

The Level of Teacher's Preparedness for Teaching and Assessing Children at a Hospital-Based School in Peninsular Malaysia

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Abstract

The establishment of hospital-based school (HBS) in Malaysia is an excellent step forward in helping patients, who are unable to attend school, continue receiving their education. The Education Ministry of Malaysia, in collaboration with the Ministry of Health, initiated the idea of (HBS) in response to concerns over the fate of hospitalized children who were missing out on school. However, the effectiveness of the program depends largely on the willingness of teachers to go beyond the school infrastructure and facilities. This study was conducted to identify the level of self-sufficiency of HBS teachers when implementing teaching and learning (PdP) in various aspects such as controlling the concept of entertainment in PdP, motivation and positive attitude of teachers, as well as the state of their emotional and physical health. The study adopted a quantitative method using questionnaires as the key research instrument. Respondents of this study consisted of 95 HBS teachers in Peninsular Malaysia using sampling techniques. The findings of the study showed that the ability and creativity of a teacher to manage various aspects including entertaining, portraying motivational and positive attitude, and maintaining emotional as well as physical health affects the level of preparedness of teachers during PdP in HBS.

Keywords: teaching and learning, hospital-based school, education during illness

1. Introductions

School inside the Hospital (HBS) is a joint initiative between the Ministry of Education Malaysia (MOE), Ministry of Health (MOH), and the Nurul Yaqeen Foundation (YNY) to provide the opportunity for patients undergoing hospital treatment to continue receiving formal education. As outlined in the National Philosophy of Education, the primary focus of the education system is to produce individuals who are intellectually, spiritually, emotionally and physically balanced and harmonious (Majid, Hassan & Che Hassan, 2020). In line with such aim, lifelong learning was introduced widely as demonstrated through the implementation of the HBS establishment. The YNY, a charity-based institution chaired by Tan Sri Dato' Haji Muhyiddin bin Mohd Yassin, was established to improve the economic, education, leadership, spirituality and cultural achievements of Malaysian society at large, especially for the Bumiputera (Office of Corporate Strategy and Communications, 2016). Alongside that, the encouragement and support from parents who want their children to continue their education through lifelong awareness have catalysed the establishment of 15 HBSs throughout the entire country (Utusan Newspaper, 2012; Hassan & Wan Jusoh, 2020).

This method is offered free of charge to further ensure that student dropouts could be overcome while also receiving long-term treatment. The learning curriculum in HBS is structured and formalized by the MOE under the Education Act 1996. Teachers are able to teach in a conducive environment while also adopting a more flexible approach towards

teaching and learning based on the "Fun Learning" instruction (Hospital School Guidebook, 2011). This exercise aims to ensure that student education is not compromised despite being warded in the hospital. This is in line with the Education for All (EFA) goal of the United Nations Education Scientific and Cultural Organization (UNESCO), , as well as upholds the responsibility of the MOE to ensure that educational services are accessible to all school-aged children and adolescents (Ministry of Education Malaysia, 2014).

The Malaysian Education Development Plan (PPPM) 2013-2025, launched on 6 September 2013, placed equal access to quality education as the First Movement. It, therefore, demonstrates that the MOE is very concerned and serious about the issue of education opportunities for children. In line with that, the MOE realizes the potential for HBS teachers to educate students in the hospital that will enable them to become intellectually, spiritually, emotionally and physically balanced persons through a safe, purposeful and educational learning environment (Fairul & Siti A'isyah, 2017; Kamarudin, TzeJiun, Talib, Hassan, 2017). The teaching and learning sessions are integrated with the national curriculum, which consists of five cycles, namely; (i) heart-to-heart; (ii) PdP planning; (iii) PdP implementation; (iv) reflection and recovery; and (v) strengthening and enrichment (Ministry of Education Malaysia, 2012). Learning sessions with the use of appropriate teaching aids could motivate and stimulate students to continue learning (Hassan, Maharoff, Abiddin & Ro'is, 2015) while also instill the courage to fight against the health problems their facing and eliminate boredom while in the hospital. Besides, they are not required to go through the school-level examinations. Nonetheless, if a student had already registered for school examinations such as the Primary School Achievement Test (UPSR), Form 3 Assessment (PT3) or Malaysian Certificate of Examination (SPM), they will still be given the opportunity to take the examination as well as prepare for it.

According to Zarinah (2016); Hassan & Maharoff (2014), teachers act as catalysts in reforming a country's education system to produce a generation of high-minded, competitive and competent people in all aspects. This aspect is supported by former Deputy Education Minister Dr Maszlee Malik who, during his tenure, was successful in implementing various reforms to improve the national education system, especially in improving infrastructure of schools throughout the country (Sinar Harian, 2020). Therefore, teachers involved in the HBS program should be creative and intelligent in adopting appropriate approaches to suit the needs of these students that are made up of different learning capabilities and health conditions (Norhidani & Norasmah, 2018; Saybani, Yusof, Soon & Hassan, 2015). As such, the preparedness of teachers plays an important factor to the effectiveness of PdP implemented in HBS.

