

Elements Of Work Type In The Construct Of Special Education Teacher Workload In Malaysia

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Abstract: In discussing the workload of teachers, some important elements will certainly be refined. Among the relevant elements are the elements of time, work environment and resources. All of these elements are able to influence the workload experienced. Many studies have proven that, task management will become disorganized if the relevant elements become constraints. If it is dedicated to special education, elements such as student categories, working hours and workload are also factors in the workload. In addition to the elements already mentioned, the most impactful element is the type of assignment received. It can be explained that, the form of assignments as well as assignments received themselves will be a factor in the occurrence of the workload of special education teachers. A qualitative study with this interview method was conducted by involving 11 special education program coordinators for each district in the state of Johor as respondents. The findings show that, the majority of respondents acknowledged that the type of task is a key element of their workload.

Keywords: work management, work type, task load special education

INTRODUCTION

Special education teachers are always a concern in schools, especially in schools with integrated special education programs (PPKI). This situation is not new, because the issue of duplication of tasks has been going on for a long time and it is not clear how it can be resolved. Although some release letters were issued by the state education department, the situation was not much different. This situation occurs on the possible assumption of other teachers that special education teachers lack teaching time (Aminah et al., 2021; Azlisham et al., 2021; Saadiyah et al., 2021; Firkhan et al., 2021; Ishak et al., 2021; Ishak et al., 2021; Ashari et al., 2021). The same goes for class control grounds, due to the small number of students. This situation is exacerbated when the headmaster also has a similar view.

As such, side assignments have always been a reward for special education teachers. There are also tasks that are seen to have nothing to do with special education or students with special needs (MBK). This situation makes special education teachers burdened with their assignments and forced to leave their respective classes, while their main assignments are with MBK (Norazmi et al., 2019; Fauziyana et al., 2020; Norazmi, 2020; Zaid et al., 2019; , 2020; Zaid et al., 2021). Although the number is small, but it requires more commitment to control the class that houses MBK who have various disabilities. Types of assignments not related to special education make a stack of assignments to special education teachers (Mohd Norazmi et al., 2021; Rosnee et al., 2021; Roszi et al., 2021; Nik Nurhalida et al., 2021; Een et al., 2021; Een et al., 2021; Yusaini et al., 2021). This study was conducted to further detail the elements of task type in influencing the workload of special education teachers.

METHODOLOGY

The elements of each construct were explored by conducting interviews. This qualitative approach was carried out by interviewing 11 coordinators for the PPKI program throughout the state of Johor. A total of 11 respondents involved are a coordinator for each district in the state of Johor. Each element is explored for each construct in this study. The results of the interviews were transcribed and analyzed using thematic analysis methods. Each element obtained through the thematic analysis was included as a dimension.

FINDINGS

Through the coding process, the work type element results from seven statements, namely nurturing MBK and additional work (open coding), which forms the side work code (axial coding), replacing other teachers, mainstream programs and attending external courses (open coding) form special education external work codes (axial coding), as well as various tasks and similar work (open coding) that form the task overlap code (axial coding). The three statements on the axial coding, are summarized as work type elements in the selective coding process as shown in Table 1.

Table 1: Thematic Analysis Process For Work Type Elements

<i>Open Coding</i>	<i>Axial Coding</i>	<i>Selective Coding</i>
Caring for MBK	Side job	Work Type
Extra work		
Replacing another teacher	Not Related Special Education Work	
Programs in the mainstream		
Attend outdoor courses		
Multiple tasks	Duplicate Tasks	
Same work		

The thematic analysis conducted for the work type elements for the PPKI teacher workload construct is shown in Table 2.

