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The Melon Project: Tvetpreneur Learning Module for Students with Special Needs

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ABSTRACT

This study aims to develop a Tvetpreneur Learning Module for Students with Special Educational Needs (SEN) in a Rock Melon Cultivation Project using fertigation techniques at a secondary school. An initial survey indicated that SEN students lack reference materials on basic cultivation, which complicates their learning. The objectives of the study are (i) to identify elements for the module, (ii) to develop the module, and (iii) to assess the module's validity based on expert opinions. The study employs Behaviourism Theory and follows the ADDIE model in its design. The analysis phase involves interviews with experts, curriculum document analysis, and a review of existing studies. Data are analysed using thematic analysis techniques. The design and development phases include goal setting and the use of "Canva" software for module graphics. The implementation phase involves developing and evaluating the module through interviews with special education, agriculture, and horticulture. The study findings show that the developed module is relevant, facilitates understanding, and engages SEN students in learning agricultural topics. The module design is easy to understand, meets the needs of rock melon cultivation, and the text and color usage is well-suited for the target group. However, the Tvetpreneur learning module requires improvements, including correcting spelling and content issues, changing the font to Century Gothic, and incorporating digital technology such as Padlet and online games into the module development. By introducing the Tvetpreneur learning module, it is hoped that the lack of reference materials will be addressed, understanding will be facilitated, and SEN students will be more interested in learning basic agricultural subjects, particularly rock melon cultivation.

1. Introduction

Students with Special Educational Needs (SEN) are a group of students with disabilities who experience learning difficulties and require specialized teaching materials, extraordinary teaching

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techniques, and special facilities (Ministry of Education Malaysia 2020). According to a study Saiful Azam Khoo Abdullah [12] SEN are those who differ in mental characteristics, sensory abilities, physical, social, or emotional behaviour, and other deficiencies, requiring Special Education services to enhance their abilities optimally. According to a study by Seman [13], SEN often face challenges in shaping their futures due to limitations in learning and difficulties competing to advance their education to higher levels.

Previous research by Zainuddin Ibrahim et al. (2021), titled "Development of Padlet-Based Learning Pedagogy Modules for Deaf Students in IPT," evaluated the usefulness of pedagogical modules using the Padlet application to facilitate communication learning for deaf students in higher education institutions. The research findings indicated that the use of Padlet can enhance communication learning for deaf students. Additionally, Chu & Chu (2022) conducted a study titled "Improving Compound Sentence Building Skills Among Students with Special Educational Needs Using Picture Modules" to help students master compound sentence construction skills. The Chu & Chu study then indicates that the visual learning style is effective for SEN and that teaching aids are crucial for engaging their interest.

This research aims to develop the Tvetpreneur SEN Learning Module for the Rock Melon Plant Project using fertigation in middle schools as a resource. The lack of teaching aids used among SEN makes it difficult to conduct effective teaching and learning sessions (Mohd Sobri Yusuf, Kama Shaffeei, Abdul Rahim Razalli, 2023). A study by Syed Abu Bakar Syed Akil (1997) emphasizes that the use of appropriate language is crucial in teaching SEN students. The use of simple and easy-to-understand sentences is one method that should be applied to ensure their comprehension. According to a study by Mohamad Fitri Tordin & Mohd Mokhtar Tahar (2021), the main challenge faced by SEN in Malaysia is securing employment opportunities. This is supported by research from Mohd Tajuddin and Shaffeei [9], which found that many individuals with special needs struggle to find job opportunities and often face unemployment after finishing school, as they are not sufficiently exposed to employment opportunities during their schooling years. Besides, according to a study by Rosmiza Mohd Zainol, Mimi Halida Ghazali, and Lam Kuok Choyet (2019), the issue of people with disabilities struggling to secure employment is due to negative stigma from employers and society, as well as other challenges that hinder their ability to work. Therefore, research by Rosmiza and Ghazali [6] suggests that this group should be exposed to vocational skills from the beginning of formal education, particularly in entrepreneurship. This exposure can help build their self-identity, independence, and entrepreneurial traits, enabling them to pursue careers as competitive entrepreneurs. According to a study by Mohamed Yusof et al. (2020), properly imparted entrepreneurial skills can provide these students with better opportunities to succeed in an increasingly competitive job market.

