

The Influence of the Implementation of Reinforcement Methods on the Behavior of Students with Special Educational Needs

Khairomisah Meerangani¹, Mohd Yusof Abdullah², Khairul Azhar Meerangani*³

^{1,2}Faculty of Education, University of Islam Malacca, Malacca, Malaysia

³Academy of Contemporary Islamic Studies, University Technologic MARA, Malacca, Malaysia

*Corresponding author

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ABSTRACT

This study analyzes the issues and challenges in the field of education, focusing specifically on problems related to the implementation of reinforcement methods by Special Education teachers and their effects on the behavioral problems of Special Education Needs Students (MBPK) in Negeri Sembilan. The study was conducted using a survey design with a questionnaire as the instrument. A total of 251 Special Education teachers from primary schools across Negeri Sembilan were selected as the study sample. The data collected was analyzed using the Statistical Package for Social Sciences (SPSS) for Windows. The reliability of the instrument for the study dimensions recorded an acceptable Cronbach's Alpha value of $(\alpha)=0.922$. Data analysis involving multiple regression concluded that reinforcement methods are a significant predictor for MBPK, with $(F=(3,247)=18.826; p< .05)$. Thus, the findings indicate that reinforcement methods can significantly predict MBPK behavior $(\beta=.26, p<0.05)$. This study proves that reinforcement methods are a predictive factor influencing MBPK behavior. The findings have implications for teaching and learning practices among Special Education teachers, emphasizing that the application of reinforcement methods is highly important. It should be implemented in the classroom as it can impact the smoothness of teaching and learning processes.

Keywords: Methods of Reinforcement, Special Education, Behavior, Teaching, Learning

INTRODUCTION

In line with the growing awareness among the public, the national education system for children with special needs is also gaining increased attention from policymakers. A developed nation ensures that all children, regardless of their abilities, background, race, or religion, are entitled to an education. The national education policy emphasizes that education should be comprehensive, including for children with special needs, who are receiving greater focus from society and policymakers. The Ministry of Education has initiated various efforts and collaborations to develop an education system for these children. This aligns with the National Education Philosophy, which aims to produce knowledgeable, skilled, virtuous, responsible Malaysian citizens capable of achieving personal well-being.

Malaysia has shown strong support and inclusivity towards individuals with special needs by introducing the Zero Reject Policy (ZRP), implemented in 2019. This initiative has expanded the opportunities for Students with Special Educational Needs (SSEN) to exercise their right to education. Previously, SSEN who were unable to learn or manage themselves were only placed in Community-Based Rehabilitation Centers. They underwent a three-month trial period in schools, during which their applications could be rejected if they failed to meet the basic requirement of self-management. Parents also often chose not to send their children to school when facing challenges such as distance, as not all schools offered the Inclusive Special Education Program. However, with the implementation of the Zero Reject Policy, the three-month trial period can no longer be used as grounds to reject SSEN. Instead, the trial period has been repurposed to provide appropriate

interventions and support to minimize disabilities affecting learning and to determine suitable placements for SSEN in special education.

Special Education teachers are seen as agents of behavioral development for students. Therefore, these teachers must understand behavior management to shape individuals capable of higher-order thinking, independent problem-solving, and appreciating individual uniqueness. Special Education teachers must possess a high level of knowledge and wisdom to professionally manage the behavior of SSEN based on relevant philosophical and behavioral theories. Teaching strategies tailored to the abilities of SSEN are crucial to ensuring the success of the teaching and learning process. Fundamental teaching principles are guided by behavioral changes, as learning is a process of continuous change that occurs over time.

The knowledge of special education teachers, the implementation of reinforcement methods, and the concern of educational leadership undeniably play an important role in how teachers manage the behavioral problems of Special Education Needs (SEN) students. Therefore, this study was conducted to obtain significant findings regarding these aspects and their impact on the field of special education, particularly in contributing to the practices of special education teachers. Individuals with special needs not only face various disabilities but also often experience problematic behavioral issues known as disruptive behavior. Disruptive behavior refers to problematic conduct that hinders the learning process in the classroom. Behavior is one of the elements that reflects an individual's personality. However, for SEN students, their displayed behavior can sometimes create problems for themselves or for others around them, such as parents, teachers, or classmates. Such behavior can be classified as problematic behavior. Factors such as genetics, environment, family, and past trauma are the main contributors to this disruptive behavior (Asizah, 2015).

