Article

Teacher's Acceptance and Readiness in Implementing Zero Reject Policy (ZRP) in Rural School in Malaysia

Nur Kamariah Ensimau Abdullah[1], Mohd Isa Hamzah[2], Mohd Hanafi Mohd Yasin[3,] Mohd Mokhtar Tahar[4], Mohd Jasmy Abd Rahman[5], Zolkepli Haron[6], Mohd Zulkarnain Abdul Wahab[7], Mohd Anis Abdul Razak[8], Mohd Faris Idham Zainurin[9], Nuramirah Hazwani Kamarudzaman[10], Salmah Jopri[11], Safani Bari[12*]

[123456]Faculty of Education, The National University of Malaysia, 43600 Bangi, Selangor, Malaysia
[78910]Regional Centre for Special Educational Needs (SEAMEO SEN), 75400 Malacca, Malaysia
[11]Special Education Department, Malaysia Ministry of Education, 62604 Putrajaya, Malaysia

[*]Corresponding Author: isa_hamzah@ukm.edu.my

Abstract: The Zero Reject Policy (ZRP) was policy introduced by Ministery of Education in Malaysia, December 2018 purposely to adhance the implementation of Education for All Policy in Malaysia. Through this policy Special Education Need (SEN) students were give an opportunity to study in mainstream classes without any rejection. Therefore, this pilot study aims is to identify the level of teacher's acceptance and readiness among mainstreams teachers in implenting ZRP spesifically in rural school in Malaysia. This quantitative studies involved 120 mainstream teachers whose randomly selected in Kapit, Sarawak . The questionare distributed randomly in 43 primary school teachers in Kapit District and the data analyzed using SPSS V23. The research findings indicated that the level of teachers acceptance and readiness bothly in the moderate level. The top down policy making encougare teachers readiness in implement any new policy. However, the level of readiness also influence by level of acceptance of teachers. Therefore, more exposure about ZRP thru courses and workshop should conducted in order to increase teachers acceptances and readiness to implement ZRP in rural school.

Keywords: Zero Reject Policy, Readiness, Acceptance, SEN, rural school

Introduction

The Education for All Goals was introduced in Jomtien, Thailand in 1990, reinforced in World Education Forum in Dakar. Ainscow (2020), Amstrong (2011) and The Millennium Development Goals, make countries around the world committed to fight for access to education free, quality and compulsory education for primary education started 2015, UNESCO (2007). In the 'A World Fit for Children' Conference, the result of a document from the Special Session of the United Nations General Assembly on Children in 2002, countries around the world agreed to make a firm commitment to fight for children's rights and formulate various strategies and actions to achieve education for all objectives. (Zalizan et. al., 2000; Zuki et.al., 2016)

The Special Education in Malaysia started since 1929 when the St Nicholas Primary School in Malacca, manage by Anglican Church (Salmah et.al. 2020).The revoluation of Special Education been more rapidly

when Special Teachers Training Collage specifically produce Special Education teachers was established in 1964. Due to human rights and equalities in education, United Nations Educational, Scientific and Cultural Organization (UNESCO) had introduce The Education for All Goals were introduce in Jomtien, Thailand in 1990 reinforce in World Education Forum in Dakar Senegal in 2000 (Ainscow,2020). Ministry of Education (MOE) had been involved in this International Conferences, purposely to provide a platform for the disabled children. This participation is to fight for the rights of the disabled or Special Education Needs Pupils (SEN) to enroll in mainstream education. (Zalizan et.al., 2000; Zuki et.al., 2016; Liyana, 2013;, Norliah et.al., 2016).

In order to achieve Education for All, Malaysia has taken the initiative to provide a platform for the disabled by participating in international conferences sponsored by the United Nations Educational, Scientific and Cultural Organization (UNESCO). This participation is to fight for the rights of the disabled or Special Education Needs Pupils (SEN) in enabling their involvement in mainstream education. (Zalizan et.al., 2000 Zuki et.al., 2016;, Liyana, 2013;, Norliah et.al., 2016). The Salamanca Statement and Framework for Action on Special Needs Education in 1994 was adopted by Malaysia in achieving an inclusive education approach to enable every educational center to openly accept all individuals regardless of race, intellectual, language, religion and physical (UNESCO, 1994). This framework is a guideline throughout the state including organizations and policy makers to include and involve every individual into the same education system including special children, children who are in rural areas and underprivileged children. In fact, the term 'education for all' is to eliminate the disabilities and inability of these children in learning to enable them to get the same education as other children.

Therefore, the purposed of this study was to identify the level of acceptance and readiness among mainstreams teacher in rural school to implement the Zero Reject Policy.

