

Problem Solving for Learning Disabilities in Malaysian Muslim Blind Community

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ABSTRACT

Issues which are consist in learning disability context for the blind comprises several aspects such as; teachers did not teach the Quran by using the Quran in braille, have not mastered in Quran Braille code, have not basic learning on the Quran and alphabetical character. This article attempts to find out the issues and challenges of learning disabilities experienced by Muslim Blind Community in Malaysia. The study also aims to solve problems on learning disabilities among Muslim blind community in Malaysia by using braille approach. This study undertakes an analysis of people with learning disabilities based on issues and challenges as the main sources of reference by adopting the document analysis method. Therefore, this study used a qualitative method with a protocol of observation and analysis of several sources to get data and information. The outcome of this article suggests that the Malaysia government needs to make improvements in order to enhance the quality of education for people with learning disabilities and create a special education program for them. This paper clarifies that the methods and point solutions to the problems faced by this kind of people is considered as a new issue and supposed to be handled by government and private sector.

Keywords: Problem Solving, Learning Disabilities, Muslim, Blind, Quran

Referring to the Ministry of Health Malaysia, learning disabilities is considered as common problem among 10% -15% of the pupils which can be classified as general or specific disability. Various terms are used worldwide to describe Learning Disability that include; intellectual disabilities, Down syndrome (U.S) or learning difficulties (U.K). The National Joint Committee on Learning Disabilities (NJCLD) (1990) describes that the learning disabilities can be referred to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction, and may occur across the life span. Learning disabilities (LD) begin in childhood and persist throughout the life span. These neurologically based disorders affect critical learning processes, such as the acquisition and development of reading, writing, and mathematical skills, all of which are essential to every aspect of adult life in the 21st century. The manifestation of LD may change as individuals develop and respond to varying performance demands for example, when leaving school and entering the workforce. But if LD are not adequately addressed and managed, they can limit adults' prospects for education, employment, and interpersonal relationships (Taymans et. al. 2009).

Problems in self-regulatory behaviors, social perception, and social interaction may exist with learning disabilities but do not by themselves who constitute a learning disability. Although

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learning disabilities may occur concomitantly with other handicapping conditions (for example, sensory impairment, mental retardation, serious emotional disturbance), or with extrinsic influences (such as cultural differences, insufficient or inappropriate instruction), they are not the result of those conditions or influences. According to Berdine and Blackhurst (1985), *disabilities* are referred to the difficulties encountered by individuals to interact with the surrounding. *Disabled* means the dysfunction or loss of a certain body parts or organs while *imperfection* means body tissues injury or flaw. Upon all, it is significant to highlight that all the terms used are not absolute and yet still being debate locally and internationally.

Locally, Department of Social Welfare Malaysia defines *disabled* as individuals who was unable to attain parts or entirely the general basic needs or lack of social assimilation due to a certain disability either physically or mentally since they were born or due to some condition (Sanmargaraja & Wee 2008). However, the writer tends to emphasize on the blindness disability among the Muslim community in Malaysia who's left behind in education line due to their disability. Barely, they are unable to use their sense of sight well in overcoming the encountered learning difficulties. Luckily, some of them are able to use their sense of hearing with the help of hearing aids device for knowledge acquiring purpose. But, what about the problems faced by those who suffer from visual impairment and hearing as well. Thus, the use of Braille code is a perfect solution to help these people overcome learning problems nowadays.

Methodology

Method used for this study is a qualitative method. The researcher first make an observation towards current issues and challenges of learning disabilities experienced by Muslim Blind Community in Malaysia. Then the study was conducted by adopting the document analysis method with reference to the report such as; Education Act 1961, Education Act 1996, Persons with Disabilities Act 2002, and Cabinet Committee Report 1979, theses, journal articles, books, official websites and other sources in order to point out suggestions and sort out problems faced by learning disabilities for considerations of the Malaysia government.