According to Manisah, Rozila, and Rosadah (2014), as well as Nurul Bahirah and Mohd Jasmy (2018), disruptive behavior is defined as behavior that disrupts and hinders learning sessions in the classroom. Special needs individuals who exhibit disruptive behavior are often less accepted by society. Manisah, Rozila, and Rosadah (2014) stated that disruptive behavior is negative conduct that should not be displayed by students in the classroom. They also noted that disruptive behavior among special needs students is higher compared to typical students. This behavior often acts as a barrier for SEN students in engaging in learning activities and social interactions that are essential for their daily routines. Thus, controlling disruptive behavior in special needs students is crucial and should be prioritized to ensure it does not hinder teachers, particularly in terms of academics and classroom management.

Behavior management can also be achieved through positive reinforcement and negative reinforcement. Positive reinforcement involves stimuli that increase the likelihood of a behavior recurring, whereas negative reinforcement involves the removal or elimination of stimuli to encourage positive behavior so that it can be maintained. The importance of fostering and strengthening discipline among students at all levels of schooling is continuously emphasized by the Ministry of Education Malaysia. Accordingly, regulations and policies related to discipline and misconduct are introduced and enforced in schools to create a healthy school climate. Therefore, this study will analyze the issues and challenges in the field of education, focusing specifically on problems related to the implementation of reinforcement methods by Special Education teachers and their effects on the behavioral problems of Special Education Needs Students (MBPK) in Negeri Sembilan.

RESEARCH METHODOLOGY

Research is a method or methodology used to uncover facts or truths about a particular issue or to solve a problem by testing hypotheses or objectives and creating or designing new products that provide comfort to society (Ang Kean Hua, 2016). This study employs quantitative design, specifically a survey study, as it is the most accurate and suitable method for obtaining the desired information. The process of data collection, sample selection, and conducting a pilot test will be carried out once the data parameters have been determined. The analysis process will involve the use of computer software, namely the Statistical Package for Social Sciences (SPSS). Based on the population size in the study area, the sample size was determined by referring to the Krejcie and Morgan sample size determination table (1970). The total population of Special Education Teachers teaching PPKI (Program Pendidikan Khas Integrasi) Learning Disabilities classes in primary schools across Negeri Sembilan is 413 individuals. Thus, based on the sampling size determined by

Krejcie and Morgan (1970), 201 teacher respondents were required to complete the given questionnaire. However, this study selected 251 respondents from among special education teachers to answer the questionnaire.

The pilot study was conducted in five schools in the Seremban district, namely Sekolah Kebangsaan Desa Cempaka, Sekolah Kebangsaan Desa Jasmin, Sekolah Kebangsaan Kompleks KLIA, Sekolah Kebangsaan Labu Johnson, and Sekolah Kebangsaan Mantin. A total of 42 special education teachers teaching PPKI classes were selected as respondents for this pilot study. To determine the reliability of the study items, the Cronbach Alpha value was used as a reference for measuring the internal consistency of the items (Cronbach, 1946). The results of the pilot study analysis showed that all implementation items for the reinforcement method had a Cronbach Alpha value of 0.922. Using the data collected from the sample, the researcher employed inferential analysis to draw conclusions about the characteristics of the population based on the sample's characteristics. Inferential analysis utilized specific tests such as t-tests, ANOVA tests, Pearson correlation tests, and others. This study used inferential analysis to explain the relationships between the variables in the research.

LITERATURE REVIEW

Various policies have been implemented by the Ministry of Education Malaysia to improve the quality of education in Malaysia. This study explores the effectiveness of various policies that have been implemented, as well as the theoretical framework related to reinforcement methods used by Special Education teachers to address the behavior of Special Needs Students.

The Special Education System Policy in Malaysia

According to the Federal Government Gazette under the Education (Special Education) Regulations 2013, a 'student with special educational needs' refers to a student certified by a medical practitioner, optician, audiologist, or psychologist, as applicable, whether in government service or otherwise, as a student with; i) visual impairment; ii) hearing impairment; iii) speech impairment; iv) physical disability; v) learning difficulties; or vi) any combination of the mentioned disabilities. The term 'Special Education' refers to education for students with special educational needs at a special school or a school implementing the Special Education Integration Program (PPKI) or Inclusive Education Program at the levels of preschool, primary education, secondary education, or post-secondary education. Thus, there are three educational pathways available for students with special educational needs, Special Education Schools, Special Education Integration Programs in selected schools that have PPKI, or Inclusive Education Programs in regular schools alongside mainstream students.