Literature Review

The Cabinet Committee Report has reviewed the Implementation of the 1979 Education Policy through Certificate 169 which is a step that leads to a clearer revolution in the development of special education in Malaysia (Abdullah et.al., 2018). In Malaysia, the Special Education Program aims to make students with special educational needs (SEN) skilled, motivated, capable, confident, independent, able to improve their lives and realize their potential as individuals and balanced and productive members of society. The Malaysian Ministry of Education through the Special Education Division is the body responsible for planning, managing and regulating the development of special education at the ministry level while the State Education Department is the body at the state level to help Special Education Department interm of planning, managing and evalute the implementation of special education development at the level state. Meanwhile, district level plays a role as a bridge between Special Education Department in the state level with teachers in schools.

Overall, these three bodies aim to ensure that all students with Special Educational Needs (SEN) have the opportunity to access in any relevant and appropriate education. The goal of special education is to ensure that all SEN develop the talents and potential of students through vocational education to produce skilled people towards improving the quality of life, SEN are given the opportunity to follow the Early Intervention Program so that their ability level can be optimized, providing opportunities for SEN to follow education programs which leads to increasing the existing potential to produce a semi-skilled group and subsequently become an asset to the country. SEN who have the potential to be placed inclusively in mainstream classes as much as possible.

The Malaysian Education Development Plan (PPPM) 2013 - 2025 was the transformation on education which aims to increase in universal access rates among children from pre – school to upper secondary level by 2020. Therefore, MOE introduced a policy announced in December 2018, known as Zero Reject Policy (ZRP) with the tagline "Education for All, Responsibility of All" which given an autonomy and accountability for schools and universities.

Relatively ZRP is not a new policy but is related to compliance with the Education Act 1996 [Act 550], Section 29A. Based on ACT 550, Ministery of Education in Malaysia emphasizes that SEN has the right to receive compulsory education at the primary school level. Student with SEN also has the right to receive education in line with their disability either to Special Education Schools or mainstream schools through Inclusive Education or Special Education Integration Program . With the implementation of this ZRP, Students with Special Needs (SEN) can register anywhere in the school they are interested in and the school cannot reject the student's application.

In 2019, the Ministry has introduced a comprehensive Zero Reject Policy for Students with Special Needs (SEN). The implementation of this policy is to ensure that all people with disabilities are not exempted from entering the school environment . Apart from that, the 'Circular on Voluntary Parental Involvement in the Classroom' is also an important policy through "Initiative number 62 on Parental Involvement, Community and Private Sector in line with the aspirations in the Malaysian Education Development Plan (PPPM) 2013 to 2025". Involvement of Volunteers in the Classroom in the preschool, primary, secondary school levels including special education schools and integrated special education programs will be able to assist in the launch of the Teaching and Learning (TL) process. The statement also clarified that at the end of June 2019, a total of 735 schools with fewer students with SEN had accepted this policy without any complaints. This is seen to have led to good and positive achievements at the initial stage in the implementation of the Zero Rejection Policy in the country. The implementation of this policy is also for the monitoring of each SEN in terms of their respective strengths and weaknesses so that teachers can provide individual educational plans and TL methods for the students.

Due to the characteristics of education are dynamic and constantly evolving, this change is a process of learning and improving the quality and delivery of knowledge.(Lynch,S et.al., 2008;, Lawrance & Brown, 2004;, Ainscow, 2020). However, the change is closely related to the implementation of teachers in the classroom because teachers whose role is to ensure the success of a policy covers the quality or effectiveness of a policy because policy implementation will include aspects of readiness and ability and capacity of teachers to complete the policy (Al - quairini et.al., 2020;, Wan et.al., 2016;, Sallend, 2005)

1. Teacher's Acceptance on ZRP and Inclusive Education

Inclusive education provides opportunities for students with special needs to undergo teaching and learning process as well as socialize with other mainstream students. Inclusive education coincides with 'Public Law 94-142 part B' which states that inclusive education provides educational opportunities to all students with special needs. A report from the Special Education Division, (MOE, 2012) mentioned that the schools that have the Special Education Integration Program and implement inclusive education are 355 schools, namely 161 primary schools and 194 secondary schools. This recorded only 6% of SEN student placed under Incluside Education, while 89% registered under Special Education Integration Program and 5% enrolled in Special Education Schools. This enrollment percentage needs to be increased to reach 75% in 2025. As of 2018, the inclusive education enrollment percentage increase to is 40.54% (data as of January 2018).

MOE report also touched on the acceptance of some primary teachers, including administrators, on the presence of students with special needs in mainstream classes. This is due to a lack of understanding of the implementation of inclusive programs in schools. Many are of the opinion that the presence of these students will complicate administrative matters as well as affect school performance, due to teachers perception towards students with SEN have low cognitive ability due to problems in comprehension, speech, writing and solving mathematical problems as well as physical and sensory disabilities that will lead to overall academic performance of the school.