Objectives

1. To Identify the issues and challenges of learning disabilities experienced by Muslim Blind Community in Malaysia.
2. To solve problems on learning disabilities among Muslim Blind Community in Malaysia by using braille approach.
3. To enhance the quality of educational system by suggesting several point solutions to the problems faced by learning disabilities for considerations of the Malaysia government.

Problem Statement

The blind are people who are visually impaired and need a tool to help them do something everyday activities such as; reading activities. However, this does not mean these people are not good or are not able to achieve success in life. Although the chance of success as literacy classes somewhat less visibility but they also try to be academics or graduates who succeed if given the opportunity and appropriate assistance. In general, the problem that existed amongst the disabled community in Malaysia impaired when lack of exposure to braille code. Abualkishik and Khairuddin (2009) view that people with disabilities can overcome vision problems faced in the educational system with the use of braille code, which was introduced in the special educational system in Malaysia. Braille is the system of touch reading and writing which utilizes raised dots to represent the print alphabet letters for persons who are blind. The braille system also includes symbols to represent punctuation, mathematic and scientific characters, music, computer notation, and foreign languages.

By using this code is meant to replace the use of book-based embossed copper wire that is pressed on the paper introduced by the Valentine Haüy, the founder of the National Institute for

Blind Youth in Paris and secret writing code named Sonography intends night writing system that was founded by a military officer named Charles Barbier in 1821 (Norakyairee & Ab. Halim (2011). The results of the literature review revealed that the government has taken an active part in the description of special education, such as providing basic needs for special students as enshrined in the Education Act 1961. It is having been mentioned in the Country Report Malaysia 2000 (Strengthening and Encouraging School Development). Among the matters discussed were:

“Officially, the government recognized that children with special needs have the right to attend formal schooling as enshrined in the Education Act 1961”

Special Education Department reported that there are currently 31 special education schools nationwide. Three of them are secondary schools, two special education schools for hearing impaired students and another for those who are visually impaired. In addition, the Special Education Primary School (RPK) for the visually impaired are five, while the Special Education Primary School for students with hearing problems are a total of twenty-three (Slew & Sebastian 2002). The prevailing paradigm in the field of special education in the Asian region was indeed a dynamic change, Bourgeault (1970) reflects this development as follows:

It was many years before governments were asked to assist in partial support of these programs, there has always seemed to be resistance to including these program/s under the direction and full support of government. But as schools for blind children were successful, and as governments made progress in their effort to improve service for all children} government interest in the programs of these specialized schools increased. Earlier "token" support became more substantial. It is rare country in Asia today, which does not give considerable if not total, financial support to these programs, which were formerly funded almost exclusively by private groups.

Parallel to the current developments in the region and provision of Education Act 1961, the Ministry of Education when it was responsible for setting the guidelines for all or any of the matters related to special education so that they can develop the infrastructure for these target groups, thus times the first party government in the Federation of Malaya directly involved in special education agenda.

Issues and Challenges

In general, "Persons with Disabilities Act 2002" constitutes a special law for the disabled in Malaysia to be protected and defended. Constitutionally, the disabled can claim his rights under Article 8 of the Federal Constitution which guarantees equality to everyone but the real situation is allowed by the constitution. The Act also includes any discrimination against a person solely on the ground of disability in employment, education, housing, transportation, undertaking business, sports, recreational activities, access to public places, access to public facilities and services (Kamaruddin 2007). Finally, it refers to the inability of any kind of barriers that exist so deprived, potential, potential contributions and participation of individuals or group of individuals in a community or country. Based on the development of Disability Studies (Disability Studies), there exists a variety of model or framework that defines the term "incapacity" of the Medical Model (Medical Model) until Biopsychosocial Model (biopsychosocial model) (Zahari 2010).