Developing the Tvetpreneur for the SEN Learning Module is needed in the Malaysian education system, as it guides project-based implementation for special needs students' learning. This module also aids special education teachers in conveying concepts and content more effectively. For teachers, it serves as a valuable teaching aid for SEN students. According to Abdullah et al. (2021), teaching aids are crucial because they can enhance students' focus and make lessons more effective. This module, in particular, can potentially boost SEN interest in learning through simple language, short video links, reinforcement exercises, and online games. The scarcity of diverse reference materials, especially in the field of Tvet for SEN, limits their access to TVET training. Therefore, developing this module is seen as having the potential to serve as a valuable resource that can help SEN students increase their interest in the Tvet field.

According to a study by Saiful Azam Khoo Abdullah [12], the limited availability of teaching aids hinders the effective and efficient implementation of certain activities that assist SEN students in

inclusive classrooms. Additionally, the use of appropriate language or sentences is crucial for conveying information. As we know, SEN have various disabilities, one of which is learning difficulties. Students with learning difficulties struggle to understand language or sentences that are too long. According to a study by Kanniamah Arumainathan *et al.*, [4], some SEN students are less interested in reviewing and expanding their knowledge, particularly when it comes to understanding long and complex sentences. Therefore, the development of the Tvetpreneur learning module for SEN students will be implemented using simple and easy-to-understand sentences. The use of pictures and short videos in this Tvetpreneur learning module will also facilitate their understanding and make learning more enjoyable for SEN students. A study by Govindasamy [3] states that teaching techniques for SEN students must be easy to understand and enjoyable. This is important because the effectiveness of vocational learning can be further enhanced by segmenting the videos into specific sections [16].

2. Research Objectives

This study aims to develop a Tvetpreneur Learning Module for SEN students for the Fertigation Rock Melon Plant Project in secondary schools. The following are the research objectives for the development of this module:

- i. Identifying the elements needed to develop a Tvetpreneur Learning Module for Students with Special Educational Needs (SEN) for the Fertigation Rock Melon Planting Project in secondary schools.
- ii. Developing a Tvetpreneur Learning Module for Students with Special Educational Needs (SEN) for the Rock Melon Plant Project using fertigation in middle schools based on identified elements.
- iii. Determining the validity of the Tvetpreneur Learning Module for Students with Special Educational Needs (SEN) for the Fertigation Rock Melon Plant Project in middle schools based on expert opinion.

3. Methodology

This study focuses on the development of a learning module. The researcher selected the ADDIE model as a guide to implement a systematic process for learning module development. The creation of the Tvetpreneur learning module for students with special educational needs at this secondary school, specifically for the fertigation rock melon plant project, involves five phases based on the ADDIE Model: analysis, design, development, implementation, and evaluation.

According to a study by Abu et al. (2020), the ADDIE Model is an effective approach for module design that can be applied in various forms of development. This statement is further supported by Mohd Sobri Yusuf *et al.*, [8], who assert that the ADDIE model provides clear guidelines and methods that are easy to follow. In addition, Gatanagayan and Amzah [2] describe the ADDIE model as a fundamental process for constructing learning resources that are both effective and adaptable for use in different educational and learning systems. Therefore, in this study, the researcher has utilized the ADDIE model as a guideline for the design and development of the Tvetpreneur learning module.

4. Teaching Design in the ADDIE model:

i. Analysis Phase

In this phase, the researcher analyzes the requirements for developing the learning module. The needs analysis was conducted using several methods, including interviews and reviewing the

Vocational Skills Co-Curriculum Document for basic agriculture (horticulture) with low-functionality students and past studies. Preliminary research findings from the interviews revealed several challenges SEN faced, including the lack of reference materials.