Teachers 'and administrators' acceptance of inclusive education is closely related to the readiness and experience of handling students with special needs during teaching and learning process. Most of the mainstream teachers involved in inclusive programs were found to be less experienced and skilled in educating and teaching student with disabilities. In addition, the interaction between peers with SEN student is limited due to peers do not know about SEN as well as the lack of mastery of social skills and interaction of SEN itself. Pupils with special needs usually have low levels of self-confidence which makes them insecure to associate and interact with friends and teachers.

Meanwhile, the United Nations, 2018 also estimates that 57 million primary school children from low -status families around the world are still out of school while what will definitely improve the quality of education has been recognized as an urgent concern in the world. In addition, equality in access to education is not shared especially involving children with disabilities. This group still faces widespread exclusion from education (Bruggink et. al., 2016;, UNESCO, 2010;, WHO & World Bank, 2011).

In low- and middle-income countries, children with disabilities have lower school attendance rates and lower transition rates to higher levels of education (WHO & World Bank , 2011) .Analysis revealed that across 30 countries, children with disabilities are likely to have 10 times lower percentage of attendance to school than their peers (Lessard et.al., 2014). The influence of this disability is one of the strongest factors in their non -attendance at school compared to other factors. (WHO & World Bank, 2011). This is because, these disabilities make their learning process very limited.

Although SEN enrollment is increasing in most developing countries and this increase also includes the quality of SEN education (Maulana et.al., 2015;, Maclister et.al., 2019) but evidenced from research showing how student with SEN is less excluded from the curriculum and teaching as the mainstream (Kaushik, 2018). In addition to school practices that isolate the student with SEN is not support the inclusive learning and environments that can also contribute towards why SEN do not attend school (Miles et.al,2010;, Maclister et.al., 2019;, Molosiwa et.al 2016). Yazeed Alnasser (2022) on his study about special education teachers in Saudi Arabia in exploring how the leadership style of special education teachers found that teachers have obstacles. Interview results from 14 teachers found that teachers lacked understanding of the term teacher leadership. Based on the analysis made, some important factors are, teachers are resistant to take leadership roles, increasing teacher incentives, toxic school culture, lack of opportunities to practice teacher leadership; and insufficient opportunities for professional development.

While this cannot be denied, the way teachers contribute to change and actively participate in leading change has been shown to be central to the success of any reform effort. Meanwhile, Donohoo (2018) has suggested that collective effectiveness is an important explanation for the success of a management. Collective efficacy is based on the belief that through collective action educators can influence decisions and improve student achievement. In short, when teachers work together on a set of clear and common shared goals, there can be a lasting and significant impact on student outcomes (Sharratt, 2018).

The burden and responsibility of teachers as a whole in the world is increasing and challenging in the pursuit of improving school performance and also system excellence. Harris, Jones, and Huffman (2017); Campbell et al. (2018). Thus, teachers play an important role in making the policy successful. Netolicky, Andrews, and Paterson (2018), Rycroft-Smith, & Dutaut, (2018). Therefore, teachers who are committed to the implementation of policies and teachers who have a good commitment will lead to success in the development of students, Hargreaves & Ainscow (2015), Harris, Jones, & Huffman (2017), Datnow & Park (2018). Nevertheless, this policy change revolution is also universal and through the process of adaptation from international and thinkers taking into account the background, culture and situation (Muijs & Reynolds, 2017)

2. Teacher's Readiness

Teacher readiness is one of the aspect should be emphasized to produce quality education for students. Teachers must be knowledgable and dedication in education so every student can acquire knowledge with enthusiasm and discipline while applying positive values (Maulana et.al., 2015;, Thomson et.al., 1999;, Ravenscorft et.al., 2019) The achievement of a student is based on the positive values conveyed as a result of a teacher's technique that will have an impact in an education. They also stressed that teachers should apply appropriate approaches to produce quality education for students such as involving all students in problem solving techniques regardless of their background. This will be able to reduce the gap between normal students and students with special needs. Teachers should have this value awareness to achieve equality of every student in the education sector.

