Viktorin (2018) from the literature analysis in the Czech

Republic which found that the intensive cooperation of a teacher's assistant, systematic preparation for lessons and collective evaluation of the assistant's previous work are the most important prerequisites for effective performance.

Meanwhile in Malaysia, the Malaysian Ministry of Education (KPM) has introduced the Inclusive Education Program (PPI) based on the Zero Rejection Policy through the concept of education for all. This policy supports the Education (Special Education) Regulations (2013). PPI is a term used for mainstreaming Special Education Needs Students (MBPK) where they are placed in the mainstream class. According to Ang and Lee (2018) in Abdullah (2020), the purpose of PPI is to provide opportunities for MBPK to access quality education as obtained by typical students in the mainstream so that MBPK can interact with members of the school community without discrimination. However, the difference in its implementation in Malaysia is that PPI teaching and learning activities only involve inclusive teachers and support services for accompanying teachers. Through the Inclusive Education Program Guidelines for Pupils with Special Needs (2018), there are four modules developed for the implementation of PPI, namely the Teacher Module, the Parent Module, the Inclusive Friend Module and the MBK Co-Curriculum Module. However, there is no specific module for the involvement of PPM in assisting the implementation of PPI.

Several studies proved the involvement of PPM as a support service in helping the implementation of PPI by helping students carry out their tasks under the supervision of PPI teachers in the teaching and learning process. A specific module needs to be developed to ensure that the implementation of PPM in PPI can be implemented. Teacher assistants help support the work planned and established by teachers by facilitating the learning of students who need support (Butt Rosemary, 2016; Viktorin, 2018). PPM can play a proactive role as a facilitator who ensures that support is available to students to complete their tasks independently. However, to ensure that this implementation achieves its goals, special selection is required for those with academic qualifications, experience and appropriate training for effective guidance methods for MBPK. Based on the Competency Standard for Pupil Management Assistant (Special Education) of the Malaysian Ministry of Education (2019), it was found that the role of PPM is appropriate in helping to overcome the unpreparedness and constraints faced by inclusive teachers. The involvement of PPM in teaching and learning (PdP) can help reduce the workload of inclusive teachers in monitoring PdP activities, besides aiding inclusive teachers in preparing materials and tools for MBPK. In addition, PPM who have served for a long time have experience and close relationships with MBPK in controlling the situation and constraints that exist among the students. Therefore, the method of a collaborative approach can be used for problems related to the constraints of inclusive teachers in ensuring that PdPc PPI can be implemented.

1.1. Study Objectives

The importance of this study is in examining the contribution of PPM in the teaching and learning process for PPI to allow the improvement of the level of knowledge and training requirements for ensuring that more detailed roles can be formulated and implemented, as well as ensuring that PPI can be implemented more effectively. Therefore, the objectives of this study are:
  i.   Identify the PPM context that supports MBPK in PPI.
  ii.   Examine the PPM's level of knowledge about the core competencies of educating MBPK at PPI.

iii.   Observe the need for further training for PPM duties.

1.2. Research Hypothesis

Ho: There is no significant relationship between the level of readiness and the efficiency of PPM for the management of MBPK in PPI.

2. LITERATURE REVIEW

2.1. Inclusive Education Program (PPI)

The Inclusive Education Program (PPI) is a term used for mainstreaming, which means that MBPK is placed in the first class. According to the study by Chauhan and Mantry (2018), Inclusive Education (PI) is the process of addressing and responding to the diversity of needs through increased participation in learning, culture and community and reducing exclusion in education. According to the Guidelines for Inclusive Education for Students with Special Educational Needs, Special Education Division, KPM (2013) PPI in Malaysia is implemented through two methods, namely full inclusive and partial inclusive involving MBPK together with mainstream students in all-day schools. According to Tin and Wah (2018) in Noor Syahira and Mohd Mokhtar Tahar (2022), partial inclusiveness is when students with special education only need to follow a few specific subjects in mainstream classes such as Malay, Mathematics and Physical Education subjects. Whereas, for full inclusion, students with special needs will fully follow teaching and learning (PdP) in mainstream classes. The implementation of PPI in the education system is seen to bring good benefits, especially to MBPK. According to Nor Aini (2014) in Palaniandy and Mohd Yasin (2021), inclusive education allows MBK to learn and socialise in addition to enabling them to sit for public exams to expand their potential. However, it was found that there are also obstacles to inclusive education and in the assessment and understanding of various stakeholders including inadequacies in policy and legal support, resources and facilities, specialised staff, teacher training, pedagogical techniques, flexible curriculum, supportive leadership and cultural attitudes (Ali & Mohamad Nasri., 2021)