However, there have been studies which suggest that although HBS teachers are prepared to teach, the PdP approach implemented by some teachers have not been entertaining and flexible enough to be effective for HBS students (Normah & Ruhaiza, 2014). This is partly due to the amount of time spent in handling daily and administrative tasks causing a lack of time in preparing for an entertainment-based approach in the PdP. Notwithstanding, some teachers take the initiative to come an hour early to prepare materials for the PdP that adopts the concept of entertainment. Implementing the learning process in the PdP process will help make the

learning process more interactive and student-centred. For students participating in the HBS program, combining entertainment into the PdP does not only encourage their learning interests, it also promotes bereavement therapy, alleviates pain as well as exercises psychomotor and creative skills (Siti Salmiah, 2014; Hassan, Suhid, Abiddin, Ismail, & Hussin, 2010). Although planning for the appropriate activities to suit the interest of students can be challenging, it should still be wisely managed while also striving for further improving the teaching methods to adopt the concept of entertainment.

Teaching a group of students with various type of health problems makes the preparation for PdP in HBS more challenging. As such, HBS teachers are usually concerned about their own physical health to implement PdP properly. According to (Wong and Cheng, 2012), as a responsible group of educators, they play an important role in educating students on the importance of healthy lifestyle practices. This is in line with (Cummings-Vickaryous & LeDrew, 2011), which states that school teachers should be healthy as they act as 'active role models' for the students in HBS. Pupils pursuing treatment at the hospital are prone to emotional health problems while also have low concentration and ability capacity (Au, 2014; Sulaiman, Hassan, Sapian, Abdullah, 2009). This is caused by a variety of student health problems when they are in a hospital environment surrounded by other patients and thus creates discomfort in following PdP in the hospital. Therefore, HBS teachers should address this problem by adjusting and creating a more conducive environment than the normal hospital conditions when implementing PdP in HBS. Furthermore, this issue is closely related to the ability of teachers to conduct heart-to-heart sessions and student welfare (Hassan, & Maharoff, 2014). However, the study found that teachers did not take into account aspects of emotional readiness, psychomotor as well as cognitive functioning when conducting a class in the ward or HBS provided by the Hospital.

1.1 Problem Statement

The Malaysian HBS Model was based on (The Children's Hospital at Westmead Royal North Shore Hospital and Sydney Children's Hospital, Randwick, Australia) tailored to the Malaysian context (School in Hospital Program Implementation Manual, 2014). The the HBS program is more focused on the entertainment aspect to meet the needs of children with disabilities while also meeting their needs as students. So teachers who design and implement PdP should take into account location, classroom environment, lesson titles, abilities, and interests. Based on the above scenario, drastic improvements should be made to ensure high-quality PdP implementation in HBS such as enhancing courses and training for teachers' self-centred learning strategies, self-information, self-efficacy and self-assessment in HBS (School Program Implementation Manual Hospital, 2014). This course or training enhances the motivational skills and ability of HBS teachers to deal with students of multiple levels of intelligence learning at the same time.

However, the research found that HBS teachers face difficulties in designing and preparing lesson plans when the attendance of students is at the discretion of the doctor, which also means that they may be removed from the ward at any time. Therefore, HBS teachers should be prepared to face and handle the challenges of implementing PdP to improve the quality of teaching in HBS. Suggestions and improvements towards addressing ineffective teacher

readiness in PdP can be submitted for the actions of all involved in PdP management, especially in HBS. Therefore, this research should be done to identify the importance of teacher readiness to design effective PdP for students in HBS to be given the same quality of education provided in normal schools, in turn, ensuring that the student will not lose the opportunity to gain knowledge.

1.2 Objectives

In summary, this study aims to identify the level of teacher readiness in preparing PdP for students in HBS. In line with that, the specific objectives of this research are as follows;

- i. To identify the level of readiness of teachers in planning and implementing PdP for hospitalized students to achieve their learning objectives.
- ii. To identify the experience of the HBS teacher applying PdP in terms of teacher motivation and positive attitude.

1.3 Concept of Hospital-based School (HBS)

HBS is a specialized, structured hospital learning centre focused on the readiness and capacity of students with disabilities (HBS program implementation manual, 2014). The objective of this educational facility is to encourage students with health problems to engage in an entertainment-oriented learning approach as a healing process while receiving hospital treatment with teachers as facilitators for implementing PdP in a conducive manner (HBS program implementation manual, 2014). The conduct of conducive learning promotes moral and motivated support for the cure of normal and psychosocial illness among students. It is also an educational concept that helps to improve the knowledge and skills of patients, especially school-aged patients, towards a healthier lifestyle so as to avoid other complications (Ministry of Health Malaysia Official Portal, 2012).

HBS adopts the 'Fun Learning' approach which emphasizes having fun while learning to create a conducive learning atmosphere. A calm, engaging and colourful learning environment can be a natural therapy for students and children in hospitals (Utusan Malaysia, 2012). The concept of HBS was already established in several developed countries such as the United States, the United Kingdom, Canada and Australia in line with UNESCO's recommendation for 'education for all'. HBS in Malaysia has started to gain traction among parents with children in under long-term hospital care. The government has plans to open HBS in three other hospitals nationwide in future, including in Sabah and Sarawak which received positive reactions from the public (HBS program implementation manual, 2014).