Social, race, ethnic, religious and language aspects are also among the approaches that should be given emphasis to teachers in delivering education In addition, Malaysia, which is known as a multicultural country, must emphasize consistent education regardless of race, ethnic background or disability to enable every individual to obtain the same education. This effort will be able to create inclusiveness to the education system in Malaysia by creating a system or process of reform in a more comprehensive institution (Zuki et.al., 2016;, Zalizan et.al., 2012). To achieve this goal, teachers must be sensitive in the emphasis on strategy by ensuring that equality is given equally to every student. According to Obidike, Anyikwa & Enemou (2010), apart from the aspects already mentioned above, teachers should be exposed to knowledge and skills in the use of technology in the classroom. Recently, in modern era, the use of technology has been widely used indefinitely, so teachers must use this opportunity by applying technology in teaching techniques. However, today, most teachers are less exposed to the use of information technology. This is due to the limitations of the platform in channeling this exposure to the teacher community. The mastery of these skills is considered as a linear movement that begins with the teacher's awareness of the importance of information technology. The adaptation and innovation of teachers in the use of information technology will in turn improve learning and teaching techniques. Therefore, the exposure of information technology is important to educators and teachers in facing the era of modernization in the 21st century to produce a younger generation that is more competitive and innovative in the future.

Methodology

A survey study with a quantitative approach was used in this study. The researcher used a questionnaire instrument to obtain accurate descriptive data. Questionnaires are one of the popular and often used instruments

to obtain information the most practical and effective instrument in measuring the characteristics of the variables to be measured and suitable examine large populations. This study was conducted in Kapit Sarawak, whereby 120 mainstreams primary school teachers randomly selected have been involved in this pilot study. The questionnaire divided into three sections, which is demographic section, readiness construct, and acceptances construct. Each construct consists of ten item. In this study, the researcher has constructed a questionnaire with Five Likert Scale measurement. This measurement contains five scales namely Scale 1-Strongly Disagree, Scale 2-Disagree, Scale 3-Neutral, Scale 4-Agree and Scale 5-Strongly Agree.

The validity and reliability of the instrument in obtaining information and data is very important for a study. The higher the value of validity and reliability of the instrument, the higher and more accurate the data obtained to produce the best quality study.Therefore, the questionnaire used was adapted from Hamzah(2019). The data obtained were analyzed using SPSS software version 23. Cronbach's alpha coefficient was used to obtain the validity and internal reliability of the items. Before distributing the questionnaire, the respondents of the study will be given a brief description related to the study conducted. The aim was for the study respondents to be calm and always ready to answer the questions posed. After that, all respondents were given a certain amount of time to answer. If there are any doubts and questions in the questionnaire, respondents can continue to ask the researcher. Overall, the time period required in the collection of study data was for two week.

The Findings
The data obtained from the survey study were analyzed in order to determine the accuracy of the data in achieving the objectives of the study. The data obtained from the questionnaire will be analyzed descriptively involving frequency and mean using SPSS software version 23. Descriptive analysis was used to show the main features of the data collection aimed at summarizing the sample. It also has a brief summary of the representative sample and the surveys that have been conducted (Sekaran, 2013).

1. Respondent Demography

Table 1. Respondent gender, teaching experiences and education background

		Frequency	**Percent**
Gender	Male	49	40.8
	Female	71	59.2
Teaching Experience	1 to 3 years	26	21.7
	4 to 5 years	20	16.7
	6 to 14 years	48	40.0
	More than 15 years	26	21.7
Education Background	SPM/SPMV	2	1.7
	Diploma	6	5.0
	Degree	88	73.3
	Master	24	20.0

Based on Table 1 above, from total 120 primary school teachers that involved in this study, 40.8% respondent were male while 59.2 percent were female. Based on the data given, most of the respondent were experiences teachers, whereby, 40% respondent already get experience up to 6 to 14 years meanwhile 21.7 % respondent more than 15 years experiences and 1 to 3 years respectively. The lowest score were 16.7% belong to teachers with 4 to 5 years. Research also found that, more than half of respondent, 73.3 % qualified with bachelor and 20.0% have a Master, only a few respondents from SPM and Diploma background.

Table 2. Experience related to Special education

		Frequency	**Percent**
Attended special education course	Yes	46	38.3
	No	74	61.7
Teaching Inclusive Education	Yes	28	23.3
	No	92	76.7

Figure on Table 2 above shown that the respondent's experience related to special education. Based on this data, more than half of respondent does not have any experiences attended special education course with score 61.7% and while 38.3% respondent are experiences. This situation also reflects on respondent experience in teaching inclusive education which is most of respondent 76.7% respondent does not have an experience in teaching inclusive education while only 23.3% have an experiences.

