


**SPECIAL EDUCATION CLASSROOMS: CAN TECHNOLOGY USE INSPIRED?**

**Mohd Norazmi Nordin<sup>A</sup>, Nor Hidayati Idris<sup>B</sup>, Junaidah Yusof<sup>C</sup>, Norwaliza Abdul Wahab<sup>D</sup>, Jesmin Abd Wahab<sup>E</sup>, Nazirah Mohamad Ba'ai<sup>F</sup>, Firkhan Ali Hamid Ali<sup>G</sup>**



ARTICLE INFO	ABSTRACT
<p><b>Article history:</b></p> <p><b>Received</b> 31 January 2023</p> <p><b>Accepted</b> 28 April 2023</p>	<p><b>Purpose:</b> This study aim to explore the inspiration of technology in conducting learning process for special education studens in classroom.</p> <p><b>Framework:</b> It is common knowledge that education today requires teachers to be more creative in delivering learning and teaching in the classroom.</p> <p><b>Methodology:</b> This study use qualitative approach in gathering the data. 12 teachers were interview in this studies.</p> <p><b>Findings:</b> The result shows the rapidity of technology is now to some extent helping teachers find fresher ideas to conduct teaching in the classroom. The existence of various types of technology including gadgets, software, video applications and others are seen to be able to attract the interest of students in turn can achieve teaching objectives. However, some studies show that some teachers are less effective in the use of technology when teaching in the classroom.</p> <p><b>Implications:</b> In addition to speeding up the process of obtaining information, the use of technology also actually helps understanding and attracts students to learning. It is hoped that the findings of this study can help future researchers to conduct further research.</p> <p><b>Value:</b> This to some extent shows a loss to student learning. The use of technology should be utilized and used properly because space and opportunities for access to technology are now readily available.</p>
<p><b>Keywords:</b></p> <p>Challenges of Using Technology; Learning; Special Education Classrooms.</p> <div data-bbox="172 943 480 1189" style="text-align: center;">  </div>	<p>Doi: <a href="https://doi.org/10.26668/businessreview/2023.v8i5.1445">https://doi.org/10.26668/businessreview/2023.v8i5.1445</a></p>

<sup>A</sup>PhD, Faculty of Education, Universiti Kebangsaan Malaysia, Bangi, Selangor, Malaysia.

E-mail: [norazmi@ukm.edu.my](mailto:norazmi@ukm.edu.my) Orcid: <https://orcid.org/0000-0003-3021-3608>

<sup>B</sup> Master of Technical and Vocational Education, Faculty of Technical and Vocational Education, Universiti Tun Hussein Onn Malaysia, Batu Pahat, Johor, Malaysia. E-mail: [gb200021@siswa.uthm.edu.my](mailto:gb200021@siswa.uthm.edu.my)

<sup>C</sup> Phd, School of Human Resource Development and Psychology, Faculty of Social Sciences and Humanities, Universiti Teknologi Malaysia, Skudai, Johor, Malaysia. E-mail: [junaidahy@utm.my](mailto:junaidahy@utm.my)  
Orcid: <https://orcid.org/0000-0001-5321-9274>

<sup>D</sup> PhD, Department of Educational Studies, Universiti Pendidikan Sultan Idris, Tanjung Malim, Perak, Malaysia. E-mail: [norwaliza@fpm.upsi.edu.my](mailto:norwaliza@fpm.upsi.edu.my) Orcid: <https://orcid.org/0000-0002-2713-1233>

<sup>E</sup> PhD, Department of Educational Studies, Universiti Pendidikan Sultan Idris, Tanjung Malim, Perak, Malaysia. Email: [jesmin\\_wahab@yahoo.com](mailto:jesmin_wahab@yahoo.com)

<sup>F</sup> Master, College of Creative Arts, Universiti Teknologi MARA, Shah Alam, Selangor, Malaysia. E-mail: [nazir858@uitm.edu.my](mailto:nazir858@uitm.edu.my)