2.2. PPI implementation in the teaching and learning process

The Inclusive Education Program (PPI) requires comprehensive implementation from various aspects including designing schools, programs, classrooms and learning measures for all children to learn and participate. It includes finding teaching methods to actively involve students in building mutual respect, relationships and peers among themselves and between teachers and children in the classroom setting. However, in the implementation of this PPI, there are various issues involving inclusive teachers, especially during the teaching and learning process. Jalaluddin and Tahar (2022) discovered that teachers lack knowledge related to planning the PPI teaching and learning process. Meanwhile, in the study of Salleh (2018), the pedagogical knowledge aspect of resource teachers was found inclusive. Therefore, a collaborative teaching strategy is imperative to design cooperation in the implementation of the teaching and learning process. According to Haris and Khairuddin (2021), inclusive pedagogy is a teaching strategy that can help provide opportunities for equality in the same learning to all students in the classroom. This is supported by the study of Indek and A. Hamid (2022) stating that the implementation of teaching without a strategy creates issues and has an impact on teacher job satisfaction. The issue of ineffective inclusive implementation is not only due to aspects of knowledge and appropriate inclusive teaching methods but also depends on

the readiness of a teacher in terms of attitude, skills and knowledge as well as the teaching methods practised. According to the study by Ling and Omar (2022), teachers with a high level of education can adapt the curriculum and diversify inclusive teaching activities in the classroom. Ensuring more effective PI classroom management requires the practice of collaboration between various parties in the class on the pedagogy used by teachers to help increase the effect of MBPK achievement. The results of previous studies proved that there is an increase in the effect of MBPK achievements on the pedagogy used by teachers. This can be seen when group learning methods have been used in the teaching phase to increase social interaction among students with special needs (Maarof & Jalaluddin., 2019). These results are also supported by Lee and Sailajah (2018) in Abdullah, H. (2020), suggesting that the collaboration of special education teachers and mainstream teachers is very important in making inclusive education programs a success. This is because special education teachers sometimes have different perceptions than mainstream teachers about the placement of MBK in mainstream classes. The sharing of views and exchange of information helps to provide appropriate teaching methods and strategies to MBPK.

2.3. The role of PPM supports PPI

In general, it can be seen that the role of Student Management Assistant (PPM) is responsible for the provision of support services including self-management, MBPK behaviour management, correspondence and provision of teaching aids in the classroom, among others. According to Janon and Abdul Khaiyom (2020), PPM in Malaysia not only comprise university graduates and have minimal theoretical knowledge about early childhood. While according to the Education Services Commission (SPP) (2020), Student Management Assistant (PPM) is a service scheme in the administrative and support group of the Education Services Commission (SPP), which requires a minimum qualification in the Malaysian Certificate of Education (SPM). According to the Pupil Management Assistant Competency Standard (Special Education) of the Malaysian Ministry of Education, KPM (2019) stated that PPM duties, from the aspect of student learning management, consist of student learning management during Teaching and Learning (PdP) sessions, student or class hygiene and safety management and mobility management students. In an overseas study by Turko and Nos (2020), the role of a teacher's assistant is to help teachers prepare the curriculum in preschool and secondary education institutions. The work direction of the student management assistant is seen as having the ability to help children with special needs in their educational needs and carry out pedagogical activities. Slater and Gazeley (2018) mentioned that support in the classroom involving teacher assistants is carried out in the context of classroom control, which is by supporting students individually or in groups, implementing the practice of task sharing and reflective cooperation between student management assistants and teachers. It is a form of partnership in an approach to support the learning process. As stated by Abdulqader (2020), PPM provides support through their role to the needs and workload of teachers as well as other support they can provide to each student directly. The support service in the class is to support learning with students directly through intervention activities such as giving work assignments individually and in groups. Meanwhile, according to M. F. Giangreco (2021) in his study, it was stated that there will be problems if there is dependence on teacher assistants in carrying out inclusive education. In addition to that, the aspect of improving pedagogical training and knowledge needs to be applied to go along with inclusive teachers' teaching methods.