2. Teachers Acceptance on SEN Pupils

Table 3. Experience related to Special education

No	Question	Disagree	Neutral	Agree
A1	I am not ready to teach student without knowing their background	15(12.5%)	11 (9.2%)	94(78.3%)
A2	I always be fair to all students.	4 (3.4%)	7 (5.8%)	70(58.3%)
A3	I assume all student have equal abilities	26 (21.7%)	14 (11.7%)	80(66.6%)
A4	I feel enjoy to teach student with disabilities in mainstream class	28 (23.4%)	43 (35.8%)	49(40.9%)
A5	I am not confident with student's with special education needs (SEN) abilities	29(24.1%)	30 (25.0%)	61(49.9%)
A6	I am not comfortable with presence of student with disabilities in mainstream classroom.	22(18.4%)	26 (21.7%)	72(60.0%)
A7	I believed that special need student (SEN) should be teach in special class programme	35(29.1%)	12 (10.0%)	73(60.9%)
A8	I believed that student with special need should be given an opportunities to study with mainstream students.	24(20.0%)	20 (16.7%)	77(63.3%)

| A9 | I encourage mainstream students to mix with students with special needs | 7(5.9%) | 4 (3.3%) | 109(90.8%) |
| A10 | I feel that student with disabilities should be segregated from mainstream students. | 32 (26.7%) | 12 (10.0%) | 76(63.4%) |

Based on data above, 10 item were tested and the results found that, majority of teachers encourages mainstream student to mix up with SEN 90.8% (109). However, more than half, which is 60.9% of teachers, agree that pupils with SEN should be test in special education class and somehow 63.3% (77) teachers agreed that SEN should be given opportunities to study with mainstream students. Thus, near to half (40.9%) teachers agree that they are not confident enough to teach SEN and (35.5%) teacher also not sure either they will be enjoy or versa if they have to teach SEN in mainstream classroom.

3. The Level of Teacher's Acceptance on SEN Pupils

Table 4. Mean score, interpretation, frequency and percentage

Mean score	Interpretation	Frequency	Percentage
1.00 – 1.80	Very low	-	0.0%
1.81- 2.60	Low	13	10.83%
2.61-3.40	Moderate	87	72.60%
3.41-4.20	High	20	16.67%
4.21-5.00	Very high	-	0.0%

N	Maximum	Minimum	Standard Deviation	Mean	Interpretation
120	4.20	1.50	.41254	3.0850	Moderate

Based on Table 4 above, 72.60% (87) respondent are in moderate level, while 16.67% (20) respondents are in the high level. However only 10.83% of respondents are in the low level. Overall the level of teachers acceptance on SEN pupils are moderate which maximum 4.20 and minimum 1.50 (Mean 3.0850, S.P = .41254).

4. Teacher's Readiness in Implementing Zero Reject Policy

Table 5. The score of respondents on teacher's readiness construct

No	Question	Disagree	Neutral	Agree
B1	I ready to implement Zero Reject Policy	11 (9.17%)	39 (32.5%)	70 (58.33%)
B2	I have enough teaching material to implement Zero Reject Policy	31(25.83%)	59 (49.2%)	30 (25.0%)
B3	I was hesitant to implement Zero Reject Policy	24(20%)	53 (44.2%)	43(35.8%)
B4	I don't have plan to implement Zero Reject Policy	30(25%)	48 (40.0%)	42(35%)

B5	I am ready to teach student with SEN in mainstreams class	26(21.7%)	34 (28.3%)	60(50%)
B6	I always give opportunity to student with SEN to adapt with school environment	1(0.8%)	18(15.0%)	101(84.2%)
B7	I believe the Zero Rejection Policy is important to the well -being of the community	9(5.8%)	26 (21.7%)	77(39.2%)
B8	I advise parents to send their MBK children to Special Education schools	53(44.1%)	20 (16.7%)	47(39.2%)
B9	I am not ready to teach MBK students in mainstream classes	31(25.8%)	27(22.5%)	62(51.7%)
B10	I may have a problem dealing with the behavior of MBK students in the mainstream classroom.	38(31.6%)	27(22.5%)	55(45.9%)

Table 5 above shown the frequency of the 10 item that have tested on teacher's readiness in implementing ZRP in school. Based on the analysed above, majority respondent agreed with item B6, which is teachers, agreed that they always give the opportunity to student with SEN to adapt with school environment. Meanwhile, the highest score for disagreed is item B8, which the teachers disagreed that they advise parents to send their MBK children to Special Education schools. However, 39.2% (47) respondent are agreed with this action whereby 16.7 %(20) still in confusion. Meanwhile the highest score for neutral was item B2 which is teachers still not sure either they have enough material to conduct ZRP or vice versa.