Norhasnira et. al. (2013) explains that education is facing a range of development and change more challenging and complex. New demands such as the impact of globalization, innovation and education is one of the global knowledge flows and trends that are important in shaping the development of learning. In meeting the urgent needs of the Ministry of Education also plays a role in helping these people to not drop out of school in Malaysia. Persons with Disabilities Act was passed in Parliament (Senate) on 24 December 2007 and was gazette on 24 January 2008 and came into force on 7 July 2008. The PWD Act provides for the recognition of the rights of persons with disabilities and to change the concept of the welfare of the disabled from the right-based concept. The Act also allows the disabled have the right to equalization of

opportunities and full participation in society on par with other community members. Handicapped Act also provides for matters related to registration, protection, rehabilitation, development and well-being of people with disabilities.

Therefore, the Government of Malaysia does not release hand to provide relevant and quality education to the less fortunate. The government's policy that "education for this group should be formed an important part of the National Education Planning, curriculum development and school organization" (Disabled Persons Act 2002). Therefore, it is unlawful for any education authority to discriminate against disabled people by refusing or failing to accept that person's application for admission as a student. Education authorities also do not discriminate against a student on the grounds of disability by denying or limiting their access to the relevant authorities to any benefits provided by the education authorities; to expel the student or student lead to such accidents.

Special education programs are implemented to visually impaired people in the country are part of the National Education Association, because it is not immune from the typical student involved with this curriculum. This means that the rights and opportunities for visually impaired people to participate in the formal education system in Malaysia is not negligible (Slew & Sebastian 2002). In 1962 and subsequent years Ministry of Education has organized an integrated plan for providing special education for deaf students in regular schools, followed by students with visual impairment. In 1964 a special unit known as the Special Education Unit was established in the School Division to uphold the special education for the disabled. According to Sharifah Alwiah (1984), education in the view of Islam must be able to produce human stance and a strong belief in the ideals of Islam (Abdul Rahman & Zakaria 2001) and can compensate him between the demands of both worlds (Noraini 2000).

Further, issues which are consist in learning disability context for the blind comprises several aspects. Among the aspects are academically and professionally qualified teachers, knowledge about the characteristics of the special needs of the visually impaired and the ability and confidence of teachers in delivering education to visually impaired people with special needs (Mohd Mokhtar & Aliza 2004) and supports the need for infrastructure to teaching and learning process (Mohd Hanafi et. al 2009). According to Norakyairee & Ab. Halim (2011) problems encountered by teachers when they have not mastered in Quran Braille code. Results of interviews confirm that they did not have immediate basis to read the Quran, uses the Quran in braille at the outset to be a teacher because the teacher was not exposed during teacher training. In fact, through interviews, its show that three teachers did not teach the Quran by using the Quran in braille.

Besides, aspects of teaching practice have been widely discussed by scholars in education to shape a culture of teaching and learning in the education system (Ahmad Yunus & Wan Kamal 2016). In the context of these problems, teachers need to learn to explore the science of deep and update knowledge to be more advanced than the students. Increased knowledge and experience are essential to make teaching more effective especially in terms of teaching and learning (T & L) for people with special needs in the current National Special Education (Norakyairee & Ab. Halim (2011), particularly among PERTIS members. According to J.W. Wood (2002), teaching for people with special needs should have the skills to teach the needs of learning-disabled category. For disabled people (blind), they use braille machines for writing, reading and learning materials in braille code, including the Quran and Hadith in braille. Therefore, teaching people with special needs should have the skills to use braille machines, braille writing and reading, especially Quran braille (Mohd Mokhtar & Aliza 2004) to facilitate learning among members of the Blind association.

The next challenge is the issue of teachers who's faced a problem of teaching members of the Blind association who do not have basic learning, such as; recognizing letters *hija'iyah* for learning the Quran and alphabetical character. This leads to time constraints when teachers have to teach one by one. Hajarul et. al. (2010) explains, in a very limited time constraints, the teacher certainly cannot give special attention to improve the students' reading skills and using braille code to students one by one. Based on the observation, the main constraints that must be

addressed is the appropriate level of knowledge regarding the teaching braille code. Letters and symbols in braille reading material consists of numerical tat ions and six raised dots arranged in two columns and three rows (Pring 1994). Braille and print are not the same orthography and understanding the internal features braille code is very important for the teaching (Hamp & Caton 1984). However, there are different rates of speed-reading braille; some readers rather quickly, with an average of about half the speed of vision, can speak 150 words in a minute, but many who read slower than the speed of under 40 words per minute. Often write using braille was introduced at almost the same with reading.

