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‘Aktiviti Ceriakan Pagi Kita’ Improves Communication Ability/Skills of Students with Special Needs

Siti Hamidah binti Selamat* , Hanisah binti Bador

Sekolah Kebangsaan Tun Syed Ahmad Shahabudin, Melaka
*g-24119608@moe-dl.edu.my

ABSTRACT

Communication plays a vital role in every stage of human life. Poor, ineffective communication becomes barrier to the exchange of information, knowledge and developing relationships with others. The purpose of the articles is to exchange knowledge on how to improves communication skills among Special Needs Student (MBPK) at Sekolah Kebangsaan Tun Syed Ahmad Shahabudin (Tun Syed Ahmad Shahabudin National School) through ‘Aktiviti Ceriakan Pagi Kita’ in the MeKAR (Melonjakkan Kecemerlangan Ar-Rayyan) Programme. The activities propose to observe the extent MBPK communication ability can improves through ‘Aktiviti Ceriakan Pagi Kita’. The practices targeting a group of 19 MBPK from Orkid 1 dan Orkid 2 classes in 2022. The data was collected using observation methods supported by checklists and questionnaires from parents point of views as well as video recordings. The data was analysed dicriptively and narratively. The data obtained from the previous activities that have been carried out show that the implementation of these activities has successfully improved the communication skills of MBPK. In addition, the practices can improve the teacher's teaching and learning process in the classroom, while planning and implementing the activity. Moreover, the curriculum of ‘Aktiviti Ceriakan Pagi Kita’ in the MeKAR Program Module is a modification of the Year 1 Special Education KSSR curriculum activities.

Keywords : communication, special needs education, Aktiviti Ceriakan Pagi Kita

Introduction to Best Practices

Infants start to pick up a few aspects of their first language and learn baby communication skills even while still in the womb. Psychologists such as Gallagher (2005) and White (1995) argue that newborn babies and even those still in the womb can already respond to sounds. Children communication develop grow equivalent to their age. However, for MBPK there are several barriers for them to communicate according to their biological age.

A series of communication barriers identified among MBPK is the root cause of 'Aktiviti Ceriakan Pagi Kita' in the MeKAR (Melonjakkan Kecemerlangan Ar-Rayyan) Program implemented by Special Education Integration Program, at Sekolah Kebangsaan Tun Syed Ahmad Shahabudin. This activity was carried out for 19 MBPK students with Learning Disabilities, consisting of Orchid 1 and Orchid 2 class students. The implementation of 'Aktiviti Ceriakan Pagi Kita' is to enhance the ability of MBPK to communicate with others.

Mahani Razali and Kamarulzaman Awang (2019) stated that in education, oral communication or speaking is the foundation of getting a perfect education and is the core of excellence because through communication, knowledge can be transferred and developed. Through communication children can develop their potential. Based on this statement, I believe that if MPBK, can proudly communicate eloquently with others in the future. Thus, Aktiviti Ceriakan Pagi Kita is born as a guidance for MBPK.

Justification on the Implementation of Best Practices

Aktiviti Ceriakan Pagi Kita designed specifically to overcome speech and literate problems among MBPK at PPKI Sekolah Kebangsaan Tun Syed Ahmad Shahabudin. The speech problems identified are unclear pronunciation, difficulty in voicing out and in pronouncing words usually caused by complication of the nervous system and speech muscles. Furthermore, in line with the opinion of Mahani Razali and Kamarulzaman Awang (2019), the language problems experienced by MPBK at PPKI Sekolah Kebangsaan Tun Syed Ahmad Shahabudin are such as speech delay, difficult to comprehend other people's conversations, hard to understand simple and complex instructions and vice versa.

Speech and literate issue experienced by 19 MBPK influence the implementation of Aktiviti Ceriakan Pagi Kita. The activities carried out early in the morning, focuses on communication development. The practices of Aktiviti Ceriakan Pagi Kita is fulfilled in relaxed and fun learning approach.

The skills that assimilated through Aktiviti Ceriakan Pagi Kita are:

- i. Get up from seat.
- ii. Walk to the front of the class.
- iii. Recognize and take own photo from a chart.
- iv. Put own photo on a chart.
- v. Exchange greeting (assalamualaikum, good morning)
- vi. Introduces oneself (name)
- vii. Introduces oneself (ages)
- viii. Exchange greeting (hey friends)
- ix. Sit back in seat.

Noriati A. Rashid... [et al.] (2010) stated that the UNESCO Education Pillar consists of four pillars which are learning to know (learning to learn), learning to do, learning to be, and learning to live together (learn to live with others).

Learning to be is the most important pillar as to prepare individuals to be someone great throughout life, requires learning to know, learning to do and learning to live together. Humans need to learn to understand the world around them and develop skills to communicate with others. In the process of gaining knowledge, teacher plays a vital role in conveying knowledge to students.

