

Interactive Craft Activities – Elevating Special Needs Education Learning Tools with “Craft Interactive Teaching Approach”

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Abstract: The aim of this study is to determine the Expert Panels agreement and consensus on the suitable items for the development of the Craft Interactive Teaching Approach (CiTA). A purposive sampling consisting of 12 Expert Teachers with more than ten years of experience in the field of Special Education were used in this research to measure their consensus on the design and development of the CiTA video module. The CiTA video module was developed using the ADDIE Model that is supported by the Delphi Technique. This study utilised the Design Development Research (DDR) approach that consisted of three phases. However, for the purpose of this article, the researchers will only discuss Phase 2: Design and Development in developing the Interactive Teaching Approach Video module. The responding twelve VAE teachers provided positive feedback towards learning and teaching using the tutorial module. With the interquartile range of 0 to 1.00 for all items included in the activities, all Expert Teachers in the field of Special Education approved with the content of the CiTA video module from the two rounds of Delphi surveys performed. The CiTA video module was developed with the inclusion of all items that were highly approved by the participating Expert Teachers in the Special Needs Education. Since the two rounds of item evaluation demonstrated a significant relationship between Round One and Round Two, the development of the video module could improve inclusive learning in the Malaysian classroom.

Keywords: Interactive Visual Arts Education, Special education needs, Special needs children.

1. Introduction

The Malaysia Education Blueprint (2013 – 2025) mentioned that the Ministry sustains their best interest for students with Special Needs similar to those in the Special Education in creating equal learning opportunities for all (Ministry of Education Malaysia, 2013). The use of technology in Special Needs education is not only considered as a learning tool but aims to make it more effective and consequently close any gaps that may decelerate learning to happen. Mohd Khairul Azlan Bin Rahmat and Siti Zuraida Maaruf (2017) also agreed that with new technologies, the process of learning can be simplified or enhanced which could eventually increase the quality of the art subject taught. The use of

Assistive Technology (AT) with a system approach could improve the learning process for disabled learners including heightening functional capabilities for those with physical disabilities or anyone who may need learning support. Hence, the use of Information and Communication Technology (ICT) is appropriate in addressing this problem. The aim of this study is to develop an interactive craft module for special education needs and subsequently enhance psychomotor, creativity and develop cognitive skills of special needs students. The industry 4.0 technology also promotes the scenario where assistance systems can help to support humans by visualizing information comprehensively (Nur Nabihah Mohd Nizar, Mohd Khairezan Rahmat, Siti Zuraida Maaruf and Siti Maftuhah Damio, 2019).

Education has been a central concern in Malaysia's nation building and this is also in line with the United Nations Educational, Scientific and Cultural Organization (UNESCO) aspirations that education is an enabler for better livelihood and towards achieving its Sustainable Development Goals (UNESCO) and its Education 2030 Framework for Action (FFA) (UNESCO, 2016). Hence, the Ministry of Education has received the highest budget allocation by the Ministry of Finance in its 2020 National Budget (Muhammad Fikri & Nur Ezan, 2020). With such a significant amount, it is hoped that students with special needs would receive improved learning facilities and well-trained teaching experts in various subjects and fields.

In a most recent effort, the Malaysia education stakeholders introduced the *Zero Reject* policy in paving the path for education inclusive for children with special educational needs (Chin, 2020). It is hoped that with this policy, children with special needs will not be left behind in getting quality education especially in the rural areas. Ultimately, Chin (2020) asserted that the *Zero Reject* policy would ensure that students with disabilities and special needs will not be discriminated against for school enrolment in any government or government-assisted schools. This way, students with special education needs would not develop low self-esteem, isolation, depression, or aggression because these emotional breakdowns can lead to violence (Khudorenko, 2011; Badriyah & Hiba, 2015). This may lead to various unwarranted problems because "there is little direct protection of the rights of children with disabilities across the legislative framework" (Zoe, 2019, p. 2). Nevertheless, since the introduction of the *Zero Reject* policy, it is very elevating to learn that more than 10, 000 children with special education needs were enrolled in schools but it was further cautioned by Zoe (2019) that without an effective and applied educational plan, many may remain unschooled. Therefore, with a significant amount of national budget for education, better facilities, learning tools, and teacher development programmes could be generated to make special education needs more pragmatically effectual.