3. METHODS

3.1. Study design

This study used a descriptive quantitative research method through a survey to examine the Inclusive Education Program: The Role of Student Management Assistants (PPM) in the Teaching and Learning Process. According to Chua (2011) in Kean Hua (2016), non-experimental studies can be divided into survey studies, field studies, case studies, action studies and historical studies. According to him, survey research refers to the collection of data directly from the subject group using research questions through oral or paper and pencil questionnaires. Therefore, this method was chosen as it can see the context of PPM tasks that support PPI, identify the level of knowledge and see the training needed through the use of this questionnaire.

3.2. Study Sampling

According to data obtained from the Special Education section, Pasir Gudang District Education Office, the study population consisted of PPKI Pupil Management Assistants (PPM) working in schools in the Pasir Gudang district, Johor totalling 103 people. Therefore, the sampling done was referred to the sample size determination table adopted from the Krejcie & Morgan (1970) table. Through the table, the total sample selected was 100 people. Table 1 illustrates the profiles of study respondents.

Table 1. Background Profile of Respondents

Item	Item Details	Frequency	Percentage %
Gender	Male	3	3.0
	Female	97	97.0
Duty District	Johor Bahru	22	22.0
	Pasir Gudang	78	78.0

3.3. Study Instrument

The research instrument used is a questionnaire instrument adapted from the Practice of Personnel Needs in Special Education (Council for Exceptional Children) (2022) and modified based on the Pupil Management Assistant Task List by KPM (2016). Questionnaires were distributed to PPMs through the google form sent via the official WhatsApp application of the Special Education Student Management Assistant in the district of Pasir Gudang, Johor. This questionnaire included three parts, namely: Part A (Demographics) totalling seven questions to find out the background of the respondent. Part B, which is the Knowledge Level Construct, totalled 14 questions to see the need for further training across knowledge for the PPM task area. Meanwhile, Part C, known as Task Construct, has a total of 11 questions to see the context of the PPM task that supports MBPK in the implementation of PPI. This questionnaire used a 3-choice Likert scale.

3.4. Pilot Study

According to Merriam (2009), the pilot study is carried out to obtain confirmation of the level of reliability of a questionnaire so that the findings are valid and reliable. This pilot study was conducted in a school that runs the Special Education Program for Integration (PPKI) in the Kota Tinggi district, Johor. A total of 30 respondents were involved in which the questionnaire was distributed through the Google form in the official PPKI Student Management Assistant group in Kota Tinggi District, Johor. Based on the pilot study conducted, some questionnaire items were dropped due to the repetition of questions. The instrument was then validated, yielding a high validity and reliability with a Cronbach alpha value of 0.92.