Table 2: Elements of Type of Work Agreed by Respondents

Element	Respondent	Interview Excerpts
Work Type	RT1	Once came a slap on the head. Don't talk about special education work. With students of all types, categories. Not only teaching, but also nurturing, educating, managing.
	RT2	Do a lot of side work. At the same time, the real work has to be done. I understand that's how it is. If it's just our real work, if it's a lot, it's not a burden. He's responsible. Because we have to do it. If it's the other side, it's a burden. It doesn't matter to us.
	RT3	what I understand is when a teacher is given work that exceeds the limits of his ability ... plus work that is beyond his scope, which is not even special education, so that he is not able to perform that work.
	RT4	Emm .. workload for me if we have to do multiple jobs at one time. For example, from the curriculum unit, there is HEM and there is work from the Co -curriculum.

Jadual 2: (continue)

Element	Respondent	Petikan Temubual
Work	RT5	<i>Guru besar pandang saya macam guru biasa je. Saya tak harap lebih. Cuma berpada-pada dalam menilai dan memberikan tugas. Kenapa semua nak bagi kat cikgu khas? Kerja yang tak ada kena mengena. Dia pantau pun tak. Macam mana nak tau apa yang kami buat dengan murid kami.</i>
	RT6	<i>Pendek kata, cikgu PPKI ni buat banyak kerja. Mana nak tengok murid khas lagi, perdana lagi. Benda ni macam takde kesudahan.</i>
	RT7	<i>Bagi saya, masalah utama cikgu-cikgu ni, tak kira la pendidikan khas ka, normal ke, pengkeranian. Isi banyak sangat benda. Kadang-kadang, benda dah buat satu side, satu side lagi kena buat. Tu unit tu. Ni unit ni.</i>
	RT8	<i>Bebanan tugas cikgu PPKI semestinya tugas yang tidak ada kena mengena dengan pendidikan khas.</i>
	RT9	<i>Macam PPKI ni tak lari dari buat kerja untuk dua aliran. Khas dan juga perdana. Ada ketikanya, aktiviti dengan murid perdana lebih lagi berbanding budak khas.</i>
	RT10	<i>Bagi saya, beban tugas adalah longgokan kerja yang banyak dalam satu masa, kerja yang tiada kaitan dengan kerja sendiri yang terpaksa kita buat sehingga kita abaikan yang hakiki dan berlaku pula penurunan motivasi untuk mengajar di PPKI.</i>

	RT11	<i>Khusus bagi PPKI, apabila disebut berkaitan beban tugas ini adalah dimana berlakunya pertindihan tugas antara yang hakiki iaitu mengajar di PPKI dan juga tugas peringkat sekolah yang melibatkan murid aliran perdana, murid normal.</i>
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DISCUSSION

Details of the results of the analysis also show that, all respondents gave a statement that the type of work received makes PPKI teachers burdened with their tasks. Respondent RT1 stated that the work that needs to be done by PPKI teachers is not only focused on teaching alone, but also on the upbringing of MBK. This is because, MBK consists of various categories that require various ways to manage them. Therefore, apart from teaching, teachers also need to nurture MBK, control MBK's behavior and manage MBK's needs.

Respondents RT2 stated that the workload will occur when PPKI teachers receive side assignments that do not involve MBK or PPKI. In fact some of the mainstream assignments given exceed the quantity of assignments involving special education. RT3 respondents also agreed with the opinion by adding that there are also tasks that need to be done that are beyond the ability of PPKI teachers themselves. In addition, according to RT4 respondents, the mainstream assignments given also overlap such as the acceptance of curriculum unit assignments, student affairs unit and co-curricular unit at one time. Other respondents such as RT5, RT6, RT7, RT8, RT9, RT10 and RT11 also admitted the same thing.

CONCLUSION

The success of MBK depends entirely on the commitment of teachers while in school. The workload has hindered the efforts of teachers to provide the best service to MBK. Excessive piles of assignments as well as types of assignments that are irrelevant to qualifications and positions, make the productivity of special education teachers not reach the level they should. The situation not only affects their chances to provide the best service to the school, but also hinders the emergence of MBK. For that reason too, special education teachers are actually not satisfied in performing their duties as a teacher. This matter should be given attention by the parties involved in the effort to see special education more advanced and successful in the future.

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