2. Research Background

The attrition rate in special education teachers is extremely high compared to most other professions. In 2010, it was reported that 50% of special education teachers leave their job within 5 years (Mohd. Rizal & Muallimah, 2010). Some of the contributing factors mentioned is the lack of knowledge and teaching skills in the subjects taught, with the paucity of parental involvement and support in their special needs children's education. Additionally, more assistive teaching and learning tools are much needed in teaching students with varying special education needs. In keeping up with UNESCO's FFA (UNESCO, 2016) towards inclusion and equity, along with the opportunities for lifelong learning, the Malaysia Ministry of Education has set up various programs for the betterment of Special Needs Education as thoroughly listed in The Malaysian Administrative Modernisation and Management Planning Unit website (<https://www.malaysia.gov.my/portal/content/29488>). Such programmes include the Inclusive Education Program (*Program Pendidikan Inklusif - PPI*).

It is suggested that inclusion learning could secure opportunities for students with disabilities to learn alongside their non-disabled peers in conventional education classrooms. Though an inclusive classroom has its benefits, it also has its limitations. It is generally known that students with disabilities tend to disrupt the classroom with behaviour issues because of their different cognitive development quotient. There are complexities to accommodate the needs of every student with different disabilities when they are put together with non-disabled students which include training teachers for the appropriate knowledge and skills while providing them with adequate tools and environment. Teachers

may not be able to disregard the different disabilities their special needs students have but that should not shade their acknowledgement on the different degree that these students can learn (Florian & Black-Hawkins, 2011). Teachers must treat special needs students with more far-sighted classroom strategies which are pragmatic according to their learning degree and abilities. Cautious thoughts with practical methods could avoid any mismatched learning levels for special needs students with varying learning abilities specifically in an inclusive learning environment. Subsequently, such efforts would reduce learning adversities for disabled learners while improving their self-esteem.

Although educational stakeholders recognize the importance of education for children with special education needs, they could not disavow that children with disabilities are susceptible to the society and environment (Moore & Bedford, 2017). Hence, Moore and Bedford reported that there are still mixed reactions in the acceptance of inclusive education for children with disabilities and special education needs (p. 9). Nur Fatin binti Yahawa and Siti Zuraida Maaruf (2019) mention that Art education can increase one's skills and upgrade their standard of living with the production of art. Nevertheless, the researchers believe that Visual Arts Education could be a unifying subject for inclusive education as supported in prior studies because special needs children's preference in problem solving activities or simply, learning by doing (Sjöqvist, Göransson, Bengtsson, & Hansson, 2020; Allahverdiyev, Yucesoy, & Baglama, 2017; Saldana, 2016; Chen, Keong, Teh, & Chuah, 2015; Brunswick, 2010). Therefore, the development of the Craft Interactive Teaching Approach (CiTA) would be able to assist teachers towards harnessing classroom engagement among special needs students through craft making. Consequently, such modules should be able to improve special education modules in the areas of living skills, too. In a more recent research by Sjöqvist, Göransson, Bengtsson, and Hansson (2020) revealed that there is a need to develop generic skills such as problem solving, creativity, imagination, curiosity, and initiative among students with disabilities through applied and effective methods, materials, and techniques.

3. Research Objective

This study aims to identify materials that can be used to design and develop Craft Interactive Teaching Approach Module (CiTA) in the teaching and learning of visual arts that are suitable for special needs children.

4. Methodology

The present research utilized the Design and Develop method as suggested by Richey and Klein, (2007), focusing on the processes of developing the Craft Interactive Teaching Approach (CiTA) video module as an alternative approach for special education needs classrooms. The research design in Phase 2: Design and Development involves developing the CiTA video module which are driven from the consensus collected from the expert panels. A purposive sampling consisting of 12 Expert Teachers with more than 10 years of teaching experience in the field of Special Education are used in this research to measure their agreement and consensus on the design and development items of the Craft Interactive Teaching Approach (CiTA) video module.

4.1 Delphi technique

The Delphi technique is defined as an approach originally developed as interactive forecasting and systematic method which depends on a panel of experts. The experts must answer the questionnaire in more than two rounds (Arash, Azam, & Sedigheh, 2014). The data was collected from the interview session with 5 teachers of special needs students from different secondary schools. Based on the data collected, the researchers picked all the items suggested from the interviews that have potential to be included in the module. This research applied the Delphi method for two rounds with 12 expert panels as respondents. All the respondents were special needs teachers from three schools in the district of Baling and Sik, of the Kedah territory. Five teachers were from *Sekolah Menengah Kuala Pegang*,

four from *Sekolah Menengah Tunku Putera*, and another three from *Sekolah Menengah Sri Enggang, Batu 5*.