The Ministry of Education Malaysia (MOE) has established a quality education system for students with special educational needs. Through the Malaysian Education Blueprint 2013-2025, the MOE has clearly outlined the targets to be achieved in terms of quality, equity, access to education, efficiency, and effectiveness of education management over 13 years. Based on these targets, 11 strategic and operational shifts have been designed to transform the national education system. The first shift in the Blueprint is 'Providing Equal Access to Quality Education of International Standard'. Therefore, students with special educational needs are also entitled to access quality education to produce human capital that can contribute to national prosperity. Teachers are the backbone of the education system, as they play the role of implementing the policies and curriculum goals planned by the Ministry of Education Malaysia. Without the involvement and support of teachers, all education planning would be left unfulfilled. Hence, education and teaching are significant aspects in ensuring the excellence of a nation. Teachers are the implementers of the curriculum and the key to determining the standards, quality, and effectiveness of the education system.

The Ministry of Education Malaysia is committed to the development of education in Malaysia to ensure that the new generation receives quality education and becomes progressive citizens capable of managing the country in the future. The Ministry's initiative in providing quality teachers to lead Malaysia's education system includes special education teachers. The primary responsibility of teachers is to manage students' learning in the classroom as outlined in the curriculum and syllabus. Teachers are tasked with implementing

teaching and learning activities in accordance with the guidelines established by the Ministry of Education Malaysia (Norasmah and Rofilah, 2013). Therefore, competent teachers are needed to fulfill the nation's aspirations. Competence refers to an individual's ability and efficiency in carrying out tasks, acquired through education, performance, and rational actions to meet specific specifications in the implementation of educational tasks. An individual's competence can be measured, evaluated, presented, and addressed through codes of conduct in the workplace.

As such, special education teachers must understand that students with learning disabilities (MBPK) are a group of individuals with disabilities who face learning challenges. They require specialized education and services to develop their potential and self-growth. Education for MBPK should refer to teaching specifically designed to meet the needs of special needs students, using appropriate materials, extraordinary teaching techniques, and specific facilities (Hallahan and Kauffman, 1986; Education Act, 1996). Continuous efforts are needed to encourage the optimal development of individuals as skilled, goal-oriented, capable, faithful, independent, and self-aware individuals who can plan and manage their lives while realizing their potential as balanced and productive members of society, in line with the aspirations of the National Education Philosophy (Special Education Department, 2005).

According to Mohd Zailani and Mohamad Khairi (2017), the main challenge for special education teachers in the 21st century is to implement effective teaching and learning transformations using various support resources and technologies. Special education teachers must always be ready to acquire new knowledge by attending courses and training to continuously improve the quality of teaching and learning. This aims to enhance current teaching skills compared to existing practices. Teachers are the backbone of success in providing the best educational services, resulting in every MBPK benefiting from the professionalism of a teacher who successfully educates them to be independent and achieve success in the future.

Special Education Teacher Reinforcement Methods

A teacher is an educator with knowledge, and they are also members of society trained to master teaching skills and entrusted with the task of imparting knowledge to their students. Teachers also play the role of managers in the teaching and learning process in the classroom. This process involves planning, execution, leadership, coordination, and control. Teaching and learning require daily, weekly, and annual planning to ensure the curriculum is clearly and smoothly organized for students to follow. In fulfilling their responsibilities as accountable educators, today's teachers must be aware of the significant tasks and trust placed upon them to educate the future generation (Sharil, 2003). The dynamic changes in the current education system's curriculum and co-curriculum, aligned with contemporary needs, demand that teachers remain proactive in reforming their outlook, attitudes, and continuous efforts to equip themselves with advanced pedagogical knowledge, teaching skills, and expertise in their respective fields. This is essential to enhance self-efficacy, enabling them to be capable and high-performing in navigating the increasingly challenging teaching profession.

The teaching and learning sessions in the classroom require teachers to apply various suitable approaches and methodologies. The most critical aspect teachers must address is classroom management. To manage a classroom effectively, teachers need consistency, an awareness of the meaning of fairness, a strong determination to understand students' psychological phases and developmental stages, open-mindedness, and a willingness to learn from mistakes. This allows teachers to find the best solutions for the teaching and learning process in the classroom, ultimately enhancing student excellence. One of the key components of effective classroom management is managing student behavior and implementing reinforcement methods. Teachers must utilize reinforcement techniques to control classroom behavior and atmosphere. Mastery of reinforcement is crucial for teachers to maintain a well-regulated classroom environment and ensure that information is effectively delivered to students, enabling the teaching and learning process to proceed smoothly and in a conducive manner.