<sup>G</sup> PhD, Department of Information Security and Web Technology, Faculty of Computer Sciences and Information Technology, Niversiti Tun Hussein Onn Malaysia, Batu Pahat, Johor, Malaysia. E-mail: [firkhan@uthm.edu.my](mailto:firkhan@uthm.edu.my)  
Orcid: <https://orcid.org/0000-0002-5982-8983>

## SALAS DE AULA DE EDUCAÇÃO ESPECIAL: O USO DA TECNOLOGIA PODE INSPIRAR?

### RESUMO

**Objetivo:** Este estudo tem como objetivo explorar a inspiração da tecnologia na condução do processo de aprendizagem de alunos de educação especial em sala de aula.

**Estrutura:** É de conhecimento geral que a educação atual exige que os professores sejam mais criativos na oferta de ensino e aprendizagem em sala de aula.

**Metodologia:** Este estudo usou uma abordagem qualitativa para coletar os dados. 12 professores foram entrevistados neste estudo.

**Conclusões:** O resultado mostra que a rapidez da tecnologia está, até certo ponto, ajudando os professores a encontrar ideias mais frescas para conduzir o ensino em sala de aula. A existência de vários tipos de tecnologia, incluindo gadgets, software, aplicativos de vídeo e outros, é vista como capaz de atrair o interesse dos alunos e, por sua vez, pode atingir os objetivos de ensino. No entanto, alguns estudos mostram que alguns professores são menos eficazes no uso da tecnologia quando ensinam em sala de aula.

**Implicações:** Além de acelerar o processo de obtenção de informações, o uso da tecnologia também ajuda de fato a compreensão e atrai os alunos para o aprendizado. Espera-se que os resultados deste estudo possam ajudar futuros pesquisadores a realizar outras pesquisas.

**Valor:** Até certo ponto, isso mostra um prejuízo para o aprendizado dos alunos. O uso da tecnologia deve ser aproveitado e usado adequadamente, porque o espaço e as oportunidades de acesso à tecnologia estão agora prontamente disponíveis.

**Palavras-chave:** Desafios do Uso da Tecnologia, Aprendizagem, Salas de Aula de Educação Especial.

## AULAS DE EDUCACIÓN ESPECIAL: ¿PUEDE INSPIRAR EL USO DE LA TECNOLOGÍA?

### RESUMEN

**Propósito:** Este estudio tiene como objetivo explorar la inspiración de la tecnología en la conducción del proceso de aprendizaje para estudiantes de educación especial en el aula.

**Marco de referencia:** Es sabido que la educación actual requiere que los profesores sean más creativos a la hora de impartir el aprendizaje y la enseñanza en el aula.

**Metodología:** Este estudio utiliza un enfoque cualitativo en la recopilación de datos. Se entrevistó a 12 profesores.

**Resultados:** El resultado muestra que la rapidez de la tecnología está ayudando en cierta medida a los profesores a encontrar ideas más frescas para impartir la enseñanza en el aula. La existencia de diversos tipos de tecnología, como aparatos, programas informáticos, aplicaciones de vídeo y otros, permite atraer el interés de los alumnos y, a su vez, alcanzar los objetivos de la enseñanza. Sin embargo, algunos estudios muestran que algunos profesores son menos eficaces en el uso de la tecnología cuando enseñan en el aula.

**Implicaciones:** Además de acelerar el proceso de obtención de información, el uso de la tecnología también ayuda realmente a la comprensión y atrae a los alumnos hacia el aprendizaje. Se espera que las conclusiones de este estudio puedan ayudar a futuros investigadores a realizar nuevas investigaciones.

**Valor:** En cierta medida, supone una pérdida para el aprendizaje de los alumnos. El uso de la tecnología debe aprovecharse y utilizarse adecuadamente, ya que hoy en día se dispone fácilmente de espacio y oportunidades para acceder a ella.