The development of this module was based on the data from the prior phase of need analysis performed. The data from the in-depth interview was analysed through the thematic method. The researchers used the data and applied it in the set of questionnaires for Delphi round one. Round One of the Delphi survey consisted of three sections. The first section of this study seeks suitable craft activity for special needs students that has the potential to be included in the module. Participants were asked to rate a total number of 16 statements that are scaled from strongly disagree to strongly agree. Questions 1 and 2 are the core inquiries in the survey because data collected from these questions are used in designing the interactive video. The second section contained questions regarding suitable materials that are needed to teach craft to special needs students. There are also a total number of 16 options that respondents were asked to rate from a scale of strongly disagree to strongly agree. The third question queried on the suitable teaching techniques to be adapted in teaching craft for special needs students. Respondents were asked to rate a total number of 11 options which are coded from strongly disagree to strongly agree. The additional open-ended suggestion column was also added at every end of every question in an attempt to gather more suggestions from the responding experts. Following are the questions:

Part a. What craft activities are suitable in special needs education that can be implemented in the development of interactive learning approaches towards creating crafts which are appropriate for commercial purposes?

Part b. What are the suitable tools and materials that can be utilised in the development of interactive learning approaches in teaching crafts for commercial purposes in special needs education?

Part c. What are the suitable teaching strategies to be used in teaching crafts for the special needs students?

The surveys were conducted in person whereby the researchers met all 12 respondents personally. Prior to performing the survey, the researchers provided the respondents with the consent letter to participate in the survey for Round One. The researchers also explained the main objective and procedure to follow for Round One of the surveys. Subsequently, the respondents were then thoroughly briefed on the instructions in answering the questions prior to completing the survey. They were also reminded to ask the researchers for any clarification while attempting the questions. Participants were asked to rate each statement in Likert scale. The options in the Likert scale were coded as “Strongly Disagree = 1”, “Disagree = 2”, “Agree = 3”, and “Strongly Agree = 4”. The analysis began after data was collected from the respondents in Round One. The data was analysed using Statistical Package for the Social Sciences (SPSS) to identify the Median, Maximum and Inter-quartile Range. The data collected was used to guide the researchers in preparing the Round Two Delphi survey.

The Round Two Delphi survey was conducted with similar procedure in Round One. Round Two consisted of the same questions from Round One. However, a component was added to the questions, based on the suggestions from experts in the Round One survey. The 3 additional columns were added in a column next to the Likert scale options column. The 3 additional columns consisted of data showing the mean, median and quartile recorded from the participant score from the Round One Delphi survey. During Round Two, each participant was given an opportunity to re-rate each of the original statements that they have already made from Round One based on their experience and knowledge. However, they were advised to provide relevant answers of why they wanted to change or re-rate their original statements with the new one in Round Two.

Table 1. Research Matrix for Qualitative and Quantitative Approach

Respondent (N)	Sampling Technique	Instrument
12 Expert Teachers in the field of Special Education	Purposive	2 round Delphi Technique surveys

5. Findings

5.1 Round One Delphi survey.

Table 2, Table 3, and Table 4 illustrate the findings of Median, Mode, and Interquartile Range for Question 1 to 3 from Round One of the Delphi survey. Question 1 seeks to identify suitable craft activities in special needs education that can be implemented in the development of the CiTA and ultimately appropriate for commercial purposes. Meanwhile, Question 2 aims to ascertain suitable tools and materials that can be utilised towards similar purposes. Finally, Question 3 seeks to recognize suitable teaching strategies to be used in teaching crafts for special needs students.