3.5. Validity and Reliability

According to Fraenkel Jack and Norman (1996) in Jasmi (2012), validity is defined as the appropriateness, truthfulness, meaningfulness and usefulness of instruments that allow the data to be inferred. Validity also means the agreement between two attempts to measure the same trait maximally with different methods (Campbell & Fiske, 1959). Whereas reliability is a concept that refers to the consistency and stability of measurement, measuring tool, study or questionnaire across time against an idea. Reliability aims to know whether the measure gives the same answer when it is used to measure the same concept to the same population, sample or respondent (Sabitha Marican, 2005 in Jasmi, 2012). This instrument was adapted from the practice of the Personnel Needs Study in Special Education (Council for Exceptional Children) (2022) and modified based on the Pupil Management Assistant Task List by KPM (2016). This instrument comes in the English version. Hence, the researcher asked a translator who is the Head of the English Language Committee serving for more than 15 years at Sekolah Kebangsaan Datuk Usman Awang, Kota Tinggi Johor to check the translation and correct the grammar of the instrument for face validity. Meanwhile, the content validity check was made by a lecturer at the Faculty of Education, Universiti Kebangsaan Malaysia (UKM) to help validate the content of the instrument. Data analysis was done by performing descriptive analysis and inferential analysis. Descriptive analysis was used to look at demographics, knowledge levels and training needs. Calculations of mean, percentage, frequency and standard deviation were employed in this study. This analysis is appropriate based on Hartley's (2013) view that the mean plays a role in providing a clear picture of a problem. Level interpretation for mean and training was determined in three levels. Table 2 shows the level interpretation for the mean value to assess the level of knowledge and training needs. Meanwhile, the inference analysis was carried out to see the level of PPM knowledge concerning the core competency of educating MBPK at PPI. Pearson's Correlation Test was performed to observe the relationship between the level of readiness and the efficiency of PPM for the management of MBPK in PPI. Analysis of items of the questionnaire instrument was done using the Statistical Package for the Social Sciences (SPSS) software version 26.

Table 2. Interpretation of Mean Score

Level of Implementation	Min Score
Low	0 - 1.0
Medium	1.1 - 2.0
High	2.1 - 3.0

Modified from Mohd Sahandri et al. (2013)

4. RESULTS

4.1. The level of knowledge of PPM's field of work regarding PPI teaching and learning

Research findings for objective (i) Looking at the context of PPM's field of knowledge in supporting MBPK at PPI resulted in a mean value = 2.43, SP = 0.32. This shows that the level of knowledge in aspects of PPM tasks in PPI management is high based on the knowledge construct as shown in Table 3.

Table 3. The level of knowledge of PPM's field of study on PPI teaching and learning

Item	Frequency	Percentage %	Standard deviation	Mean
Experience guiding students with special educational needs (MBPK) in the Inclusive Education Program (PPI)	L = 11 M = 59 H = 30	11.0 59.0 30.0	0.61	2.19
I am aware that each MBPK has its own potential	L = 1 M = 49 H = 50	1.0 49.0 50.0	0.52	2.49
I am ready to help MBPK in any academic and extracurricular activities	L = 0 M = 28 H = 72	0 28.0 72.0	0.45	2.72
I understand the meaning of the Inclusive Education Program (PPI)	L = 0 M = 47 H = 53	0 47.00 53	0.50	2.53
This Inclusive Education Program (PPI) can reveal the inclusive implementation of MBPK to teachers and administrators	L = 2 M = 38 H = 60	2.0 38.0 60.0	0.53	2.58
All MBPK categories are eligible to follow the Inclusive Education Program (PPI)	L = 11 M = 68 H = 21	11.0 68.0 21.0	0.56	2.10
PPI does not increase the burden of PPM if all parties perform their respective roles and responsibilities	L = 3 M= 44 H= 53	3.0 44.0 53.0	0.56	2.50
I am willing to help teachers produce Teaching Aids (ABM) and Teaching Aids (BAB) for PPI	L= 0 M= 36 H= 64	0 36.0 64.0	0.48	2.64
I am willing to collaborate with teachers in MBPK teaching and learning activities at	L= 4 M= 31	4.0 31.0	0.56	2.61

PPI	H= 65	65.0		
I have knowledge in MBPK self-management	L= 5 M= 46 H= 49	5.0 46.0 49.0	0.59	2.44
I have knowledge in MBPK behaviour management	L= 4 M= 52 H= 44	4.0 52.0 44.0	0.56	2.40
I have ICT knowledge in teaching and learning activities in the classroom	L= 6 M= 73 H= 21	6.0 73.0 21.0	0.50	2.15
Inclusive teachers need to discuss with PPM teaching strategies for MBPK	L= 12 M= 62 H= 26	12.0 62.0 26.0	0.60	2.14
MBPK needs peer support in Inclusive classes to improve social skills	L= 2 M= 37 H= 61	2.0 37.0 61.0	0.53	2.59
Overall			**0.32**	**2.43**