Teacher needs to learn to know how to facilitate students to learn to know. Therefore, learning to know is learning to learn. Learning to know how to develop students' concentration, memory skills and thinking abilities. Since early stages of life, we learn to focus and pay attention. These skills improved through various forms and are helped by various lifelong learning opportunities. Thus, the nine steps that routinely implemented every morning in Aktiviti Ceriakan Pagi Kita, facilitate the development of MBPK communication skills comprehensively.

Implementation Objectives

The objectives of the implementation of these practices are:

1. Improves MBPK communication skills with friends and others.
2. Enhance MBPK self-confidence in daily life.

Implementation of Best Practices

Noriati A. Rashid...[*et al.*] (2010), states that child development rights include all type of education (formal and nonformal) and the right to a standard of living that includes physical, mental, spiritual, moral, and social through formal education, good health care and the opportunity to participate in various activities. These development rights include a safe environment, education, facilities, and freedom from discrimination. Based on this statement, MBPK has equal rights as well as other students. Hence, various approach is planned to implement Aktiviti Ceriakan Pagi Kita which will be the catalyst for the development of MBPK holistically.

Subjects of Good Practice

Aktiviti Ceriakan Pagi Kita involves 19 MBPK Special Education Integration Program of Learning Disabilities of Sekolah Kebangsaan Tun Syed Ahmad Shahabudin, between 7 and 13 years old. They consist of 16 male and 3 female students. the students are of learning disabilities categories such as autism, ADHD, and late growth development.

Schedule and Syllabus of Good Practice Activities

Aktiviti Ceriakan Pagi Kita implemented on a scheduled basis according to the distribution of subjects taught in the classroom using the Special Education Primary School Learning





Standard Curriculum for Year 1 which is modularly modified according to the students' development needs in the hour count per year.






This activity is performed every morning in a period of between 30 minutes to 90 minutes. Throughout these activities MBPK will follow domains or skills such as communication, listening and understanding easy instructions, socializing, self-confidence and enhances the functionality of fine psychomotor and gross psychomotor. Additionally, the application of positives attribute also occurs throughout the activity, includes courage, confidence, cooperation, respect, love, and responsibility.

Steps in Good Practice Activities

The following are nine steps of Aktiviti Ceriakan Pagi Kita performed by all MBPK:

Table 1
Steps in Aktiviti Ceriakan Pagi Kita

NO	ACTIVITIES	IMPACT	PICTURE
1.	Get up from the seat when being called.	MBPK understands simple instructions and responded.	
2.	Walk to the front of the class.	MBPK builds self-confidence to walk towards the front of the class. In addition, walking activities improve gross psychomotor abilities.	
3.	Recognize own picture on the chart.	MBPK can observe well and recognizes themselves.	
4.	Take and put own pictures on a chart.	MBPK successfully improves the fine psychomotor function.	

5.	Exchange greeting (Assalamualaikum' or 'Selamat sejahtera')	MBPK understands simple manner in the present of others, respect dan embody love for others.	
6.	Introduces oneself (name).	MBPK builds confidence and proudly introduces themselves.	
7.	Introduces oneself (ages).	MBPK learn to know number which will be use regularly in daily life.	
8.	Exchange greeting (hey friends, waving to everyone).	MBPK learn to builds relationship with friends.	
9.	Sit back in own seats.	MBPK learn to sit in their respective places while learning process takes places.	

Link and Qr Code Video of Aktiviti Ceriakan Pagi Kita



https://drive.google.com/file/d/1e0pL5DW5d_aG9DYFZiCWW6WcZrROcLSS/view?usp=sharing

Effectiveness from the Implementation of Best Practices

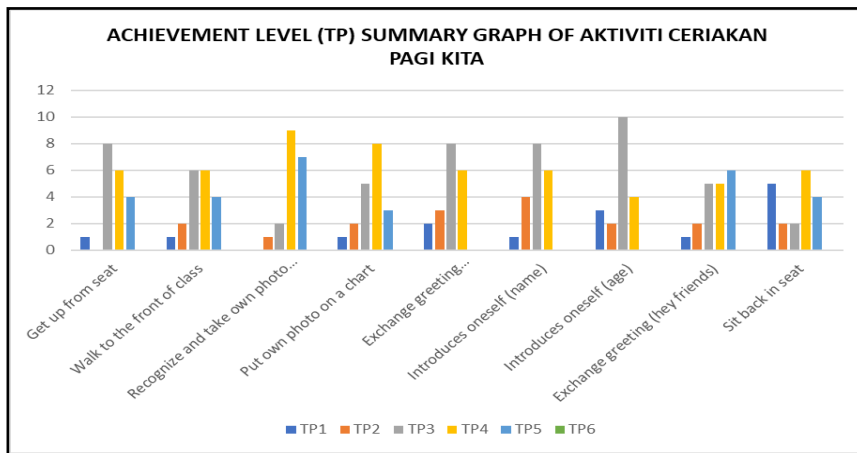
The implementation of Aktiviti Ceriakan Pagi Kita for five months had a positive impact on the communication development of the 19 students involved. Hence, to explain the effectiveness of MBPK's communication development in detail, I have chosen two methods, which are through document review using observation methods supported by checklists and questionnaires from parents point of views as well as video recordings.