This shortage of resources is a significant obstacle for SEN students in acquiring practical skills. In addition, SEN students tend to lose focus when learning the same material repeatedly. Therefore, developing a learning module, such as the rock melon fertigation project, is well-suited for teaching and learning activities for SEN students. Furthermore, picture-based modules are crucial for facilitating understanding and engaging SEN students in agricultural topics. The images should illustrate the step-by-step process of proper rock melon cultivation.

Moreover, work-based learning adds value by enabling students to produce tangible products. SEN students can also conduct entrepreneurial activities involving rock melon fertigation, which will help them acquire practical skills and provide opportunities for income generation. Finally, it is important to innovate the module in line with modern advancements, such as incorporating digital technology, e-books, padlets, online games, and similar resources. According to the study Tan Ahmad *et al.*, [15], the purpose of the analysis phase is to ensure that the teaching design that will be produced meets and meets the needs of teachers.

ii. Design Phase

The Design Phase is the second stage in the ADDIE model. According to Nursuhada binti Mohd Hamid (2020), module design encompasses the student interface approach, focusing on organization, colour, text, graphics, interactivity, video, and other elements. Gatanagayan and Amzah [2] explain that this phase involves creating a comprehensive view of the module's goals and objectives, managing activity lists, and developing evaluation methods. Module design should be accurate, user-friendly, and meet all functional requirements (Richey & Klein, 2007). Key aspects of the design process before developing a module include: (a) setting goals and objectives, (b) determining the module content, and (c) planning learning activities.

(a) Goal and Objective Formation

The aims and objectives of the module are developed in alignment with the objectives of the Vocational Skills Curriculum Document (VKD) for Basic Agricultural Crops (Horticulture) Low Functionality, which are: (i) to increase SEN students' interest and inclination toward the field of crops, (ii) to master and apply basic agricultural knowledge for practical use in everyday life, and (iii) to develop the skills and abilities needed for independence based on knowledge, skills, and values in the field of agriculture.

(b) Module Content Determination

The planning of activities in this learning module is organized systematically, with a clear sequence of chapters, sub-topics, and titles. It also integrates course syllabus topics to help SEN students follow the learning process more easily and efficiently.

(c) Learning Activity Planning

Planning learning activities in the Tvetpreneur Learning Module for SEN students in the Rock Melon Cultivation Project using fertigation in secondary schools involves important steps, including: introduction, objectives, learning standards, introduction to rock melon, planting methods, maturity period, rock melon characteristics, growth phases, planting activities, entrepreneurship, cost calculation, reinforcement exercises, online games, and closure.

iii. Development Phase

The development phase is the third stage in the ADDIE development model. According to Ainur Yusra Nabila *et al.*, [1], this phase is more technical in nature, focusing on aspects such as the content of the module, the cover design, the module interface, the arrangement of components, and the appropriate number of questions based on the expected execution time of the module (see Figure 1). The researcher used the information and data planned in the design phase to develop the learning module. In this part of the development phase, several considerations were made to produce the learning module, including using Canva (See Figure 1), adapting the language to Malay (Figure 2), organizing content systematically, incorporating images and short videos, and planning activities such as reinforcement exercise and online games (See Figure 3). According to Kiong *et al.*, [5], delivering lessons using simple, visual texts grounded in cognitive theory facilitates students' information acquisition. Graphics and symbols help organize information in a more structured and understandable manner. Additionally, as shown in Figure 4, the module size is planned using B5 paper (180 mm x 252 mm) in portrait orientation, with text size 12 in the Century Gothic font (See Figure 5). Planning also includes reinforcement activities to ensure the modules are engaging and meet the requirements of the research questions.