4.2. The relationship between the level of readiness and PPM efficiency for the management of MBPK in PPI

For objective (ii) Knowing the level of PPM knowledge about the core competency of educating MBPK at PPI, the findings are based on the results of the Pearson Correlation inference analysis as in Table 4. The findings showed a positive point value where the value of r = 0.53, (P < 0.05). Therefore, the Null hypothesis was rejected. This shows that there is a significant relationship between the level of readiness and PPM efficiency for the management of MBPK in PPI. The low r-value (r = 0.53) indicated a low level of readiness for PPM in helping the implementation of PPI, thus affecting the low level of efficiency. Meanwhile, the high efficiency of PPM in the management of MBPK in PPI would also increase the level of readiness of PPM in implementation.

Table 4. Pearson Correlation Analysis of the relationship between readiness level and PPM efficiency for MBPK management at PPI

			Efficiency
Level of readiness	Pearson correlation	1	.534**
	Sig. (2-way)		.000
	N	100	100

Significance level, α = 0.05, P = significant value

4.3. Training requirements for the field of PPM duties to cross PPI implementation

Table 5 displays the construction of PPM task efficiency to answer objective (iii) Seeing the need for further training in the field of PPM duties. The results of the overall analysis showed that the efficiency of PPM tasks in the task area is high with task efficiency mean value = 2.69, SP = 0.29.

Table 5. Training requirements for the PPM task area for the implementation of PPI

Item	Frequency	Percentage %	Standard deviation	Mean
Maintain cleanliness and safety of students	R = 1 S = 4 T = 95	1.0 4.0 95.0	0.27	2.94
Manage and guide students related to self-management	R = 0 S = 9 T = 91	0 0.9 91.0	0.28	2.91
Helping students to the PdP station	R = 0 S = 13 T = 87	0 13.0 87.0	0.33	2.87
Provide instructional support	R = 0 S = 32 T = 68	0 32.0 68.0	0.46	2.68
Facilitate social relationships	R = 0 S = 24 T = 76	0 24.0 76.0	0.42	2.76
Student behaviour management	R = 1 S = 20 T = 79	1.0 20.0 79.0	0.44	2.78
Document and stock management	R = 2 S = 55 T = 43	2.0 55.0 43.0	0.53	2.41
Provide teaching and learning support	R = 0 S = 41 T = 59	0 41.0 59.0	0.49	2.59
Provide teaching and learning materials	R = 3 S = 52 T = 45	3.0 52 45	0.55	2.42

Assist with assistive technology for students in need	R = 6	6.0	0.60	2.42
	S = 46	46.0		
	T = 48	48.0		
Be an example to students	R = 0	0	0.33	2.87
	S = 13	13.0		
	T = 87	87.0		
Overall			**0.29**	**2.69**

5. DISCUSSION

Based on the analysis carried out in evaluating the constructs that support PPM in the implementation of PPI, it was discovered that the level of knowledge consisting of the level of readiness and general knowledge in the implementation of PPI is high. In addition, it was found that respondents agreed with the statement "*I am ready to help MBPK in any academic and extracurricular activities*" with the highest mean value (2.72) in the list of knowledge level construct items with a total of 72% of respondents displaying a high agreement in the statement. This shows that a high level of knowledge in PPI will help the smooth implementation of PPI, especially in the implementation of academic inclusion. This is evident in the study of Yu Zhao, Richard Rose and Michael Shevlin (2021) where the role of special education student assistants is an important element to ensure that children and people with disabilities can participate meaningfully in the school environment. This statement is also supported by Vogt et al. (2021) who found that teaching assistants spend more time interacting with special education students than teachers and use approaches such as telling students how to deal with assignments and giving answers.