Thus, a writing machine called the Perkins Brailler enables users to produce braille. Class reading is important and can be the difference for the child to achieve success and failure (Harley, Truan & Sanford 1987); For example, children who are blind may not be able to do the job with the same enthusiasm as a child who can see. Therefore, it is important to pay attention as one of the motivating factors for them (Spungin 1989). Spungin underscores the fact that failure to use the braille usually not caused by a number of difficulties inherent in the project, but more focused on more practical considerations. When the "*Whole World*" for teaching reading has been popular, the rules in braille were introduced at the beginning of reading instruction. The use of braille code has been used in teaching special educational system in Malaysia to assist and facilitate the process of learning. Hence, Norhasnira & Nornajihan (2014) explains, to understand literature in braille writing, we must first learn and understand the codes that braille is no confusion in the code. In addition, the braille code also serves as a guideline for normal classes that allow them to teach, educate and understand to what it is to be conveyed to the visually impaired group.

Therefore, the exploration of the issues and challenges faced by the members of the Malaysian Association for the Blind to the problem of learning disabilities is to find common solutions and appropriate methods to address them. It aims to help the authorities to cope as well as making improvements especially in building the quality of education in the State Special Education program. In fact, the methods and point out the solutions to the problems faced by this group is not an issue that unable to be handled by those involved.

Suggestions for Problem Solving on Learning Disabilities

As it is known, the education system in Malaysia currently has a lot of transformation that requires the commitment of the various parties in upholding the country's education system. According to Ahmad Yunus (2015), (2016), changes and reforms in the education system is seen as an opportunity to test the potential, capabilities, and ways to optimize the development of the individual. Education is a fundamental right of all individuals in the world to improve their knowledge. In fact, Mohd Najib and Sanisah (2006) take the argument of the declaration of the United Nations on the Rights of 1948 and the pledge the world community at the World Conference on Education for All 1990, which affirms the right of all to education, regardless of individual differences and abilities. The Ministry of Education has taken some positive steps to prepare a program to solve the problems of this particular group learning disabilities who have sight problem. Slew and Sebastian (2002) state, in line with current developments in the region and provision of Education Act 1961, the Ministry of Education when it was responsible for setting the guidelines for all or any of the matters related to special education so that it can develop infrastructure for this target group of students. That was the first time the government of the Federation of Malaya directly involved in the special education program.

According to Deputy Director General of NCC Education (2000), among the matters covered in the Education Act 1961 relating to special education include "special schools means that schools that provide special services for students who are not capable of (disability), Article 2 - Translation, and Article 25 Educational Institutions (1) control of educational institutions as follows: (e) special schools". Meanwhile, the Cabinet Committee Report 1979 has brought many changes to the development of special education in the country. In the report, he stresses that all children must be provided with special facilities and quality service similar to their friends in regular schools. The Cabinet Committee also recommends that the government should be

responsible for the education of children with special needs. It is recommended that the government should be taking full responsibility for the education of the association's control at the time. In addition, participation by voluntary bodies in promoting the education of children with special needs should be further encouraged. Through this report, we can see that the issue of learning disabilities was taken care of by any party since even at school level to the university level or forwarded to any institution including Blind association. Therefore, the Report of 1979 can be summarized as the following:

1. The democratization of education. It is one of the goals of the National Education Policy. In the context of the democratization of education means equal education opportunities for students with special needs, like other students in regular schools.
2. To provide education for students with learning disabilities. This is because the facilities for these target groups given less attention by the authorities.