1.4 Level of Readiness Teacher in HBS

The role of teachers as a key pillar in the empowerment and development of education in this country is undeniable (Mohd Fadzly, 2011). The role of the teacher is highly regarded and recognized not only as a communicator of knowledge or personality development but also as the generation of highly intelligent people. Teachers are important people and intermediaries in the field of education to pass on knowledge to students and to apply it and realize it in an increasingly challenging environment of the world. According to Rafferty, Jimmieson &

Armenakis (2013), readiness is an issue for any change. Readiness for change is crucial in determining the success of an organization's innovation (Davis, 1989; Teo, 2010; Anghelachea & Bentea, 2012). Similarly, HBS teachers should be prepared to adapt to challenges in implementing the PdP process for students with health problems.

Teachers play an important and responsible role in the development of the nation towards realizing the aspiration of the National Philosophy of Education. It is therefore crucial for teachers to focus on effective preparation and planning of PdP as they will drive the future excellence of the nation (Zamri, 2014; Noriati, Boon & Wong, 2010). As such, issues of teacher readiness are important as the literature reveals that teacher influence is crucial in determining the outcome of a change in a nation (Hall & Hord, 2011). According to Erwin & Garman (2010), individual reluctance has been identified as the cause of failure to implement change. Teachers are often found to be problematic in terms of readiness, such as the findings of Toprak & Summak (2014). In this regard, teachers need sufficient time and energy in preparing PdP materials and lesson plans.

This readiness study uses a conceptual framework modified from Dick and Reiser's (1996) systematic learning model. According to this framework, the process of identifying readiness of teachers occurs after reviewing the goals, content standards and emphasis they aim to achieve.

1.5 The Motivating aspects and Positive Attitude of Teachers

The teaching profession is a very challenging profession, given the various tasks and responsibilities they have to shoulder. As such, teachers at HBS should be more motivated to perform their tasks than the regular daily schools, given their extra burden of handling students with different types of health problems. According to Sahandri (1998), the level of motivation refers to action, direction, intensity and persistence of behaviour. In assessing a teacher's motivation, the two main aspects considered include the motivation for the presentation and the character of a teacher. The guide for assessing the motivation of teachers is based on the Malaysian Education Quality Standards (SKPM) provided by the MOE, which was released in 2003.

Attitude is defined as a mental process of the mind, feeling or response to a particular object, aspect or situation (Ismail, 2012) that induces an individual to show a tendency toward something or thing or event (Azmi & Ahmad, 2008). From this definition, attitude can be interpreted as a reaction that reflects feelings of dislike or indulgence through behavioural changes such as prejudicial behaviour, prosocial discrimination and so on (Village, 2009). Attitude plays an important role in implementing appraisals (Yan & Cheng, 2015). In this research, the motivational level is the driving force involved in the process of arousing, maintaining and controlling one's self-interest (Bernard, HW 1965 in Kamaruddin Hussin, 1993). The level of teacher motivation can determine the effectiveness of teacher readiness in implementing PdP in the classroom. To this end, students are influenced by the teaching of teachers on a strong and persistent impulse to pursue PdP in HBS. One of how HBS teachers use effective methods is intensive techniques and motives. Extensive methods in PdP in extrinsic form of praise, star and positive guidance to students. In contrast, the motive is the natural impulse of the teacher's tendency to achieve the lesson objectives taught in HBS

despite taking a long time for students with disabilities.

Teachers who practise good manners will be loved by students (Atan, 1992). Students will be more likely to approach teachers with interesting personalities and behaviours such as friendly, caring and attentive about the things they do. Besides, teachers who regularly attend classes, calm in delivering lessons, responsible and confident are more likely to be welcomed by HBS students. HBS students will be able to participate in the teaching process more easily and quickly if the teacher delivering the lesson is more concerned with the needs and development of the PdP. Such concerns include concern towards the welfare of the students. In this regard, the level of teacher readiness in terms of teacher motivation and a positive attitude can help the PdP to adapt to today's student development, teachers can easily understand the student situation and enhance the effectiveness of the teaching and professionalism of the teacher. In this regard, aspects of behaviour such as positive attitude that is highlighted by teachers and pupils as a result of effective PdP implementation can be interesting and active in learning, teachers remain adhering to assessment ethics, highly motivated and striving to improve knowledge.

HBS teachers should take the initiative to come to HBS early to make appropriate preparations for the PdP. The positive attitude of the teacher exemplifies a positive role model for students attending HBS as well as encouraging continuous PdP. However, the number of pupils will change after having completed treatment at the hospital. So HBS teachers should always be proactive in preparing for early childhood education according to the circumstances and the number of students attending HBS to continue their lessons. The display of positive attitudes and level of teacher motivation play an important role in implementing PdP outside of the regular school environment. This attitude encourages an attitude of life-learning among the students that motivates them to continue learning even after school.

2. Methodology

This study adopts quantitative methods leveraging on a questionnaire as the main research tool. The preferred sampling for this research was based on the selection of 95 HBS teachers across various HBS throughout Peninsular Malaysia. The main instrument used to answer the research question is the questionnaire form. The questionnaire items were adapted and modified from the Special Education Division's self-assessment verification instrument, KPM (2016), and the evaluation instrument of the implementation of the HBS Special Education Division, KPM (2015) program. A letter of approval to conduct the study at HBS was requested from the Education Policy Research and Development Division (EPRD), KPM to provide questionnaires to HBS teachers across Malaysia. The results of the study were divided into two sections, namely; (i) descriptive; and (ii) inference analysis. Researchers will present descriptive data to see how frequency and percentage of sex, age, duration of service in HBS and the subjects studied affect the frequency of hypotheses constructed for this study whether they are accepted or rejected. At the same time, inference analysis is used to link the teacher readiness level with the implementation of PdP to achieve the learning objectives in HBS.