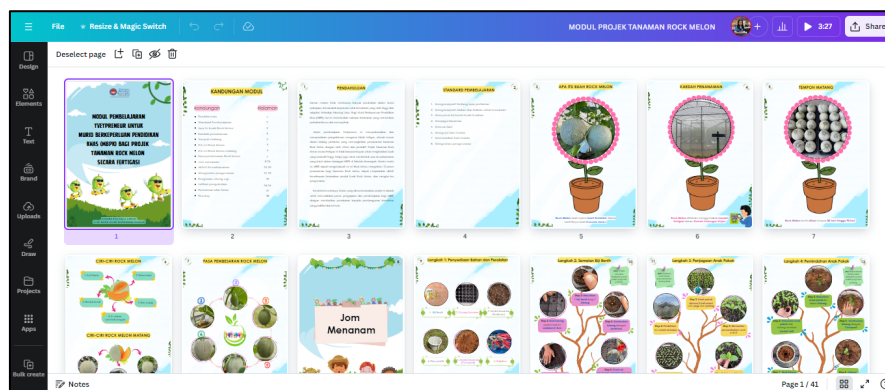


Fig. 1. Module developed using Canva software



Fig. 2. using Malay language



Fig. 3. Reinforcement exercise and online games

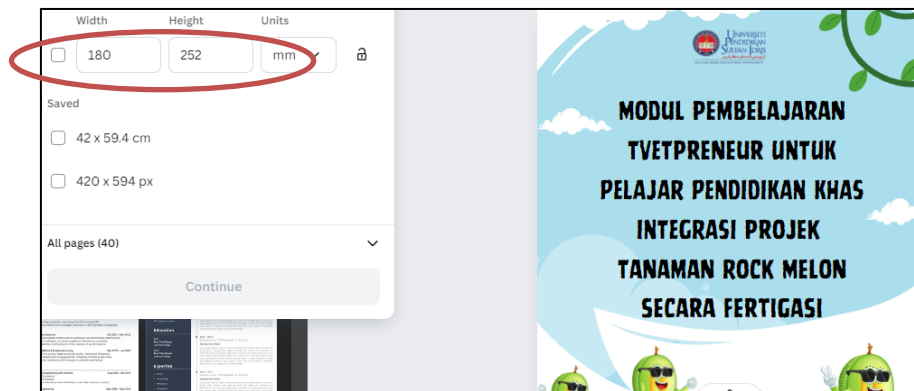


Fig. 4. Module Size B5 (180mm x 252mm)

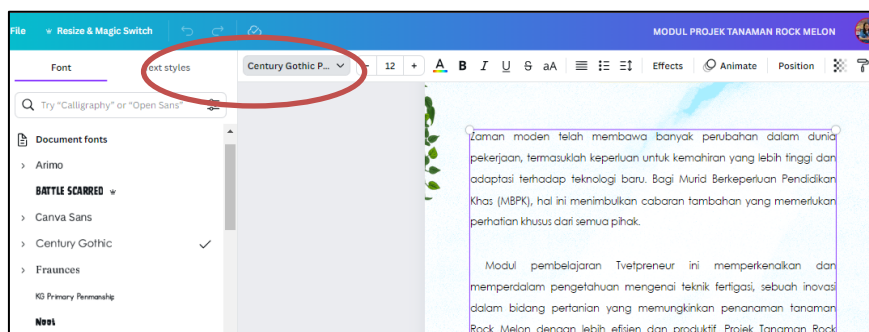


Fig. 5. Text set in Century Gothic, size 12

iv. Implementation Phase

Implementation is the fourth phase in the ADDIE model. This phase assesses whether the developed module meets the established objectives and is suitable for the target users. The completed module will be submitted to an expert for validation. Validity experts are selected based on individuals with over 10 years of experience in their respective fields [17].

v. Evaluation Phase

The final phase is the evaluation phase of module development. During this phase, the researcher will seek feedback and suggestions for improvement from a panel of appointed experts. This feedback is crucial for ensuring that the developed module meets the desired quality standards and addresses the needs of the users. The appointed experts are individuals with expertise and experience relevant to the elements incorporated in the learning module. Experts are defined as individuals with extensive knowledge and experience in a specific field and are considered authoritative in that domain. According to Mohd et al. (2021), experts include teachers, specialist educators, and lecturers with 10-15 years of experience in their respective fields. The data collected from the expert panel will be analyzed using thematic analysis techniques, as can be seen in Figure 6. Thematic analysis is a qualitative method used to identify, analyze, and report themes or patterns in data, often applied to data from interviews, transcripts, or field notes (Braun & Clarke, 2006). The researcher will transcribe the interviews and use Microsoft Word to draft a report, identifying the main themes and subthemes before finalizing the study report.