5. The Level of Teacher's Readiness in Implementing Zero Reject Policy

Table 6. Mean score, interpretation, frequency and percentage

Mean score	Interpretation	Frequency	Percentage
1.00 – 1.80	Very low	-	-
1.81- 2.60	Low	10	8.40%
2.61-3.40	Moderate	73	60.80%
3.41-4.20	High	37	30.83%
4.21-5.00	Very high	-	-

N	Maximum	Minimum	Standard Deviation	Mean	Interpretation
120	4.00	2.00	.38801	3.2358	Moderate

Based on Table 6 above, 60.80% (73) respondent are in moderate level, while 30.83% (37) of respondents are in the high level. However only 8.40% (10) of respondents are in the low level. Overall, the level of teachers readiness in implementing the Zero Reject Policy are moderate which maximum 4.00 and minimum 2.0 (Mean 3.2358, S.P = .38801).

Discussion

The teacher's acceptance on the policy related to teacher's willingness to implement the policy. The extent to which these teachers accept something will reflect their willingness and determination to carry out the task. In this study, teachers' acceptance of ZRP was statistically moderate. The "top-down policy" which gives the situation that, as a teacher they have to implement policies that made by the ministry. However, the Malaysian Education Ministry 2019 report on 49 respondents from several levels regarding education policy in Malaysia found that the complexity of implementing education policy reform is due to the implementation gap between policy aspirations and implementation in schools and classrooms. The centralized system from top – down, policy maker to teacher resulting in the difference between the message that is understood and what is intended.

In this study, the item that received a very low acceptance score was when it involved SEN having to study in the special class. This item is a negative item, but the teacher has a high level of agreement with this item. This situation actually gives the impression that teachers have a hard time accepting SEN studying in the mainstream class and this is contrary to ZRP wishes, where SEN can study in any mainstream school. This situation occurs due to the lack of understanding of teachers in the mainstream regarding the implementation of inclusive education in schools (BPKhas Report,2012).

In this study, it was found that teachers believe that they can be fair to all students but feel doubtful about the fun of teaching when there are SEN studying together with mainstream students. This situation also gives the impression that teachers still doubt SEN's ability to learn together with students in the mainstream, which ultimately affects the entire learning atmosphere in the classroom. This finding is consistent with. (Sharma et et.al 2012) who think that the success of this policy is plagued by the problem of teacher acceptance. The stigma of society, including the group of teachers themselves, is a challenge to the implementation of inclusive education in schools where teachers are said to often dispute the ability of students with special needs if they are placed with mainstream students. Teacher who experiences contact with SEN consistently positive atittuted towards inclusive education (Kurniawati et. al., 2012). Teacher training is also significant, since teachers educated in Special Education tend to be more positively disposed towards inclusion (Ghanizadeh, Bahredar & Moeini, 2006; Sari, 2007)

Due to the characteristics of education are dynamic and constantly evolving, therefore the implementation of ZRP requires changes in the learning process and improving the quality and delivery of knowledge. However, the change was closely related to the teacher's implementation in classroom (Fullen, 2011). Teachers must play a role in ensuring the success of a policy including the quality or effectiveness of a policy because the implementation of the policy will include aspects of the willingness and ability and capacity of the teacher to complete the policy.

The findings of the study on the level of teacher readiness in implementing the DSP policy show that it is at a moderate level. This gives the impression that teachers are not yet fully prepared to implement ZRP and then teach SEN in the primary class. This is proven by findings that show a high percentage of agreement to encourage parents to send their MBK children to schools that have PPKI. However, the findings of the study also found that only one school has a PPKI class. Looking at the remote location and communication difficulties in the study area, it appears that this situation will increase the potential for MBK students to drop out.

The issue of rural student dropouts is still hotly debated, especially in rural areas. According to the UNICEF Report in 2016, there was a 30% dropout rate in primary schools in rural areas. The same thing also

happens in rural areas in Sunsari, Makwanpur and Morang districts, Shyamani (2013), and in Sri Lanka, Masatern (2016) where 38.8% of students aged from 5 to 18 years do not attend school.

Conclusion

Education related to economic growth and development of a country. The teaching and learning process that takes place in the classroom is the best indicator of the future progress of a country. In today's global economy, the success of a country is highly dependent on the knowledge, skills, and competencies possessed by the people. Therefore, it is not surprising if a country with highly educated citizens will have the opportunity to enjoy higher economic progress. In addition, education is also the foundation of nation building and strengthening unity. Education also provides opportunities for individuals to improve their standard of living, become successful members of society, and contribute actively to the development of the nation. Through interaction in society enables individuals from various socioeconomic, religious, and ethnic backgrounds to learn to understand, accept, and appreciate differences, thereby sharing experiences and aspirations to build Malaysia's future. Thus, the goal of a human rights-based approach to education is to ensure that every child receives a quality education that respects the rights and dignity of each individual. However, achieving this goal is much more complex and faces a variety of challenges. The human right on education been the agenda in international community. Recognition of children's right to quality education has been established for the past 20 years. Therefore, the introducing of ZRP will bring Malaysian into the new pathway in SEN. However, the implementation of ZRP must come together with the readiness, knowledge and acceptance among mainstreams teachers as a main player. Various courses and training are fully welcomed to enhanced teachers skills and knowledge.