The first part of the questionnaire (Section A) was the demographic background of the participants which includes:

- I. Gender;
- II. Age;
- III. Position;
- IV. Academic qualifications;
- V. Teaching experience in HBS;
- VI. Services in HBS;
- VII. Subjects currently being taught in HBS.

The second part of the questionnaire (Section B) was Inference Analysis which related to:

Research Objectives 1: Identify the level of teacher readiness in planning and implementing Pdp for hospitalized students to achieve the lesson objectives.

This section looks at the relationship between a teacher's preparedness level in the aspect of entertainment-education that is a priority for teachers in achieving educational objectives, especially in HBS. Therefore, Pearson correlation coefficients were conducted to answer the above study because the data were normal. Referring to Pallant (2005), quoting from Cohen (1998) a small correlation is reflected by values of 0.1 to 0.29, while values of 0.30 to 0.49 reflect moderate to high correlations and values of 0.50 to 1.0 indicate large correlations.

Table 1. Level of teacher readiness in planning and implementing PPP for hospitalized students to achieve the learning objectives

Correlations			
		The level of readiness of teachers in performing entertainment in HBS	The level of readiness of teachers in implementing PDP in HBS
The level of readiness of teachers performing entertainment in HBS	Pearson Correlation	1	.072
	Sig. (2-tailed)		.489
	N	95	95
The level of readiness of teachers in implementing PDP in HBS	Pearson Correlation	.072	1
	Sig. (2-tailed)	.489	
	N	95	95

Based on Table 1, the high correlation coefficient Pearson (r) node shows a positive correlation between teacher readiness in the implementation of Pdp, which is $r = .072$ at .489. The coefficient of correlation of .072 indicates small correlation. The increase in the nodes will lead to an increase in the level of teacher readiness in implementing Pdp in HBS having a positive

network in the provision of entertainment aspects aimed at achieving the learning objectives in HBS. Teacher readiness level had a high $r = .072$ in the implementation of PdP in HBS.

Table 2. Statistical Descriptive Statistics Table

Descriptive Statistics			
	Mean	Std. Deviation	N
Providing PDP-based planning for entertainment is easier to implement in HBS.	3.93	.672	95
It took me a long time to provide the entertainment element in PDP	2.22	.840	95
I can easily provide fun and relaxing learning elements in HBS	3.92	.613	95
The provision of an entertainment element allows me to teach in fun and make learning sessions more productive	4.37	.485	95
The concept of amusement education can attract students in HBS	4.46	.501	95
I am trying to find information and resources that are conceptually entertaining in the preparation of PDP planning	4.43	.539	95
The students did not well receive the provision of entertainment-education by me at HBS	1.75	.564	95
The provision of a "Gamification" entertainment-education has encouraged me to design an effective PDP in HBS	4.11	.660	95
I always plan more carefully in providing entertainment for every learning session at HBS	4.17	.647	95
I have always taken my initiative to provide entertainment learning that involves acting, elegance and aesthetic elements	4.09	.701	95
I did not make bilateral communications during the implementation of the amusement approach in PDP	1.76	.725	95
I do not provide any more assignments or training to students in HBS	3.61	1,085	95