To examine the level of PPM knowledge based on the core competency of educating MBPK, Pearson Correlation inference analysis was performed based on the level of readiness with PPM competence for MBPK management at PPI showing a significant relationship. This correlation shows that a high level of PPM efficiency results in a high level of readiness to be achieved in the implementation of PPI. This finding is also supported by the study of Goldstein, where Beth (2017) presented the dominant relationship between special education student assistants compared to teachers in handling sluggish students since student assistants can explain more in-depth while giving academic motivation to students. If PPMs clearly understand their duties, their level of efficiency in handling MBPK would become better and more effective.

To ensure the sustainability of PPM competence in the implementation of proactive tasks, the training aspect needs to be emphasised. The findings of this study regarding the need for further training for the PPM task area were obtained through a descriptive analysis of the PPM task efficiency, which shows an overall mean of 2.69, a high level for all items covering the aspects of MBPK management, classroom and kitchen management, teaching and learning management, MBPK movement and activities, class administration management and general administration management, records, documents and assets. However, a total of 55 people (55%) respondents stated that they were at a moderate level in asset and stock management. Similarly, in the task of preparing teaching and learning, a total of 52 people (52%) respondents were at a medium level. Therefore, to strengthen the competence and knowledge of PPM, training needs to be based on recording tasks, documentation, stock and assets, while teaching and learning preparation training needs to be improved. The study of Bagadood, Nizar and

Saigh (2022) suggested the need for the role of special education assistants in the aspect of exposure to effective learning practices for students with disabilities. It has been also stated in the research findings from Lichte and Scheef, (2022), which discovered that special education support services were interested in receiving training in Culturally Responsive Pedagogy (CRP). The need for pedagogical training for teaching and learning is to ensure that the correct guidance can be given to students.

6. IMPLICATIONS

There are several implications from this research to the Pupil Management Assistant (PPM), Inclusive Teachers, Special Education Support Teachers and the Malaysian Ministry of Education. First, the implications for PPM can be seen to improve the justification of the PPM task itself and can improve the competence of PPM in the field of classroom teaching and learning compared to the use of their services in the school administration. Second, implications for inclusive teachers, PPM support services in inclusive classes help provide teaching aids and teaching aids to inclusive students. In addition, helping inclusive teachers in class management and inclusive student management. Thirdly, the implications for special education accompanying teachers where with the help of PPM in the management of Inclusive students reduces the workload of special education teachers towards MBPK in inclusive classes and it helps special education teachers focus more on the occurrence of MBPK in Special Education classes. Fourth, help the development of a specific Inclusive module for student companion services among support groups such as PPM. In addition, further studies to the development of appropriate training for PPM.

7. LIMITATIONS

This study was conducted using quantitative research methods due to time constraints to use other research methods. Following that, it is hoped that further research can be carried out qualitatively by conducting interviews with PPM for more detailed findings on the questions under study. The approach can also ensure that respondents are free to express their views and are not bound by answering questions according to the questionnaire items provided.

8. CONCLUSION

Through the research carried out, it can be proven that Student Management Assistants (PPMs) have a high level of knowledge and readiness in the teaching and learning aspects of the Inclusive Education Program (PPI). Therefore, it is hoped that PPM's involvement in Inclusive Education would not only act as assistants who manage the mobility of MBPK to Inclusive classes but also as MBPK companions in inclusive classes. However, this implementation must also be given appropriate training to ensure that the implementation together with inclusive teachers achieves the objectives of teaching and learning. Suggested additions to courses based on basic pedagogical training for PPM can also be done so that their competencies would reach educational standards. Therefore, it is expected that the stakeholders evaluate the appropriateness of the formation of modules specific to PPM with their involvement during the Inclusive Program PdP. Various aspects need to be looked at by the Malaysian Ministry of Education (KPM) so that this implementation would be more structured and balanced with the PPM's existing workload. It is hoped that the various issues that exist based on the constraints of inclusive teachers, the lack of manpower by special education support teachers, the management of MBPK in inclusive classes and the management of the PdP process in inclusive

classes can be resolved with the findings of this research. There are limitations in this research since it was carried out quantitatively due to time constraints in preparing the research; therefore, it is suggested that further research using qualitative methods through interviews be directed to PPM to uncover more findings that can improve the national education system for the sake of students, especially to MBPK.

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