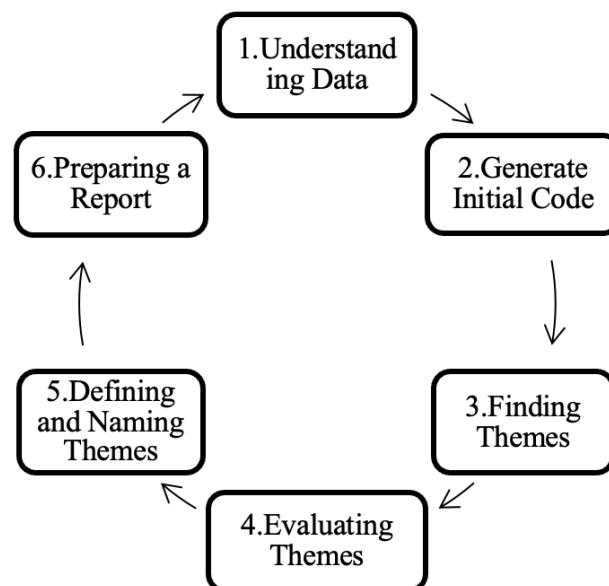


Fig. 6. Thematic analysis flowchart

1. Understanding Data

Transcribing the interviews was time-consuming but essential for understanding the data and developing potential codes. While reviewing the transcripts, the researcher should look for meaningful patterns and insights and make notes on coding categories that can be further developed in subsequent analyses.

2. Generate Initial Code

Generating initial codes in thematic analysis involves the researcher creating an initial list of codes derived from the data. Braun and Clarke (2006) distinguish between codes that emerge inductively from the dataset and those that are theory-driven. While codes organize data into meaningful units, they do not yet form broader themes. Codes can be generated manually or with the aid of computer

software. When coding manually, Braun and Clarke (2013) recommend using notes or highlighters to visually identify repetitions. It is crucial to record as many potential themes as possible in the early stages, as the significance of some codes may become clearer later, and multiple codes may apply to different parts of the dataset.

3. Finding Themes

Finding themes involves examining how different codes can be integrated into broader themes once the data is recorded and consolidated. This process requires grouping related codes and identifying overarching patterns that unify these codes into meaningful themes.

4. Evaluating Themes

Once potential themes are identified, they must be revised and refined. Some themes may need to be reassessed for relevance, merged, or divided. It is important for themes to be clear and have distinct boundaries. This process involves evaluating whether the recorded extracts within a theme are appropriate and whether the theme accurately represents the entirety of the data. Braun and Clarke (2013) recommend re-reading the data to ensure that important information is not overlooked.

5. Defining and Naming Themes

Defining and naming themes involves identifying the core ideas within each theme and assigning a concise name that reflects these ideas. Subthemes can also be described to capture the different dimensions of the main theme. Braun and Clarke (2013) recommend writing a detailed analysis for each theme, explaining how it contributes to the overall understanding of the data.

6. Preparing a Report

Once a theme is identified, it is essential to present the research report in a credible manner. This involves including clear data extracts and providing a thorough discussion of the decisions made throughout the study process.