There are two types of reinforcement: positive reinforcement and negative reinforcement. Positive reinforcement involves providing a reward or incentive after a student exhibits good behavior, such as verbal praise, gifts, hugs, and so on. Negative reinforcement, on the other hand, involves an immediate and firm

stimulus that is unpleasant, given after a certain behavior is displayed. Examples include punishments, warnings, or the use of a raised voice. There are several types of behavioral reinforcement implemented by teachers in the classroom, such as:

1. **Token Economy:** Rewards given to students after they perform a desired behavior. Token economies are used to eliminate undesirable behaviors and encourage desirable ones.
2. **Reinforcement:** A common approach used to win over students when they do something good, such as praising them or giving rewards.
3. **Modeling:** Using peers as role models for students whose behavior needs modification. Rewards or praise are only given or directed toward the student who serves as the role model.
4. **Shaping:** Every behavior to be modified must have a detailed strategy. Each activity should be arranged as precisely as possible in sequence.
5. **Time Out:** Excluding students from an activity when they exhibit negative behavior.
6. **Fading:** Gradually reducing the behavior and the rewards given as time progresses.

In conclusion, managing student behavior and reinforcement techniques are complementary elements of classroom management. According to Shahabuddin, Mahani, and Ramlah (2007), effective classroom management can create a conducive learning environment because classroom routines run smoothly, and discipline is well-maintained. Behavioral management can also be achieved through positive and negative reinforcement. Mok (2011) states that positive reinforcement is a stimulus that increases the likelihood of a behavior recurring, while negative reinforcement is a stimulus that is removed or eliminated to encourage positive behavior so that it can be sustained.

Problematic Behavior of Special Needs Students

According to Saadah, Salwani, and Roslee (2008), criteria for identifying students with problematic behavior include the inability or incapacity of the student that cannot be explained through sensory, health, or intellectual factors; an unhappy and anxious atmosphere; inappropriate behavior and emotions in normal situations; and frequent display of physical symptoms or feelings of fear linked to personal problems. Factors to consider when assessing whether behavior is normal or otherwise include the frequency, intensity, duration, and appropriateness of the behavior relative to the student's age. Special Needs Students (SNS) tend to exhibit problematic behaviors more frequently than typical students due to their physiological conditions, which may involve various disabilities such as Autism, Attention Deficit Hyperactive Disorder (ADHD), Down Syndrome, and others (Adamo 2005). This condition generally causes SNS to have a variety of behavioral issues. Zirpoli (2013) listed several challenging behaviors among SNS, such as being irritating, disobedient, impulsive, inattentive, aggressive, easily angered, stereotypical, and depressed.

According to Ahmad Tarnizi (2011), behavior refers to a person's response, performance, and actions that can be observed and measured when the individual is exposed to stimuli. Examples of problematic behaviors among SNS include unpredictable impulsiveness, being overly active, annoying others, easily angered, sulking, inability to accept failure, and difficulty focusing. The effectiveness of multisensory therapy for child development has been proven through studies conducted by Simanjuntak et al. (2020). Their findings show that the multisensory approach stimulates all the children's senses to enhance their efficiency in understanding reading skills, with significant improvement in early preschool skills through active learning delivered by teachers. Therefore, such programs can assist some SNS who face challenges such as having low self-concept, difficulty socializing in groups, fearfulness, lack of confidence in performing tasks, weak muscle strength, and tendencies to be overly passive or hyperactive.

In addition, there are also students with special educational needs (MBPK) who experience behavioral issues such as extreme anxiety, screaming, lack of confidence, laughing or crying without reason, and other behaviors closely linked to emotions. These issues represent phenomena that can lead students to develop negative

personalities and self-concepts. Emotional behavior arises due to conflicting motives, internal conflicts between behavior and actual values, adapting to new circumstances, facing unpredictable situations, and the loss of a support system. Behavior modification is a complex issue and cannot be viewed simplistically. It requires meticulous planning and objective evaluation with balanced emphasis on all variables. It involves the use of interventions, where the objectives of such interventions must be clearly defined. According to Saayah (2008), the goal of behavior modification is to ensure that teachers understand the students' environment and act considerately when addressing behavioral issues.