Correlations														
		Tahap kesediaan guru dalam melaksanakan PDP di SDH	Penyediaan perancangan PDP berkonsepkan di SDH	Saya mengambil masa yang lama untuk menyediakan unsur didik dalam PDP	Saya mudah menyediakan unsur didik lebih seronok di SDH	Penyediaan unsur didik hiburan membolehkan saya mengajar dalam keadaan seronok dan menjadikan sesi pembelajaran lebih berfaedah	Konsep didik hiburan dapat menarik perhatian murid di SDH	Saya berusaha untuk mendapatkan maklumat dan sumber bacaan yang berkonsepkan di SDH dalam penyediaan perancangan PDP	Penyediaan didik hiburan oleh saya tidak dapat sambutan yang baik daripada murid di SDH	Penyediaan didik hiburan yang berkonsep "Gamification" lebih menggalakan saya untuk merancang PDP yang berkesan di SDH	Saya sentiasa membuat perancangan yang lebih leluasa dalam penyediaan didik hiburan setiap sesi pembelajaran di SDH	Saya sentiasa mengambil inisiatif sendiri untuk menyediakan unsur didik hiburan yang melibatkan lakonan, kecintranan dan unsur estetik	Saya tidak membuat komunikasi dua hala semasa pelaksanaan pendekatan didik hiburan dalam PDP	Saya tidak memberi tugasan atau latihan yang lebih kepada murid di SDH
Tahap kesediaan guru dalam melaksanakan PDP di SDH	Pearson Correlation	1	.109	-.284**	.038	.116	-.202*	.149	-.136	-.135	.127	-.041	-.063	.162
	Stig. (2-tailed)		.291	.005	.713	.263	.049	.151	.187	.191	.220	.893	.547	.118
	N	95	95	95	95	95	95	95	95	95	95	95	95	95
Penyediaan perancangan PDP berkonsepkan di SDH	Pearson Correlation	.109	1	-.404**	.424**	.280**	-.087	.206*	-.022	.066	.176	.038	.159	.033
	Stig. (2-tailed)	.291		.000	.000	.006	.402	.045	.836	.528	.089	.718	.123	.750
	N	95	95	95	95	95	95	95	95	95	95	95	95	95
Saya mengambil masa yang lama untuk menyediakan unsur didik hiburan dalam PDP	Pearson Correlation	-.284**	-.404**	1	-.397**	-.019	.158	-.095	.074	-.158	-.089	-.018	.001	-.465**
	Stig. (2-tailed)	.005	.000		.000	.853	.125	.357	.475	.127	.392	.863	.989	.000
	N	95	95	95	95	95	95	95	95	95	95	95	95	95
Saya mudah menyediakan unsur didik hiburan yang lebih seronok di SDH	Pearson Correlation	.038	.424**	-.397**	1	.105	-.079	.369**	.061	.154	.036	.019	.169	.846
	Stig. (2-tailed)	.713	.000	.000		.308	.444	.000	.568	.137	.728	.857	.102	.857
	N	95	95	95	95	95	95	95	95	95	95	95	95	95
Penyediaan unsur didik hiburan membolehkan saya mengajar dalam keadaan seronok dan menjadikan sesi pembelajaran lebih berfaedah	Pearson Correlation	.116	.280**	-.019	.105	1	.385**	.686**	-.084	.276**	.614**	.366**	-.167	.813
	Stig. (2-tailed)	.263	.006	.853	.309		.000	.000	.419	.007	.000	.000	.105	.802
	N	95	95	95	95	95	95	95	95	95	95	95	95	95
Konsep didik hiburan dapat menarik perhatian murid di SDH	Pearson Correlation	-.202*	-.087	.158	-.079	.385**	1	-.197	-.033	.269**	.249*	-.570**	-.127	.101
	Stig. (2-tailed)	.049	.402	.125	.444	.000		.055	.749	.008	.015	.000	.219	.332
	N	95	95	95	95	95	95	95	95	95	95	95	95	95
Saya berusaha untuk mendapatkan maklumat dan sumber bacaan yang berkonsepkan di SDH dalam penyediaan perancangan PDP	Pearson Correlation	.149	.206*	-.095	.369**	.686**	.197	1	-.267**	.379**	.461**	.285**	-.138	-.055
	Stig. (2-tailed)	.151	.045	.357	.000	.000	.055		.009	.000	.000	.005	.182	.595
	N	95	95	95	95	95	95	95	95	95	95	95	95	95
Penyediaan didik hiburan oleh saya tidak dapat sambutan yang baik daripada murid di SDH	Pearson Correlation	-.136	-.022	.074	.061	-.084	-.033	-.267**	1	-.242*	-.203*	-.315**	.317**	-.006
	Stig. (2-tailed)	.187	.836	.475	.558	.419	.749	.009		.018	.049	.002	.002	.954
	N	95	95	95	95	95	95	95	95	95	95	95	95	95
Penyediaan didik hiburan yang berkonsep "Gamification" lebih menggalakan saya untuk merancang PDP yang berkesan di SDH	Pearson Correlation	-.135	.066	-.158	.154	.276**	.269**	.379**	-.242*	1	.432**	.415**	-.391**	.281**
	Stig. (2-tailed)	.191	.528	.127	.137	.007	.008	.000	.018		.000	.000	.000	.006
	N	95	95	95	95	95	95	95	95	95	95	95	95	95
Saya sentiasa membuat perancangan yang lebih leluasa dalam penyediaan didik hiburan setiap sesi pembelajaran di SDH	Pearson Correlation	.127	.176	-.089	.036	.614**	.249*	.461**	-.203*	.432**	1	.293**	-.184	.140
	Stig. (2-tailed)	.220	.089	.392	.728	.000	.015	.000	.049	.000		.004	.074	.176
	N	95	95	95	95	95	95	95	95	95	95	95	95	95
Saya sentiasa mengambil inisiatif sendiri untuk menyediakan unsur didik hiburan yang melibatkan lakonan, kecintranan dan unsur estetik	Pearson Correlation	-.041	.038	-.018	.019	.366**	.570**	.285**	-.315**	.415**	.293**	1	-.373**	.273**
	Stig. (2-tailed)	.693	.718	.863	.857	.000	.000	.005	.002	.000	.004		.000	.007
	N	95	95	95	95	95	95	95	95	95	95	95	95	95
Saya tidak membuat komunikasi dua hala semasa pelaksanaan pendekatan didik hiburan dalam PDP	Pearson Correlation	-.063	.159	.001	.169	-.167	-.127	-.138	.317**	-.391**	-.184	-.373**	1	.028
	Stig. (2-tailed)	.547	.123	.989	.102	.105	.219	.182	.002	.000	.074	.000		.790
	N	95	95	95	95	95	95	95	95	95	95	95	95	95
Saya tidak memberi tugasan atau latihan yang lebih kepada murid di SDH	Pearson Correlation	.162	.033	-.465**	.046	.013	.101	-.055	-.008	.281**	.140	.273**	.028	1
	Stig. (2-tailed)	.118	.750	.000	.857	.902	.332	.595	.954	.006	.176	.007	.790	
	N	95	95	95	95	95	95	95	95	95	95	95	95	95