The development in Information and Communication Technology field (TMK) is an hindrance to updating and accentuate the evidence of teaching and learning in digital form. In line with the spectrum that dominates the current situation, I have chosen video recording as one of the ways to explain the effectiveness of this good practice. Video recording demonstrate and proves better insight of action and behaviors. Thus, the achievement of MBPK on the practices of Aktiviti Ceriakan Pagi Kita can be clearly seen whether it has been achieved or vice versa. In addition, the video recording is also a testament to the improvement of communication ability of MBPK especially when I compared the video of students who followed the activities within a month in conjunction with his own video following the activity within five months.

Table 2
 Achievement Level (TP) Summary of Aktiviti Ceriakan Pagi Kita

NO	SKILLS	TP1	TP2	TP3	TP4	TP5	TP6
1	Get up from seat.	1		8	6	4	0
2	Walk to the front of the class.	1	2	6	6	4	0
3	Recognize and take own photo from a chart.	0	1	2	9	7	0
4	Put own photo on a chart.	1	2	5	8	3	0
5	Exchange greeting (Assalamualaikum, Selamat Sejahtera)	2	3	8	6	0	0
6	Introduces oneself (name)	1	4	8	6	0	0
7	Introduces oneself (ages)	3	2	10	4	0	0
8	Exchange greeting (hey friends)	1	2	5	5	6	0
9	Sit back in seat.	5	2	2	6	4	0

Figure 1
 Achievement Level (TP) Summary Graph of Aktiviti Ceriakan Pagi Kita



Based on Table 2 and Figure 1 above, the data show that there is an alignment of the level of achievement of the MBPK involved which is 14 people have passed the minimum level of Achievement Level 3 for activities involving communication skills i.e. use simple and

well organized word in speech, introduces own name, age and greeting friends. This shows that the practices achieved 74% of communication development achievement level compared to the targeted number of MBPK.


MBPK shows great advancement in self-confidence (get up from seat, introduces oneself, recognized photo of themselves) as a total of 18 students passed the Achievement Level 3 which equivalent to 90%. While, the walking activities of 16 students showed improvement in confidence by 84%.




Figure 2
Pie Chart on Questionnaire



The pie chart above shows the percentage of parents' views on their child communication development, taken from one of the questions asked in the questionnaire submitted to parents through the Google Form. 52.9% parents strongly agreed and 35.3% agreed that there was an increase in their child's communication ability. While only 11.8% disagreed. This finding illustrate that Aktiviti Ceriakan Pagi Kita facilitate the development of communication abilities among the MBPK involved.

Table 3
Video Evidence of Aktiviti Ceriakan Pagi Kita

NO	VIDEO STATEMENT	LINK AND QR CODE	BRIEF DESCRIPTION
1.	MBPK 1	https://drive.google.com/file/d/1ZgMxNjSU-lyoxh_4W1HzLjhXoaCVYCE/view?usp=sharing 	MBPK is experiencing speech issues i.e., voice problems. However, despite not being able to speak, the MBPK has mastered all nine targeted skills through this activity. It can be proven through this video (the behavior shown as well as the lip gestures displayed).

2.	MBPK 2	https://drive.google.com/file/d/1q9mbyOO4Ts8oARPPRm8EB_5vYCzFRa2b/view?usp=sharing 	MBPK is experiencing a literacy difficulty which is disorganized words and sentences. The video shows the practices of Aktiviti Ceriakan Pagi Kita facilitate MBPK to perform organized activities.
3.	MBPK 3	https://drive.google.com/file/d/1wN_VpUBEkxKqIFzGCIQ6SUjbu7BkZrV5/view?usp=sharing 	Video 1 shows MBPK is willing to participate in Aktiviti Ceriakan Pagi Kita despite their low self-esteem.
		https://drive.google.com/file/d/1TFPjrvZ8lQ55r2H73zI8LUMl92sqe04k/view?usp=sharing 	Video 2 shows MBPK eager to participate in the practices of Aktiviti Ceriakan Pagi Kita.

Conclusion and Recommendations

Children with Learning Disabilities are intelligent in their respective ways. The approach for them to learn and to know differ. They require additional time and work to learn, to overcome and acquired skills and understanding. (K.A. Razhiyah 2006) Children with autism mainly have difficulty in expressing and communicating. (Mitchell et al. 2006). Several can speak eloquently or limitedly and there are some who unable to speak. (Fambone 1999). It is estimated that 40% of children who have autism could not speak and another 25% to 30% are only able to say a few words at the age of 12 to 18 months (Hasnah Toran, Salmiah Bujang, Fadliana Chairi 2013). Based on past studies, it can be summarized that MBPK can improved in communication skills and the level of self-confidence. It can be achieved through structured routine activity such as Aktiviti Ceriakan Pagi Kita.

For enhancement of this activity, acquired skills should be provided with learning aids in the form of digital applications or video. The video should be interactive to maintain the interest and focus of learning MBPK. The digital app is ideal as parents' awareness and readiness towards learning this digital form is improving. In conclusion, all MBPK will get the same guidance every time they use it.

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