References

Abdullah, N.A, Abdul, M.R & Bari,S. (2018). *Early Intervention of Special Education, Theory and Practice.* Penerbit UKM, ISBN 978-967-2388-39.

Ainscow, M. (2020). Promoting inclusion and equity in education: lessons from international experiences. *Nordic Journal of Studies in Educational Policy 6*(1): 7–16. https://doi:10.1080/20020317.2020.1729587.

Alquraini, T. A. & Rao, S. M. (2020). Assessing teachers' knowledge, readiness, and needs to implement Universal Design for Learning in classrooms in Saudi Arabia. *International Journal of Inclusive Education 24*(1): 103–114. http://doi:10.1080/13603116.2018.1452298.

Bruggink, M., Goei, S. L. & Koot, H. M. (2016). Teachers' capacities to meet students' additional support needs in mainstream primary education. *Teachers and Teaching: Theory and Practice 22*(4): 448–460. doi:10.1080/13540602.2015.1082727.

Campbell, C., A. Lieberman, A. Yashkina, with S. Alexander, and J. Rodway. (2018). *Teacher Learning and Leadership Program: Research Report 2017–18.* Toronto, Canada: Ontario Teachers' Federation.

Datnow, A., and V. Park. (2018). *Professional Collaboration with Purpose: Teacher Learning Towards Equitable and Excellent Schools.* New York: Routledge.

Department of Education. (2005). *Guidelines for Inclusive Learning Programmes Your Constructive Inputs to These Draft Guidelines Will Be* (June): 1–115.

Donohoo, J. (2018). Collective Teacher Efficacy Research: Productive Patterns of Behaviour and Other Positive Consequences. *Journal of Educational Change 19*(3): 323–345.

Education Act (1996). (*Act 550) & Selected Regulations.1998*. Kuala Lumpur: International Law Books.

Ghanizadeh, A., M.J. Bahredar, and S. R. Moeini. (2006). Knowledge and attitudes towards attention deficit hyperactivity disorder among elementary school teachers. *Patient Education and Counselling, 63*(1-2)*: 84-88*. doi: 10.1016/j.pec.2005.09.002.

Hargreaves, A., and M. Ainscow. (2015). *The top and Bottom of Leadership and Change*. Phi Delta Kappan *97*(3): 42–48.

Harris, A., M. Jones, and J. Huffman. (2017). *Teachers Leading Educational Reform: The Power of Professional Learning Communities*. London: Routledge.

Kaushik, B. (2018). Zero rejection policy in admission of children with special needs – Myth or reality. Disability, *CBR and Inclusive Development 29*(2): 118–127. doi:10.5463/DCID.v29i2.690.

Kurniawati, F., A. Minnaert, F. Mangunsong, and W. Ahmed. (2012). Empirical study on primary school teachers' attitudes towards inclusive education in Jakarta, Indonesia. *Procedia - Social and Behavioural Sciences, 69*(1): 1430-1436. doi: 10.1016/j.sbspro.2012.12.082.

Lawrence- Brown, D. (2004). Differentiated instruction: Inclusive strategies for standards- based learning that benefit the whole Class. *American Secondary Education. 32*, 34 – 63.

Lessard, A., Fortin, L., Butler-Kisber, L. & Marcotte, D. (2014). Analyzing the discourse of dropouts and resilient students. *Journal of Educational Research 107*(2) 103–110 doi:10.1080/00220671.2012.753857.

Liyana Ahmad Afip, N. F. H. & K. Z. (2013). Perceptions and Experiences of Special Education Teachers in Dealing with Dyslexia Problems in Literacy Skills. *School of Languages*, 1–14.

Lynch, S. & Adams, P. (2008). Developing standards-based individualized education program objectives for students with significant needs. *Teaching Exceptional Children, 40*(3), 36–39. doi:10.1177/004005990804000303.

MacAllister, J. & Riddell, S. (2019). Realising the educational rights of children with special and additional support needs: paradigm change or more of the same*? International Journal of Inclusive Education 23*(5): 469–472. doi:10.1080/13603116.2019.1580927.

Malaysia Education Ministry. (2013). *Education Development Master Plan (PIPP). Kuala Lumpur*: Education Policy Planning and Research Division, Ministry of Education Malaysia.