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Figure 1. The level of readiness of teachers in planning and implementing PDP for

hospitalized students to achieve their learning objectives

In Figure 1, the level of teacher readiness in implementing Pdp shows higher coefficients in the form of simpler conceptualization of conceptual learning which is $r = 0.11$ at a .01 level. The correlation is small for the design of the entertainment concept. Whereas teacher readiness levels show a negative correlation coefficient since teachers consume a large amount of time to prepare an entertainment element before Pdp, which is $r = -.28$ where teachers come to HBS two hours early to provide Pdp for students with health problems. On the contrary, the coefficient value of teacher readiness that are easy to provide entertainment element and made the Pdp session more enjoyable had a high positive correlation of $r = .26$ at a .11 level. The level of readiness of teachers in the implementation of the Pdp-based entertainment instruction also showed high coefficient in the form of information retrieval in

the concept of reading concept that was $r = .15$ at a significant level of $.149$. Also, the level of teacher readiness in with careful planning of the element of entertainment added with the concept of Gamification showed high coefficients of $r = .22$ and $r = .19$ respectively. These values show a significant positive correlation in the implementation of Pdp to achieve the learning objectives. While the level of teacher readiness in the form of entertainment element did not respond well, and without a two-way communication showing negative mean coefficients of $r = -.14$ and $r = -.06$, respectively.

Research objective 2: Identify the experience of the HBS teacher applying Pdp in terms of teacher motivation and positive attitude

		Correlations														
		pengalaman mengajar di SDH	Saya memastikan diri sentiasa berada dalam keadaan sihat tubuh badan untuk datang bertugas di SDH	Saya sentiasa bersedia menghadiri kursus kemahiran motivasi	Saya membaca dan memahami jenis penyakit murid saya untuk memudahkan membuat persediaan awal mengajar mereka di SDH	Saya mendapatkan bahan atau sumber bacaan untuk mendidik murid yang berlainan penyakit di SDH	Saya menemu bual ibu bapa murid saya untuk mengetahui latar belakang murid di SDH	Saya mendapatkan maklumat tentang penyakit diagnostik untuk mengetahui personaliti pelajar saya.	Saya sedia menerima segala teguran dan komen daripada murid saya semasa sesi PDP di SDH	Saya bersedia bertugas di suasana dan tempat yang berlainan daripada sekolah harian biasa	Saya sanggup menghadapi segala cabaran dan kekangan semasa melaksanakan sesi PDP bersama murid di SDH	Saya bersedia berjumpa dan menegur murid saya bila-bila masa di SDH	Saya sanggup datang melawat murid walaupun cuti umum di Hospital	Saya sedia menjalankan tugas di SDH walaupun tidak sihat		
pengalaman mengajar di SDH	Pearson Correlation	1	-.098	.085	-.116	-.015	.138	-.306**	.048	.088	-.057	-.113	.054	.045		
	Sig. (2-tailed)		.344	.413	.262	.888	.182	.003	.644	.398	.583	.276	.603	.666		
	N	95	95	95	95	95	95	95	95	95	95	95	95	95		
Saya memastikan diri sentiasa berada dalam keadaan sihat tubuh badan untuk datang bertugas di SDH	Pearson Correlation	-.098	1	.240*	.502**	.251*	.607**	.303**	.328**	.478**	.288**	.564**	.374**	.003		
	Sig. (2-tailed)			.019	.000	.014	.000	.003	.001	.000	.005	.000	.000	.976		
	N	95	95	95	95	95	95	95	95	95	95	95	95	95		
Saya sentiasa bersedia menghadiri kursus kemahiran motivasi	Pearson Correlation	.085	.240*	1	-.025	.606**	.183	-.160	.112	.296**	.350**	.317**	.378**	-.120		
	Sig. (2-tailed)				.807	.000	.075	.122	.280	.004	.001	.002	.000	.248		
	N	95	95	95	95	95	95	95	95	95	95	95	95	95		
Saya membaca dan memahami jenis penyakit murid saya untuk memudahkan membuat persediaan awal mengajar mereka di SDH	Pearson Correlation	-.116	.502**	-.025	1	.277**	.437**	.214*	.389**	.370**	.347**	.389**	.292**	.036		
	Sig. (2-tailed)			.807		.007	.000	.037	.000	.000	.001	.000	.004	.731		
	N	95	95	95	95	95	95	95	95	95	95	95	95	95		
Saya mendapatkan bahan atau sumber bacaan untuk mendidik murid yang berlainan penyakit di SDH	Pearson Correlation	-.015	.251*	.606**	.277**	1	.265**	.222*	.287**	.222*	.430**	.385**	.408**	.072		
	Sig. (2-tailed)			.000	.007		.009	.031	.005	.031	.000	.000	.000	.488		
	N	95	95	95	95	95	95	95	95	95	95	95	95	95		
Saya menemu bual ibu bapa murid saya untuk mengetahui latar belakang murid di SDH	Pearson Correlation	.138	.607**	.183	.437**	.265**	1	.263**	.617**	.379**	.397**	.397**	.360**	.000		
	Sig. (2-tailed)			.075	.000	.009		.010	.000	.000	.000	.000	.000	.997		
	N	95	95	95	95	95	95	95	95	95	95	95	95	95		
Saya mendapatkan maklumat tentang penyakit diagnostik untuk mengetahui personaliti pelajar saya.	Pearson Correlation	-.306**	.303**	.160	.214*	.222*	.263**	1	.336**	.074	.152	.227*	-.046	.283**		
	Sig. (2-tailed)			.122	.037	.031	.010		.001	.474	.140	.027	.655	.005		
	N	95	95	95	95	95	95	95	95	95	95	95	95	95		
Saya sedia menerima segala teguran dan komen daripada murid saya semasa sesi PDP di SDH	Pearson Correlation	.048	.328**	.112	.389**	.287**	.617**	.336**	1	.107	.273**	.142	.206*	.271**		
	Sig. (2-tailed)			.280	.000	.005	.000	.001		.302	.007	.168	.046	.008		
	N	95	95	95	95	95	95	95	95	95	95	95	95	95		
Saya bersedia bertugas di suasana dan tempat yang berlainan daripada sekolah harian biasa	Pearson Correlation	.088	.478**	.296**	.370**	.222*	.379**	.074	.107	1	.163	.449**	.477**	.098		
	Sig. (2-tailed)			.004	.000	.031	.000	.474	.302		.115	.000	.000	.345		
	N	95	95	95	95	95	95	95	95	95	95	95	95	95		
Saya sanggup menghadapi segala cabaran dan kekangan semasa melaksanakan sesi PDP bersama murid di SDH	Pearson Correlation	-.057	.288**	.350**	.347**	.430**	.387**	.152	.273**	.163	1	.203*	.400**	-.041		
	Sig. (2-tailed)			.001	.001	.000	.000	.140	.007	.115		.048	.000	.696		
	N	95	95	95	95	95	95	95	95	95	95	95	95	95		
Saya bersedia berjumpa dan menegur murid saya bila-bila masa di SDH	Pearson Correlation	-.113	.564**	.317**	.389**	.395**	.397**	.227*	.142	.449**	.203*	1	.367**	.062		
	Sig. (2-tailed)			.002	.000	.000	.000	.027	.168	.000	.048		.000	.550		
	N	95	95	95	95	95	95	95	95	95	95	95	95	95		
Saya sanggup datang melawat murid walaupun cuti umum di Hospital	Pearson Correlation	.054	.374**	.378**	.292**	.408**	.360**	-.046	.206*	.477**	.400**	.367**	1	.003		
	Sig. (2-tailed)			.000	.004	.000	.000	.655	.046	.000	.000	.000		.975		
	N	95	95	95	95	95	95	95	95	95	95	95	95	95		
Saya sedia menjalankan tugas di SDH walaupun tidak sihat	Pearson Correlation	.045	.003	-.120	.036	.072	.000	.283**	.271**	.098	-.041	.062	.003	1		
	Sig. (2-tailed)			.248	.731	.488	.997	.005	.008	.345	.696	.550	.975			
	N	95	95	95	95	95	95	95	95	95	95	95	95	95		