Next, a description of special education for special needs communities continue to receive attention by the government, especially in the Education Act 1996. In chapter 8, as contained in the Education Act that, among other things, stipulates that "the Minister to provide special education under paragraph 34 (1) (b) or in any primary or secondary school which the Minister deems expedient": The Education Act also sets out the powers of the Minister to designate a period of learning and special education curriculum for students with special needs. Situation and the plight of the disabled in Malaysia in the field of education is become increasingly secure, especially after the time of independence has grown drastically. Noraini (2000) describes the process of the development of education for this community as, "If the first child is placed in a boarding school and often far from public view, if there is no progress, the scenario has changed again to a convergence program, the typical school day, special classes and programs inclusive".

In the wake of these developments, a minority coup disabled people who start to receive education in primary and secondary schools in Malaysia and Southeast Asia. After the British colonial period, education facilities for the disabled community in Malaysia, especially at the level of secondary school entered a new era. This is because all students with special needs, including the graduated group at the primary level are not placed in special schools. Instead, the RI program was introduced. This was evident when Chua (1970) said:

Malaysia set the pace for the integrated system of educating the blind in Southeast Asia when the Government agreed to the posting of a Consultant from the American Foundation for Overseas Blind to the Ministry of Education in 1962.

To ensure the development of special education programs for the community as well as in Malaysia, then in 1962 the training program for the training of special education teachers who teach the coup was held at the Specialist Teachers Training College in Kuala Lumpur. Duration of the training course is for one year and trainee teachers who want to participate in this program should have at least two years of teaching experience. Special education teachers are also have been trained through funding scholarships in Britain, Australia, New Zealand, and the United States (Slew & Sebastian 2002). Finally, the issues and challenges presented above requires the commitment of various parties in problem solving. In addition, the following proposals would allow for the improvement of the effectiveness of learning disabilities and education in the State Special Education Programs, including:

1. To provide education to people who have problems with learning disabilities. This is because the facilities for these target groups given less attention by the authorities.
2. Implementation of training and courses for teachers of special education in order to classify is not left behind in learning process.
3. Participation in the GPI PK research towards improving the delivery system, content, diversify teaching aids which is relevant and effective process.

4. Involvement MBK with mosque-based social programs (Norakyairee & Ab. Halim 2011).
5. The involvement of parents is also important in helping to solve the problem with learning disabilities are equally assist the Special Education Teachers.

Accordingly, in fulfilling this process, describes the Institute of Teacher Education (IPG), Institution of Higher Institutions (IPTA) and the Ministry of Education (MOHE) from time to time have compiled a program called "Teacher Training "to reveal the methods and techniques of teaching formally to all teachers. It aims to provide tools in order to train productive teachers to meet the needs of the education system in an effort to improve the quality of teaching and learning (T&L), they include the use of braille code of the Quran for those visually impaired especially Muslims. In addition, effective teaching techniques is also one of problem solving which can overcome the problem of learning disabilities, particularly among PERTIS members. Technique by Ahmad (1997) are the skills and behavior of teachers in the management and implementation of teaching methods in a teaching and learning. Techniques are small units which contained in a rule.

Some of examples of techniques in teaching are demonstrations technique, and drills memorization techniques, tricks and techniques to plead lecture. The variety of teaching techniques allow teachers to use in their teaching process. Therefore, teachers must take into account the appropriate teaching techniques in order to provide effective teaching and learning quality. While Azman (1986) says the technique is what is seen in the classroom. For example, if teachers teach linguistic by using tools of mass communication in the language laboratory, then it is called 'a technique'. Likewise, if a teacher of Islamic education teaching Quran recitation by using computer software to recite, it is also called as techniques. In addition, teaching methods by Mohd Yusuf (2000), Ahmad (1997), Sang and Lee (1991), Sharifah Alwiah (1984) and Hassan (1981) is a systematic series of actions aimed at achieving the objectives of the lesson measures and a structured presentation. In fact, the appropriateness of teaching approaches is closely related to the type of student and the kind of teaching according to (Ahmad 1997; Marks 2000) is the following: the use of braille skills; visual impairment; the community commitment, and; the government's commitment.