Table 2. Median, Maximum, and Interquartile Range for suitable craft activities in special needs education from Round One Delphi Survey

	Percentage (%)	Medium	Mode	Interquartile Range	Consensus Level
Round Table	100%	3	4	0	High
Foot Mat	100%	3	4	1	High
Picture Frame	100%	3	4	1	High
Woman Accessories	100%	3	4	0	High
Lamp	100%	3	4	1	High
Box	100%	3	4	1	High
Purse	100%	3	4	1	High
Vase	100%	3	4	1	High
Pencil Box	100%	3	4	1	High
Money Container	100%	3	4	1	High
Bookmark	100%	3	4	1	High
Door Gift	100%	3	4	1	High
Clothes Rack	100%	3	4	1	High
Clock	100%	3	4	1	High
Chair	100%	3	4	1	High
Kite	100%	3	4	1	High

Table 2 showcases the Median, Maximum and Inter-quartile Range values of suitable craft activities for special needs education from Round One Delphi Survey. The Inter-quartile range for Table 5.1 shows that all 16 options have high consensus level range between 0 and 1 in the inter-quartile readings.

Table 3. Median, Mode, and Inter-quartile Range of suitable tools and materials for craft making in special needs education from Round One Delphi Survey

	Percentage (%)	Medium	Mode	Inter-quartile Range	Consensus Level
Used Car Tires	100%	3	4	1	High
Rope	100%	3	4	1	High
Ice Cream Stick	100%	3.5	4	1	High
Laminated Plastic	100%	3	4	1	High
Felt	100%	3	4	1	High
Bead	100%	3.5	4	1	High
Used T-Shirt	100%	3	4	1	High
Used Paint Box	100%	3	4	1	High
Paper	100%	3.5	4	1	High
Box	100%	3	4	1	High
Ribbon	100%	3.5	4	1	High
Bottle	100%	3	4	1	High
Button	100%	3.5	4	1	High
Hair Clips	100%	3	4	1	High
PVC Pipe	100%	3	4	1	High
Skewers	100%	3	4	1	High

In Table 2, all 16 options from Question 2 have high consensus level range, which 1 is in the inter-quartile readings. The findings for Median and Mode were between 3 to 4.

Table 4. Median, Maximum, and Interquartile Range for the suitable teaching strategies to be used in teaching crafts for the special needs students from Round One Delphi Survey

	Percentage (%)	Median	Mode	Interquartile Range	Consensus Level
Demonstration of Crafts	100%	3.5	4	1	High
Music	100%	3	4	1	High
Grouping	100%	3.5	4	1	High
Pictures	100%	3	4	1	High
Assisted by Computer	100%	3	4	1	High
Discussion	100%	3.5	4	1	High
Lots of Movements	100%	3.5	4	1	High
Learning Base on Project	100%	3	4	1	High
Learning by Playing	100%	4	4	1	High
Using Variety of Colours	100%	3.5	4	1	High

Similar to the analysis obtained for Question 1 and Question 2, Table 3 shows the findings for inter-quartile range for 10 options in Question 3. All the options have high level of consensus where the interquartile range findings are 1.

5.2 Round Two Delphi survey.

The analysis process began after data was collected from the respondents in Round Two of the Delphi survey. The data was analysed using SPSS to identify the median, mean and inter-quartile range. Table 4, Table 5 and Table 6 below demonstrate the readings for Median, Maximum and Inter-quartile Range for Question 1 to 3.

Table 5. Median, Maximum, and Inter-quartile Range of suitable craft activities for special needs education from Round Two Delphi Survey

	Percentage (%)	Median	Mode	Inter-quartile Range	Consensus Level
Round Table	100%	3	4	0	High
Foot Mat	100%	3	4	1	High
Picture Frame	100%	3	4	1	High
Woman Accessories	100%	3	3	0	High
Lamp	100%	3	4	1	High
Box	100%	3	4	1	High
Purse	100%	3	4	0	High
Vase	100%	3	4	1	High
Pencil Box	100%	3	4	1	High
Money Container	100%	3	4	1	High
Bookmarks	100%	3	4	1	High
Door Gift	100%	3	4	1	High
Clothes Rack	100%	3	4	1	High
Clock	100%	3	4	1	High
Chair	100%	3	4	0	High
Kite	100%	3	4	1	High
Matting	100%	3	4	1	High

Table 4 shows the findings for Inter-quartile range for Round Two Delphi survey. A new option is added from the original options of Round One in the Delphi survey that is ‘Matting’. The findings of a total 17 options from Question 1 demonstrated high consensus levels range between 0 and 1 in the inter-quartile readings.