** . Correlation is significant at the 0.01 level (2-tailed).
* . Correlation is significant at the 0.05 level (2-tailed).

Figure 2. Correlation Table of Teacher Experience Level of Teacher Readiness in aspects of motivating students

Table 3. Table of Analysis and Frequency of Teacher Experience Level Self-preparedness in terms of motivation and positive attitude

Descriptive Statistics			
	Mean	Std. Deviation	N
I maintain that I am in good health to come to HBS	4.53	.523	95
I'm always ready to attend motivational skills courses	4.54	.522	95
I read and understood the nature of my students' illnesses to facilitate their initial preparation for teaching at HBS	4.33	.515	95
I find reading materials or resources to educate students with different ailments in HBS	4.24	.560	95
I interviewed my parents' parents to find out about their background in HBS	4.46	.598	95
I get information about diagnostics to find out my students' personalities.	3.99	.707	95
I am ready to receive all the comments and comments from my students during the PDP session at HBS	4.35	.597	95
I'm ready to work in a different setting and place than a regular school day	4.48	.502	95
I am willing to meet the challenges and obstacles of conducting PDP sessions with students at HBS	4.39	.532	95
I am ready to meet and admonish my students anytime in HBS	4.38	.687	95
I was willing to come to visit a student on a public holiday at the Hospital	3.82	1,031	95
I'm ready to do work in HBS even though it's not healthy	2.14	1,017	95

The results in Figure 2, correlate with teacher readiness level with the teacher's experience in motivating and the positive attitude of the teacher to the value of the coefficient in the form of always being in good health condition when working at HBS which is $r = -.09$ at a significant level of .34. This reflects a moderate negative correlation given that long-serving teachers are burdened with administrative work, so they do not have enough time to ensure the health of each class they attend. Teacher experience in the preparation of motivation from the next aspect of attending motivational skills courses as well as reading and understanding the types of student illness before implementing PdP showed a coefficient of $r = .08$ at a significant level. .41 and $r = -.11$ at a significant level of .26. The teacher correlation value of the motivation course is positively modest. This shows that young and experienced teachers are encouraged to attend motivational courses to gain positive knowledge and skills.

The value of the teacher experience coefficient in motivating and positive attitude in the form of student feedback and comments during the implementation of the PdP showed an $r = .04$ at a significant $.01$ level. High levels of motivation and positive attitude towards teachers indicate a value of the coefficient in the form of willingness to visit pupils despite leave $r = .05$ at a significant level of $.6$. This is because all teachers are entitled to a public holiday, and they are entitled to a special leave of absence as provided by the MOE.