**Palabras clave:** Retos del Uso de la Tecnología, Aprendizaje, Aulas de Educación Especial.

## INTRODUCTION

Before teachers decide to use technology in their teaching, several factors need to be considered in the selection of technology so that it is relevant to the level of students and can achieve teaching objectives (Abdul Jalil et al., 2021; Mohd Noh et al., 2021; Mustafa; et al., 2021; Roszi et al., 2021; Tumisah et al., 2021). There are various forms of technology being produced to date. Therefore, researchers have focused this study on the factors that cause

teachers to use technology when teaching in the classroom (Irma et al., 2021; Suzana et al., 2021; Rohanida et al., 2021; Nazrah et al., 2021; Shahrulliza et al., 2021). Among the key words in this study are factors, technology and classroom. Factors carry the meaning of the cause that is the reason for something. In the context of this study, factors are the reasons for the use of technology. Technology means the use of scientific applications. This means that every object is produced using the theory of science and if defined in daily use it is more of a modern and sophisticated gadget or equipment (Mohd Arafat et al., 2021; Sumaiyah et al., 2021; Hifzan et al., 2021; Shahrul. et al., 2021; Helme et al., 2021). In this study, the technology used necessarily revolves around gadgets, computers, software and video applications. Next is the classroom which gives meaning to space for the implementation of learning and teaching processes (Farah et al., 2021; Syahrul et al., 2021; Quah et al., 2021; Ahmad Syarifuddin et al., 2021; Jumiah et al., 2021 ). Fulfilling that purpose, the researcher has evaluated several questions related to the study as follows:

- i. How does technology affect teaching in the classroom?
- ii. What factors influence the choice of type of technology in teaching in the classroom?
- iii. What is the impact of the use of technology on the teaching process?

## **METHODOLOGY**

The method used in this study is a qualitative research method where the data collected does not involve the use of numbers (Mohd Ali et al., 2021; Parimala et al., 2021; Siti Jamilah et al., 2021; Nor Fauziyana et al., 2021; Noel et al., 2021). This qualitative study is a study evidenced through findings from the perspective of human beings who have experienced the experience (Ahmad Shafarin et al., 2021; Junaidah et al., 2021; Farah Adibah et al., 2021; Ahmad Shakani et al., 2021; Muhamad Amin et al., 2021). In simpler words, this study is based on the opinions and views of people who are the target group for a study (Santibuana et al., 2021; Nor Diana et al., 2021; Zarina et al., 2021; Khairul et al., 2021 Rohani et al., 2021). The data collected revolves around the understanding of the target group or respondents to a subject. This method can be done in various ways, such as interviews, questionnaires, observations, the use of checklists, portfolios and many more.

## **RESULT AND DISCUSSION**

In this study, the researcher has conducted interviews with the target group of three respondents consisting of teachers who teach in schools. In addition, the researcher has also

collected several documents such as transcripts, worksheets and photographs as well as teaching records of teachers as support material to the interviews conducted. This coincides with the methods recommended in the qualitative research methodology. Interviews were conducted with three selected respondents. These respondents consisted of three teachers who taught in the same school but in different classes and levels. This aims to obtain more significant and broader data. Teachers are also selected based on the use of technology they apply when implementing teaching and learning in the classroom. Each interview lasted for 20 minutes. In addition to teaching experience and also the positions held by the teachers, they were also selected based on their interests and knowledge in operating ICT in school. These are teachers who will be referred by other teachers if they have problems in handling an ICT application in school such as uploading pictures, uploading videos, downloading videos, installing computer applications, minor damage to laptops, camera use and computer care. laptops as well as technological devices in schools. These teachers are also teachers who teach deaf students who really like the use of existing materials in their learning. In the interviews conducted, the researcher used open -ended questions when taking the respondents 'statements. This type of question makes it easier for respondents to give answers because it is not focused. The answers obtained are also divergent and not limited to specific answers only.