Students with learning difficulties are different and unique in terms of physical, cognitive, and behavioral abilities, but their rights to education, regardless of their social background, ethnicity, or intellectual development, must be given attention (Osman and Ahmad Ghazie, 2007). This study clearly highlights that education is vital for everyone, despite differences; thus, behavioral issues need to be identified early and addressed promptly to prevent them from escalating. Lasser and Fite (2011), as cited in Syarinah (2015), believe that early intervention can prevent various educational problems. Therefore, parents and schools must understand their responsibilities. This statement is supported by Gulay and Onder (2012), who state that schools provide the optimum environment for implementing early interventions to enhance children's social-emotional competence. Developed nations are far ahead in safeguarding the welfare and rights of persons with disabilities because a country aspiring to be recognized as a developed nation must ensure equality and the welfare of persons with disabilities as part of its evaluation criteria.

The Influence of Reinforcement Methods on MBPK Behavior

This study was conducted with 251 Special Education teachers from the Special Education Integration Program for Learning Disabilities in primary schools. Respondent profile data were obtained based on feedback to items in an online questionnaire distributed through Google Forms within the schools' WhatsApp groups. The study covered all districts in Negeri Sembilan, namely Seremban, Jempol, Jelevu, Port Dickson, Rembau, Tampin, and Kuala Pilah. Demographic items were analyzed based on criteria such as gender, age, teaching experience, education level, and school category (urban/rural). A total of 251 respondents were selected from the overall population of 413 Special Education teachers in Negeri Sembilan, successfully completing the questionnaire. The number of respondents was determined using the Krejcie and Morgan Sample Size Table (1970).

Respondent Demographics

In this study, the respondent demographics include gender, age, teaching experience, education level and school category. Details regarding the demographics of special education teachers are presented in Table 4.1. The total number of respondents in this study is 251 special education teachers. Of these, 43 teachers (17.1%) are male, while 208 teachers (82.9%) are female. A total of 37 respondents (14.7%) are aged 30 years or below, while 214 respondents (85.3%) are aged over 30 years up to 50 years. In terms of teaching experience, 63 respondents (25.1%) have less than 10 years of teaching experience, 147 respondents (58.5%) have between 10 and 20 years of experience, and 41 respondents (16.3%) have more than 20 years of teaching experience. This indicates that the study's respondents comprise experienced special education teachers.

Respondents also have varying levels of education: 12 respondents (4.8%) hold diplomas, 194 respondents (77.3%) hold bachelor's degrees, and 45 respondents (17.9%) hold master's degrees. Additionally, 126 respondents (50.2%) teach in urban areas, while 125 respondents (49.8%) teach in rural areas.

Table 1: Respondent Demographics

Demographics		Frequency	Percentage
Gender	Male	43	17.1
	Female	208	82.9
Age	30 years and below	37	14.7
	Over 30 years up to 50 years	214	85.3

Teaching Experience	Less than 10 years	63	25.1
	10 to 20 years	147	58.5
	More than 20 years	41	16.3
Education Level	Diploma	12	4.8
	Bachelor	194	77.3
	Master	45	17.9
School Category	Urban	126	50.2
	Rural	125	49.8

Based on Figure 4.1, it is shown that the highest source of reinforcement knowledge obtained by respondents comes from institutions of higher learning/colleges, courses, the internet, books/magazines/journals, and personal experience, totaling 110 (44%). A total of 26 respondents (30%) obtained reinforcement knowledge from institutions of higher learning/colleges, while 20 respondents (10%) acquired reinforcement knowledge from the sources of institutions of higher learning/colleges, courses, the internet, and personal experience (10%).

Regression Analysis

In this study, regression analysis was conducted to identify the variables that influence changes in MBPK. Two variables were tested: teacher knowledge and reinforcement methods. Both variables were included in the regression model at $p \leq .05$.

Table 2: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.431 ^a	.186	.179	.32766

Table 3: ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	6.086	2	3.043	28.343	.000
	Residual	26.625	248	.107		
	Total	32.711	250			

Table 4: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.071	.258		8.038	.000
	Reinforcement Method	.231	.067	.254	3.459	.001
	Teacher Knowledge	.221	.072	.225	3.066	.002

Based on the model summary table obtained through the regression analysis, it was found that the R^2 value was .186, indicating that 18.6% of the changes in MBPK were due to the variables of teacher knowledge and reinforcement methods. The ANOVA table showed a significance value of 0.00, indicating that teacher

knowledge and reinforcement methods were significantly associated with MBPK. The results of the regression analysis revealed that teacher knowledge and reinforcement methods together explained 18.6% of the variation in MBPK ($R^2=0.186$, $F(2,248)=28.343$; $p<0.05$). Reinforcement methods significantly predicted MBPK ($\beta=.25$; $p<0.05$), as did teacher knowledge ($\beta=.23$; $p<0.05$).