Table 6. Median, Maximum, and Inter-quartile Range for suitable tools and materials that can be utilised in CiTA and developed for commercial purposes in special needs education from Round Two Delphi Survey

	Percentage (%)	Medium	Mode	Inter-quartile Range	Consensus Level
Used Car Tires	100%	3	4	1	High
Rope	100%	3	4	1	High
Ice Cream Stick	100%	3.5	4	1	High
Laminated Plastic	100%	3	4	1	High
Felt	100%	3	4	1	High
Beads	100%	3.5	4	1	High
Used T-Shirt	100%	3	4	1	High
Used Paint Box	100%	3	4	1	High
Paper	100%	3.5	4	1	High
Box	100%	3.5	4	1	High
Ribbon	100%	3.5	4	1	High
Bottle	100%	3	4	1	High
Button	100%	3.5	4	1	High
Hair Clips	100%	3	4	1	High
PVC Pipe	100%	3	4	1	High
Skewers	100%	3	4	1	High

	Percentage (%)	Medium	Mode	Inter-quartile Range	Consensus Level
Coconut Leaf	100%	3	4	0	High
Pandanus Leaf.	100%	3	4	0	High
Leather	100%	3	4	0	High

Based on Table 5, the findings for inter-quartile range for 19 options from Question 2 in the Round Two Delphi survey obtained high level of consensus where the inter-quartile range readings are between the value of 0 to 1.

Table 7. Median, Maximum, and Interquartile Range for the suitable teaching strategies to be used in teaching crafts for the special needs student from Round Two Delphi Survey

	Percentage (%)	Median	Mode	Interquartile Range	Consensus Level
Demonstration of Crafts	100%	3.5	4	1	High
Music	100%	3	4	1	High
Grouping	100%	3.5	4	1	High
Pictures	100%	3.5	4	1	High
Assisted by Computer	100%	3	4	1	High
Discussion	100%	3	4	1	High
Lots of Movements	100%	3.5	4	1	High
Learning Based on Project	100%	3	4	1	High
Learning by Playing	100%	3.5	4	1	High
Using Variety of colours	100%	3.5	4	1	High
More Audio Less words	100%	4	4	1	High
Workshop learning	100%	4	4	1	High

Table 6 displays the findings for inter-quartile range for 12 options from Question 3 in the Round Two Delphi survey. All the options have a high level of consensus where the interquartile range readings are at value 1.

5.3 Wilcoxon Matched Paired

The quartile readings from Round One were compared with the quartile reading from Round Two. The comparison was made to allow the researchers to identify the matching pattern between the two readings. The comparisons were executed using the Wilcoxon Matched Paired Signed-Rank test. Wilcoxon matched- pairs signed-ranks test was used to get the consistency between experts' responses from Round 1 and Round 2. The Delphi Round Two was considered complete since the surveys had achieved the consensus levels from the experts. The consensus varying levels for this study can be referred to Table 8.

Table 8. Consensus Levels

High Consensus	Interquartile Range 0 to 1.00
Moderate Consensus	Interquartile Range 1.01 to 1.99
No Consensus	Interquartile Range 2.00 and above

Table 9. Wilcoxon Matched Paired Signed-Ranked readings for Question 1

	(%)	Median	Mode	Inter-quartile Range	Consensus Level	Z	Significant
Round Table	100%	3	4	0	High	-0.577	Yes
Foot Mat	100%	3	4	1	High	0.000	Yes
Picture Frame	100%	3	4	1	High	0.000	Yes
Woman Accessories	100%	3	3	0	High	0.000	Yes
Lamp	100%	3	4	1	High	-1.000	Yes
Box	100%	3	4	1	High	0.000	Yes
Purse	100%	3	4	1	High	-1.000	Yes
Vase	100%	3	4	1	High	0.000	Yes
Pencil Box	100%	3	4	1	High	0.000	Yes
Money Container	100%	3	4	1	High	0.000	Yes
Book Marks	100%	3	4	1	High	0.000	Yes
Door Gift	100%	3	4	1	High	-1.000	Yes
Clothes Rack	100%	3	4	1	High	0.000	Yes
Clock	100%	3	4	1	High	0.000	Yes
Chair	100%	3	4	1	High	-1.414	Yes
Kite	100%	3	4	1	High	0.000	Yes

Table 9 presents the findings for Wilcoxon Matched Paired Signed-Rank test for Round One and Round Two of the Delphi surveys for Question 1. The table reveals that from the 16 options, 11 options from Question 1 had higher consensus level reading between 0.000 to -1.000. The reading suggests that there is a significant level between Round One and Round Two Delphi surveys.