Table 1: Coding of Interview Script R1

Interview Questions	Interview Answers	Code
<b>Q: Technology is evolving rapidly nowadays. The world of education is also moving in line with this development. What does the teacher think about this situation?</b>	R1: Yes. Good. I strongly agree with that statement. Emm .. indeed in today's world everything needs technology. It's like being a part of us. We want to move, use technology, we want to talk use technology, we play sports, there is technology. Even want to eat pounds, there is technology. Everything is there. It's up to us.	General View (U1/1)
<b>Q: If we associate it with education. How do you see this?</b>	R1: Education is also no less affected by the tempisnya. There are many benefits we get through technology. Most teaching is now computer -assisted. We have a lot of software related to education. Just Google, we will find many things to use for education. Ever heard of an e-book? That virtual world book. Read books on your computer. I think one day we won't be able to see the right book	Overview (U2/1) Technology Impact (K1/1) Technology Consequences (A1/1)
<b>Q: Yes, maybe one day everything will be in the computer. Now shopping can use computers. No need to leave the house.</b>	R1: hehe. That's the woman's favorite. Easy. Congratulations. Fast. If the application in our teaching, all that can be achieved. Learning can happen anywhere. Teachers at school,	Technology Impact (K2/1)

	students at home can also study. Happy. But in terms of manners it is not good.	
		Influencing Factors (F/1)
<b>Q: Yes. Why does the teacher think so?</b>	R1: I also provide games. An interactive game where my students can answer some questions directly. When correct, the screen will show the correct signal. If wrong, the screen will say try again. Students will be motivated. Until there are those who want to do it many times because they want to get it 'right'.	Technology Example (C1/1)
<b>Q: That's right. Must be in line with our manners and customs in seeking knowledge. But as long as it is beneficial, the use of the technology is still not wrong. My teacher's comment.</b>	R1: Like me. Lots of things to consider. Firstly. We ourselves need to make sure we know how to use the technology. Like the game before, I need to know how to use it first. Otherwise, the teaching will be disrupted when I try to use it myself. Both levels of students. We look at the level of our students. If you make a powerpoint with slides that do not need many words, this will interfere with students' interest. Place relevant only. if you want to put a picture, put only the relevant picture. later if there are too many, students cannot focus.	Technology Example (C2/1)
		Influencing Factors (F2/1)
<b>Q: Ok. I saw earlier that the teacher uses many applications of technology in the teacher's teaching. Can you tell me a little bit about the teacher's teaching earlier. Focus on the use of technology.</b>	R1: Yes. This needs to be addressed. Deaf students love pictures, videos. Take into account this factor. These students are now advanced. More advanced than her teacher. Haha. He is good at using computers, tabs, so we use tabs, computers to teach him something. It's easy, isn't it. Instead of them playing indefinitely.	Technology Example (C3/1)
		Influencing Factors (F3/1)

Upon completion of the coding process for R1, the researcher continued coding the transcript of the R2 interview. The coding remains the same i.e. the coding according to the theme. The resulting themes are such as Impact of Technology (K), General View (U), Consequences of Technology (A), Examples of Technology (C), Influencing Factors (F) and Challenges (B). The following is the coding for the transcript of the R2 interview.

Table 2: Coding of Interview Transcript R2

Interview Questions	Interview Answers	Code
<b>Q: Ok teacher. As we all know, technology and education today seem to be closely related because the educational environment today is very different from the educational environment before. Can you give your opinion in this matter?</b>	R2: Good. When it comes to technology, everyone will love it. Because it makes it easier for people. Want to go far away for example, we have the technology of cars, motorcycles, airplanes. A far away place, we can reach in a short time. Then, if we do not know the way, we have a wave	Overview (U1/2) Technology Impact (K1/2) Technology Example (C1/2) Technology Example (C2/2) Influencing Factors (F1/2)