Therefore, to resolve this problem of learning disabilities, modifications in the learning performed using an assistive technology as an important medium for teaching and learning in the classroom such as; braille machines, magnifying glasses, and writing large prints (Pring 1984). Braille is considered as the major medium of communication for the severely visually handicapped for more than a century. It has been adapted to all the major languages of the world and most of the minor ones. Furthermore, special braille code systems have been worked out to represent mathematics, scientific symbols, music, phonetics and the other specialized symbol systems. Braille has, thus, proved flexible when faced with the problem of creating a new code system out of the fixed-character set of just sixty-three characters. In fact, this flexibility coupled with the many enthusiastic and inventive braille experts in several countries, has proved to be a weakness of the system. This is because many countries have arrived at different Braille code systems for the same print symbol system, which sadly has resulted in nearly a dozen different Braille mathematics codes, at least two different ways of disposing Braille music, and half a dozen different Braille computer codes, etc. In the early 1950s UNESCO, together with other international organizations, such as the World Braille Council and later the World Council for the Welfare of the Blind (WCWB), attempted to achieve some standardization of the various braille codes. In 1954, UNESCO published *World Braille Usage* which presented charts of the braille codes of all the languages which had one. Since 1954, WCWB has tried to continue this work of standardization through its various sub committees, although with limited success (Islam, 2015).

While in Malaysia, there are some braille codes which is widely used in Malaysia. Among Braille Malay (*Jawi* and Roman), English Braille and Quran Braille. In reality, braille for the deployment and development of other languages in the world has been spearheaded by Christian missionaries in the early stages. They also drew attention in the welfare of the disabled, including

the blind. They also strive to create braille for the use of local languages. Then the business is welcomed by certain organizations and governments to jointly help to finally bring the issues and problems of the disabled be on the agenda at the national (Bardin 2006). In reality, the adaptation of braille into English has been produced since 1974. The British during the colonial era and it was written in the *Jawi* script. Through the efforts and initiatives led by the British at the time, braille code repository, known as Standard Indian Braille code was discussed at the international level in order for the formulation and harmonization of Arabic Braille code that is recommended by the United Nations (Muhammad Mustaqim 2014).

Likewise, as the braille is used in Malaysia as an alternative to the problem of learning disabilities especially among Malaysian Association for the Blind members. The results of the government's concern over the problem of learning disabilities among visually impaired people with disabilities have sparked a number of policies for the welfare of these people. According to Muhammad Mustaqim (2014), when Malaysia explained under British administration, they have been studied in depth the issue of blindness in Malaysia in its efforts to prevent, educate, train and develop policies for the Blind. The results of this study are provided in the form of a written report entitled *Blindness in Malaya* provided by Blind Welfare Office, Social Welfare Department, dated March 15, 1954.

According to Zahari (2010), concerning the production of braille materials, the Malaysian Association for the Blind (MAB) is one of the organizations which used to run a Braille book publishing service for the benefit of blind users. St. Nicholas school is in Penang and Princess Elizabeth School in Johor Bharu continue to produce their own braille materials for the use of their clients only. 44 In the early 1980's the Ministry of Education established its own braille publishing unit which had its operations on the premises of the Setapak Special Secondary School for the Blind in Kuala Lumpur. Subsequently, the unit was closed down and the production of braille books reverted to MAB. He said, this shifting and changing in braille production has caused much confusion and inconsistency with regards to the usage of braille code in our country. There seems to have been the lack of proper regulations in running a braille production unit for the blind in Malaysia. For example, during the early years of braille production, one of the rules was to leave one blank line at the top and to begin on the second line of every braille page.