DISCUSSION

Overall, based on the results of the data analysis conducted, it was found that there is a positive relationship between teachers' knowledge, the implementation of reinforcement methods, and the concern of educational leadership with the behavioral issues of Special Education Needs (SEN) students. This indicates that these factors influence behavioral problems among SEN students. This is further supported by regression tests, which reveal that teachers' knowledge, the implementation of reinforcement methods, and the concern of educational leadership are significant predictors of behavioral problems in SEN students.

Teacher's Strategies

It is the duty of every teacher to implement reinforcement as one of the methodologies in teaching and learning in the classroom. The application of reinforcement methods is one of the most effective ways to manage the classroom, where teachers often use their strength and firmness to modify students' behavior. Teachers should be sensitive and empathetic towards students and understand how to identify problematic behavior, then plan and implement appropriate strategies and techniques to modify undesirable behavior so that it does not disrupt the smoothness or effectiveness of the teaching and learning process, thereby maintaining a conducive classroom climate. For special education teachers in this study, the implementation of reinforcement methods has a moderate correlation with the behavior of SEN students. These teachers believe that the use of reinforcement techniques impacts the behavioral issues of SEN students, where teaching and learning practices that incorporate elements of reinforcement are associated with one way to address such issues in the classroom, particularly disruptive behaviors like aggression. Disruptive behavior is synonymous with SEN students and often includes physical actions like kicking, hitting, and slapping, as well as emotional instability such as screaming and crying. Therefore, as a special education teacher, various steps need to be taken to reduce disruptive behavior and foster positive behaviors among SEN students, one of which is through reinforcement approaches, whether positive or negative.

In this study, special education teachers implemented reinforcement methods by considering several factors and their suitability within the classroom. One of the primary factors is the classroom climate, where a teacher must act as a classroom leader. This aims to achieve the desired goal of bringing positive changes to the students. Leadership within the classroom involves the ability of the teacher to influence, motivate, and enable students to contribute to the effectiveness and success of teaching and learning. Hence, teachers must ensure that the classroom climate remains conducive, the number of students in the class is appropriate, necessary resources are adequate, and SEN students are ready to learn.

Student's Behavior

When applying reinforcement approaches among SEN students, special education teachers in Negeri Sembilan first focus on the behaviors to be changed and strategize a plan for the implementation. This includes the duration, types of reinforcement, and how the process is carried out during the teaching and learning sessions. Teachers also need to list the actions to be taken during the reinforcement process, with each action documented as evidence and reference. Additionally, classroom management assistants (CMAs) should be involved to support and assist teachers in addressing behavioral issues among SEN students. CMAs can help prepare teaching aids that capture students' interest and assist in managing the classroom environment by giving attention to other students who do not have behavioral issues during the teaching and learning process.

One critical aspect of implementing reinforcement methods among SEN students is involving parents to establish a two-way collaboration between school and home. Parental involvement is crucial because what has been implemented by teachers needs to be continued at home to achieve positive impacts on the behavior of SEN students. In conclusion, the implementation of reinforcement methods is an effective strategy for special

education teachers to address behavioral issues among SEN students. Creative and effective strategies can positively impact these students, shaping their personality and behavior to better control and manage their actions and emotions in challenging situations. This approach also boosts their confidence, making them feel valued and ensuring a safe environment for them.

CONCLUSION

Special education teachers must take the initiative to diversify the types and methods of using reinforcement and reward strategies, such as incorporating the practice of praising and providing motivational words as a routine to inspire students with special educational needs (MBPK) to continue progressing academically. The application of reinforcement and reward methods should span across the curriculum and be implemented in every subject taught in school, becoming a routine in the daily school life of MBPK and subsequently extended to their home environment. Furthermore, special education teachers should engage in discussions with parents, encouraging them to adopt reinforcement practices as part of effective parenting strategies at home to instill positive values and build confidence in MBPK. This two-way collaboration can foster a professional relationship between teachers and parents, contributing to the future success and education of MBPK.

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