The conclusion here is that nodes have a high coefficient of correlation inexperienced teachers who teach in HBS play an important role in motivating and positively influencing the willingness of teachers to teach students with health problems. Young teachers serving at HBS are ready to take on the challenge and learn from highly experienced teachers.

3. Discussion

Study discussion: The level of teacher readiness in planning and implementing PdP to achieve lesson objectives

The findings of the above question were answered through the correlation test where this study was related to the level of teacher readiness in implementing PdP using the entertainment element to achieve the learning objectives in HBS. This is evident in the study data of chapter 4 teacher readiness level of correlation in $r = .072$ using the element of learning in PdP was high and received good response from HBS students.

Besides, some teachers took the initiative to come an hour early to prepare the PdP based on the concept of entertainment. This method is supported by Khairul (2014), which states that the level of teacher readiness, including the preparation of a carefully planned daily teaching plan is the key to success in any teaching. Adopting a fun learning approach in the PdP process will help the learning process become more interactive and student-centred. For students participating in the HBS program, the entertainment approach is not only interesting for them to learn, it can also be a form of therapy in reducing boredom, easing pain as well as training psychomotor skills and creativity (Siti Salmiah 2014). Therefore, teachers should take the initiative to provide an entertainment element in the implementation of PdP for students in HBS to create a more conducive learning condition for the students.

The main purpose of teaching is to convey the purpose of the lesson being planned as well as new skills based on the syllabus set. The achievement of a teaching objective depends entirely on the method used by the teacher. Accordingly, in the PdP process verbal communication should not be the sole medium to be used during lessons. Other relevant tools and materials for teaching should also be used in order for the PdP to be more effective and reach its intended message (in Juriah Long & Noor Ein, 1990). So HBS teachers use the element of learning in PdP to maintain student focus while creating the atmosphere and facilitating students' understanding of the topics being taught to achieve the lesson objectives planned by the teacher.

Study discussion: The level of readiness of teachers concerning the HBS teacher experience implement PdP in terms of teacher motivation and positive attitude

The analysis was performed using the Pearson correlation test, and the results are presented in Table 4.3. This test was conducted because the frequency in HBS teacher demographics indicated that the majority of teachers had more teaching experience. Thus the hypothesis was developed, Ho1: there was no significant relationship between the experience of a teacher and PdP implementation. The results shown in Table 4.3 indicate that there was a significant relationship between teacher teaching experience and PdP implementation with a value of $r = .043$, $p < 0.05$. However, the relationship rate is only modest. This result showed that the teaching experience of HBS teachers is modestly related to the implementation of PdP in HBS. In conclusion, Ho1 was rejected. Experienced teachers who teach in HBS play an important role in motivating readiness and positive attitude in the teacher's willingness to teach students with disabilities. This is because new teachers are ready to serve in HBS and face the challenge of positively learning from old-school teachers. This method, supported by Mohammad Haziq (2015), states that new teachers need to raise the level of competence of their long-serving teachers to help them learn the right techniques for a community. In this regard, teachers who teach at HBS have a strong commitment to their teaching. They have a neat and consistent teaching spirit in their teaching.

According to the findings of the study the level of readiness of teachers concerning teaching experience of age is not the main factor teacher readiness in the implementation of PdP but the willingness of a teacher based on the motivation and positive attitude of the teacher to adapt to the environment and to implement the PdP effectively and achieve the teaching objectives. Older teachers at HBS have more experience in teaching and teaching techniques than new teachers. However, new teachers tend to have different approaches to the implementation of PdP that attracts the attention of HBS students compared to long-serving teachers. This is in line with the educational article published by Natasha (2014), which states that the teaching approaches of a teacher influence student acceptance. In this regard, the government-run New Teacher Development Program in efforts to monitor new teachers is monitored by mentors appointed by administrators and experienced teaching for over five years (Ministry of Education Malaysia, 2014).

3.1 Implication

By always thinking ahead, teachers can anticipate the response of students and plan the lesson accordingly. In this regard, the level of readiness of HBS teachers in the effective implementation of PdP can lead to conducive learning sessions with hospitalized students. The planning and preparation of an entertainment-based PdP will catch the attention of students, in turn increasing their motivation to learn. The physical and emotional health of teachers enables interaction and integration in HBS with students. Therefore, increasing the confidence of students towards the readiness of the teacher during PdP sessions in HBS. The findings of this research is expected to provide better awareness regarding teacher preparedness and guide teachers to improve the delivery of lessons in HBS, in particular, and improve quality of education of the country, in general. Based on these readings, a theoretical concept was developed to guide this study. This conceptual framework is linked to the level of teacher readiness in the following aspects of implementing PdP to achieve the learning objectives in HBS. Therefore, the level of teacher readiness, including the preparation of a

carefully planned daily teaching plan is the key to success in teaching (Khairul, 2014).

4. Conclusion

Based on the results discussed, it was found that the relationship between the level of teacher readiness in implementing PdP in various HBSs with the level of teaching experience was not statistically significant. The experience of a teacher affects the level of readiness in the aspects mentioned in the question that most teachers respond positively to the implementation of PdP in HBS. Social aspects with students have a positive impact on student engagement in PdP because they experience an engaging learning approach that captures their attention.

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