Table 10. Wilcoxon Matched Paired Signed-Rank readings for Question 2

	(%)	Medium	Mode	Interquartile Range	Consensus Level	Z	Significant
Used Car Tires	100%	3	4	1	High	-1.414	Yes
Rope	100%	3	4	1	High	1.000	No
Ice Cream Stick	100%	3.5	4	1	High	0.000	Yes
Laminated Plastic	100%	3	4	1	High	0.000	Yes
Felt	100%	3	4	1	High	0.000	No
Beads	100%	3.5	4	1	High	0.000	No
Used T-Shirt	100%	3	4	1	High	0.000	Yes
Used Paint Box	100%	3	4	1	Moderate	-1.414	Yes
Paper	100%	3.5	4	1	High	0.000	Yes
Box	100%	3.5	4	1	High	1.000	Yes
Ribbon	100%	3.5	4	1	High	0.000	Yes
Bottle	100%	3	4	1	High	0.000	Yes
Button	100%	3.5	4	1	High	0.000	Yes
Hair Clips	100%	3	4	1	High	1.000	Yes
PVC Pipe	100%	3	4	1	Moderate	-1.414	Yes

	(%)	Medium	Mode	Interquartile	Consensus	Z	Significant
				Range	Level		
Skewers	100%	3	4	1	High	0.000	Yes

Table 9 presents the findings for Wilcoxon Matched Paired Signed-Rank test for the two Rounds of the Delphi surveys for Question 2. The values reveal that the 16 options and 14 options in Question 2 had higher consensus levels between 0.000 to -1.000. The two options showed that the level of consensus is moderate with the value of -1.414.

Table 11. Wilcoxon Matched Paired Signed-Rank readings for Question 3

	(%)	Median	Mode	Interquartile	Consensus	Z	Significant
				Range	Level		
Demonstration of Crafts	100%	3.5	4	1	High	0.000	Yes
Music	100%	3	4	1	High	0.000	Yes
Grouping	100%	3.5	4	1	High	-1.000	Yes
Pictures	100%	3.5	4	1	High	0.000	Yes
Assisted by Computer	100%	3	4	1	High	0.000	Yes
Discussion	100%	3	4	1	High	0.000	Yes
Lots of Movements	100%	3.5	4	1	High	0.000	Yes
Learning Base on Project	100%	3	4	1	High	0.000	Yes
Learning by Playing	100%	3.5	4	1	High	0.000	Yes
Using Variety of colours	100%	3.5	4	1	High	-1.000	Yes

Table 11 displays the findings for Wilcoxon Matched Paired Signed-Rank test for Round 1 and Round 2 of the Delphi surveys for Question 3. The table reveals that Question 3 had higher consensus level between 0.000 to -1.000. The values indicated that there is a significant consensus level between Round One and Round Two of the Delphi surveys.

6. Conclusion

The contents included in the interactive video module were selected based on the data obtained in the two rounds of Delphi surveys performed with the participating expert teachers in the Special Needs Education. The results gathered had demonstrated that all the expert teachers demonstrated significant consensus level for the items selected towards the development of the Craft Interactive Teaching Approach (CiTA) video module. Importantly, the Wilcoxon Matched Paired Signed-Rank readings revealed statistically significant values between the two rounds of the Delphi surveys performed with readings between 0.000 to (-1.000). The results further suggested that the items selected by the Special Needs Education teachers are highly recommended to be used in the module. However, further development could consider tapping into more specialised arts and crafts making through the varied arts subjects such as visual arts, music, and performing arts which was also asserted by Sjöqvist et. al. (2020), Allahverdiyev et. al. (2017), and Saldana (2016). The researchers believe that Arts Education is capable of developing and enhancing special needs students' cognitive and motor skills and gradually improving other skills which are generally necessary for a whole individual's development. Ultimately, the fundamental ideas from CiTA can be expanded to improve special needs students' living skills in the future generation. This research set a foundation in the development of interactive craft modules that are effective in special education which can be further improved for other forms of Arts Education. Also, results from this study provides some background information for

teacher education and training in teaching arts and crafts for special needs education which can further be expanded for more specific special education needs in the various disability spectrum.

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