Although a maximum of 25 lines can actually be obtained for each braille page, the blank line at the top was necessary because braille production at the time depended on the heating of braille on paper for the duplication of books. The first written line of every braille page would contain information regarding the print page, braille page and the chapter or lesson. By starting with the second line on every page, only 23 lines (instead of 24) could be used for the actual text. Consequently, the loss of one line for every braille page meant that braille books became thicker. Unfortunately, there has been a lack of coordination among the bodies involved in braille production. Government Agencies and Non-governmental Organizations each had their own formats for braille production. When the Braille Production Unit of the Ministry of Education was dissolved in the mid-1990, the production of braille textbooks lost any clear direction. Thus, at one stage, the Special Education Department had to organize workshops on braille textbook production for special education teachers for the blind.

Thus, the time has now come for serious consideration to be made with regards to the establishment of such a braille authority in Malaysia. This authority should include braille experts both from the government agencies and the NGO's. Perhaps NCBM and the Special Education Division of the Ministry of Education could take the initiative in having such an authority established. The objectives of this body should include:

1. Acting as the sole national reference body regarding braille usage in this country.
2. Standardizing the usage of braille code among the users of braille both in the government agencies and in the NGOs.
3. Providing a platform for braille experts and concerned individuals to gather for exchange of ideas regarding the usage of braille in this country.

4. Representing Malaysia in conferences, workshops or seminars regarding braille usage both on the national level and international level.

Indeed, it is we hope that such a national braille authority will materialize in the future. We believe this is crucial if the standard and quality of braille is still maintained and upgraded is needed for the benefit of the blind in this country.

As a conclusion, this article tends to emphasize on the blindness disability among the Muslim community in Malaysia who's left behind in education line due to their disability. Barely, they are unable to use their sense of sight well in overcoming the encountered learning difficulties. Luckily, some of them are able to use their sense of hearing with the help of hearing aids device for knowledge acquiring purpose. Therefore, Special education programs are implemented to visually impaired people in Malaysia as part of the National Education Association, because it is not immune from the typical student involved with this curriculum. This means that the rights and opportunities for visually impaired people to participate in the formal education system in Malaysia is not negligible.

Issues which are consist in learning disability context for the blind comprises several aspects. Among the aspects are academically and professionally qualified teachers, knowledge about the characteristics of the special needs of the visually impaired as well as the ability and confidence of teachers in delivering education to visually impaired people with special needs and supports the need for infrastructure to teaching and learning process. There are other challenges encountered by teachers when they have not mastered in Quran Braille code. The proof is that based on results of interviews confirm that they did not have immediate basis to read the Quran, uses the Quran in braille at the outset to be a teacher because the teacher was not exposed during teacher training. In fact, teachers did not teach the Quran by using the Quran in braille.

Thus, to resolve this problem of learning disabilities, there are several suggestions and point solutions to the problems faced by learning disabilities for considerations of the Malaysia government. Among the suggestions are modifications in the learning performed using an assistive technology as an important medium for teaching and learning in the classroom such as; braille machines, magnifying glasses, and writing large prints. Also, the use of braille code is a perfect solution to help these people overcome learning problems nowadays. The importance of braille code to visually impaired people with disabilities is one of the teachings and learning process in order to achieve the understanding, practice and appreciation of education. The progress of a nation is through the process of transformation of awareness of the needs in the field of education is essential. The disability issues among people with learning disabilities have to be focus and priority need to be given in national development plans because this issue has long been fixated just on the edge of the runway instead of national development along the stream. Very loss for this group if it continues to be ignored. it is time to plant community's caring attitude toward those who are not fortunate than not they are denied their rights and needs.

Finally, based on problem solving and recommendation provided, the researcher hopes that the goal of special education philosophy as outlined by the Ministry of education in Malaysia is an ongoing effort to create a better skill, wing, capable, faithful, independent, able to design and manage their lives and realize their own potential as an individual and member of society balanced and productive tally with the philosophy of education which can be achieved through three main programs of special education in special schools education program, the inclusive education program, and a program of inclusive education.

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