5. Results and Discussion

The analysis of the findings of this study will cover the research question, which is the need to develop a Tvetpreneur Learning Module for SEN students for the rock melon plantation project through fertigation. This is explained in the following statement:

Summary of Theme 1: Views on module development

From Theme 1, the respondents' views on the development of the Tvetpreneur learning module designed for SEN students are positive. This module was found to facilitate understanding and increase SEN students' interest in learning the basics of agriculture, particularly for rock melon cultivation. This is explained in the statement below:

"In my opinion, the module produced is clear and easy for students to understand. In addition, it also increases interest in agricultural activities, especially for the technological cultivation of rock melon." **(R1)**

"My view is that this module is very good and can be used to conduct project-based learning for plants. In addition, the topics and content provided are in accordance with the requirements of SEN students." **(R2)**

"My view on the development of the Tvetpreneur Learning Module for teachers and students has reached a good level and meets the needs. This module is complete and suitable for use by teachers and students in rock melon planting projects." **(R3)**

From the explanation, it can be concluded that there is a need to develop this Tvetpreneur learning module to facilitate understanding and attract the interest of SEN students in learning agricultural topics. According to a study by Yusuf *et al.*, [8], teaching aids can increase students' interest by helping them understand the subject more realistically. In addition, teaching aids can also help students learn through a very enjoyable experience.

Summary of Theme 2: Module Design

From Theme 2, which is related to the design of the Tvetpreneur learning module developed, it was found that all three respondents had a positive view. Based on the interview transcripts, they found that the design of this module is easy to understand in terms of content and has met the needs for rock melon care. In addition, in terms of writing and use of colour, this module is considered very suitable.

"As I mentioned earlier, the module design from start to finish seems easy to understand. And in terms of content, it really meets the requirements for rock melon care from start to finish. The use of colours and writing is also very good, clear, and interesting for students and teachers." **(R1)**

"If we look at the arrangement of topics, it coincides with vocational skills curriculum document and what is required in vocational skills curriculum document. Later, you can look at vocational skills curriculum document; in the curriculum document, it is mentioned that the topics provided in the module are parallel. We can say it is parallel as it covers what is in vocational skills curriculum document, which is appropriate. Then, in terms of the font size, it is suitable because for special education students, it is necessary to use a medium font size, not too small and not too large." **(R2)**

"In my view, this module is complete and interactive for general use and the public. Therefore, I strongly recommend the widespread use of this module in schools or any other agency interested in using it, especially for special education students and other students." **(R3)**

From the following explanation, it was found that the respondents agreed that the design of this module is easy to understand in terms of content and meets the requirements for rock melon care.

In addition, in terms of writing and the use of colours, this module is suitable for the MBPK group. Furthermore, the arrangement of the content aligns with the Basic Agricultural Vocational Skills Curriculum Document, especially for agricultural environments with low fungibility. According to a study by Kanniamah Arumainathan *et al.*, [4], some students with special needs (SEN) are less

interested in revising and acquiring additional knowledge, particularly when it comes to understanding long and complex sentences.

Summary of Theme 3: Suggestions for Improvement of the Module

From Theme 3, which relates to proposed improvements for the Tvetpreneur learning module designed for SEN students in the fertigation rock melon plant project in secondary schools, there is a recommendation to enhance the planting methods. One key suggestion is to incorporate sustainable cultivation techniques, specifically organic cultivation that is free from chemicals. This approach ensures that the products are safe for health and helps avoid any potential adverse effects in the future.

"If you want to improve it, you might consider focusing on deeper details, but not in a scientifically complex manner. The goal is to ensure that an element of sustainability is added, as currently there is no such content. Therefore, it could also be included as GAP (Good Agriculture Practices) in the planting activities." (R1)

"In my view, if improvements are needed, it would be beneficial to enhance the quality of spelling and content. Additionally, incorporating the latest cultivation techniques, newer fertilizers, or any new technology into the book would also be valuable." (R2)

"This module is not something static and unchanging. It could be enhanced by adding a platform within the module, such as including a QR code in the book. This QR code could link to additional information, allowing the module owner to access extra knowledge related to rock melon. For example, a liktree link could be incorporated into the QR code to address issues if the QR code becomes damaged." (R3)

From Theme 3, the researcher received several suggestions to improve the Tvetpreneur learning module during interviews with the expert group. The improvement suggestions provided by the experts were very helpful in correcting errors in the module and ensuring that the developed module is suitable and can be used in secondary schools, especially for SEN students.

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