Malaysia Education Ministry. (2019). *The concept of inclusive education programs*. Ministry of Education Malaysia

Malaysia, M. O. E. (2018). *Quick Facts 2018*. Miniistry of Education, Malaysia 1–48. Retrieved from https://www.mdanderson.org/documents/about-md-anderson/about-us/facts-and-history/quick-facts.pdf.

Maulana, R., Helms-Lorenz, M. & van de Grift, W. (2015). Development and evaluation of a questionnaire measuring pre-service teachers' teaching behaviour: A Rasch modelling approach. *School Effectiveness and School Improvement 26*(2): 169–194. doi:10.1080/09243453.2014.939198.

Miles, S. & Singal, N. (2010). The Education for All and inclusive education debate: Conflict, contradiction or opportunity? *International Journal of Inclusive Education 14*(1):1–15 doi:10.1080/13603110802265125.

Ministry of Education Malaysia. (2018). *Annual Report 2018*: Malaysia Education Development Plan 2013-2025. Ministry of Education Malaysia 1–96. Retrieved from https://www.moe.gov.my/en/muat-turun/penerbitan-dan-jurnal/pppm-2013-2025-pendidikan-prasekolah-hingga-lepas-menengah/laporan-tahunan-2018/3283-laporan-tahunan-bm/file.

Ministry of Education Malaysia. (2019). *Quick Facts 2019*: Malaysia Educational Statistics. Ministry of Education, Malaysia 1–48. Retrieved from https://www.moe.gov.my/en/penerbitan/1587-quick-facts-2018-malaysia-educational-statistics-1/file.

Ministry of Education, M. (2018). *Professional Circular Letter Number 4 Year 2018* - Guidelines for Managing Students At Risk Of Dropping Out Of School. Retrieved from www.moe.gov.my.

Mohamed, G., de Lange, N. & Bezuidenhout, F. J. (2018). Quality Education for All Using a Generic Mentoring Framework. *South African Review of Sociology 49*(3–4): 55–77. doi:10.1080/21528586.2018.1550668.

Molosiwa, A. & Boikhutso, K. (2016). Low educational participation of marginalised children in Botswana's rural and remote schools: *Interface between cultural, structural and institutional factors.* Africa Education Review *13*(2): 48–63. doi:10.1080/18146627.2016.1224097.

Mughal, A. W. & Aldridge, J. (2017). Head Teachers' Perspectives on School Drop-Out in Secondary Schools in Rural Punjab, Pakistan. *Educational Studies 53*(4): 359–376. doi:10.1080/00131946.2017.1307196.

Netolicky, D. M., J. Andrews, and C. Paterson, eds. (2018). *Flip the System Australia: What Matters in Education*. New York: Routledge.

Rycroft-Smith, L., and J. L. Dutaut. (2018). *Flip the System UK: A Teachers' Manifesto*. Abingdon: Routledge

Salend, S. J. (2005). Report Card Models That Support Communication and Differentiation of Instruction. *Teacher Development, 37*, 28–34

Sekaran. (2013). *Research methods for business; A skill building approach.* New York: John Wiley and Sons.

Sharma, U. & Deppeler, J. (2012). *Variables affecting teachers' intentions to include students with disabilities in regular primary schools in Bangladesh (October):* 37–41. doi:10.1080/09687599

Sharratt, L. (2018). *Clarity: What Matters Most in Learning, Teaching, and Leading.* California: Corwin Press

Shyamani, H, Ajac, S.C..(2013) Perceptions of 'inclusion' and perceived preparedness among school teachers in Sri Lanka *Teaching and Teacher Education Volume 43, October 2014*, Pages 143-153. https://doi.org/10.1016/j.tate.2014.07.003

Tomlinson, C. A. (1999). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: ASCD

World Conference on Education for All. (1991). *World Leisure & Recreation 33*(2): 43–44. doi:10.1080/10261133.1991.9673767

World Vision UK, (2007). *Education's Missing Millions: Including Disabled Children through EFA FTI Processes and National Sector Plan.* World Vision UK, Milton Keynes.

Yazeed Alnasser. (2022) *Perceptions of Saudi elementary and middle middle school special education teachers of the concept of teacher leadership* .https://doi.org/10.1080/02607476.2022.2053359

Zalizan & Noraini Mohd. Salleh. (2000). Inclusive Education: A Change in the Paradigm of Education. *Report of the National Level Special Education Seminar 2000. Aminudin Baki Institute*. 11 - 14 Jun 2000, p. 85 – 106.

Zuki, N. H. M. & Rahman, N. S. N. A. (2016). Challenges Malaysian teachers face in the inclusion of autistic students in the normal classroom. *2015 4th International Conference on Advanced Computer Science*

Applications   and   Technologies   (ACSAT)   4(2006):   120–130.   Retrieved   from http://irep.iium.edu.my/52058