	<p>that will help us show the direction. Easy to say, everything is technology. World of today is thw world of technology. So, it is a bit lame or weird if education does not go through that phase. Understand what I mean? All things use technology. Why not education? The start of everything. We step back. From kindergarten to univarsity, nowadays use technology. Don't be a frog under the shell. We lose ourselves.</p>	
<p><b>Q: I also agree with the teacher. Ok. Can you name some examples of the use of technology in education?</b></p>	<p>R2: Ok. You remember we used to have OHP? There is a light. That is also technology. Time just came out first, it Looks great and up to date. Not anymore. We already have the VLE Frog that the government introduced. E book. Just want to google. Hehe. Then, each school has its own computer lab. Can access directly. Now students are supplied with notebooks by the government. Thats technology. Enough access. It's just possible that some students are ready and some are not.</p>	<p>Technology Example (C3/2)                  Technology Example (C4/2)                  Technology Example (C5/2)                  Influencing Factors (F2/2)                  Challenge (B1/2)</p>
<p><b>Q: In the previous lesson, what did the teacher use?</b></p>	<p>R2: Good. Today I have some skills to send the ball and run. I used the video to show the correct way in doing the technique of sending the ball and running. From there the student can clearly see the correct way to do the delivery. Deaf students, you understand. Everything we have to show in front of our eyes. Can't talk, just a signal. I just want to do a demonstration. But this student prefers videos, pictures. So I use this method. Pupils love and understand.</p>	<p>Technology Example (C6/2)                  Technology Impact (K2/2)                  Influencing Factors (F2/2)</p>
<p><b>Q: In terms of selection criteria. I mean why do teachers choose technology approaches especially video in teacher teaching?.</b></p>	<p>R2: The use of technology is influenced by various reasons. If seen in my class earlier, it has to do with students' understanding. I chose to show the video because my students needed it so. Like me mentioned earlier, my students are deaf students, their way of learning is what they See. That is what they will do and they will easily understand. After all, the development of my students related to this technology is actually ok. They already know about tabs, labtops. When I use this approach, they prefer it.</p>	<p>Influencing Factors (F3/2)                  Influencing Factors (F4/2)</p>

	Instead of drawing on a whiteboard, I'd rather show a video	
<b>Q: In addition to the student factor, are there other teacher factors?</b>	.R2: I choose to use technology in my teaching because it makes it easier for me. I just need to search the internet, download and show it to the students me. Save time. Understand that nowadays everything needs to be fast. I want to save time. Pupils can also know exactly about something. Distance learning can happen. Students can also learn what their peers in other countries learn	Influencing Factors (F5/2)
<b>Q: Ok. That's right. So, what is the impact of the use of technology in education today?</b>	R2: What I want to mention here is that it can prepare students for the outside world. As we all know, every job mostly requires skills in using technology. If it's ok at school, then it's ok later. In particular, teaching in the classroom if using technology will increase students' understanding of a topic. Students are more interested in learning, exploring, student motivation is increasing. And most importantly, it simplifies the teacher's job. Concise.	Technology Impact (K3/2) Influencing Factors (F6/2) Influencing Factors (F7/2)
<b>Q: Ok finally. Challenges in the implementation or use of technology in education.</b>	R2: A significant challenge is to provide students with the basics of the use of technology and their knowledge of technology. There are students who do not know how to use a computer. They don't have a computer at home. For those who do, the way they access is also a challenge. There are also many negative things that surround the world of technology. If left unchecked, we will face problems	Challenge (B1/2) Challenge (B2/2)

The table above is the coding process resulting from the transcript of Respondent 2's interview. The coding process still uses the same method. To better understand it, the researcher has set a number space on the coding process made. The researcher continued the coding process on the interview transcript for R3. It is done after the coding process of the R2 interview transcript is completed. Using the same method as before, the coding for R3 is as shown in table 3 below:

Table 3: Coding of Interview Transcript R3.

Interview Questions	Interview Answers	Code
<b>Q: The world of education now needs teachers and students to be sensitive to the passage of time which demands that we master technology well. This is because every thing that is done by the majority requires technology, including in the world of education. My teacher's comment.</b>	R3: Alhamdulillah. The advent of technology has greatly changed our educational landscape. Everything moves fast and facilitates the transfer of knowledge. With the advent of technology, we will move forward in tandem with other countries through effective education delivery. Honestly, I very much agree and am thankful for this technology of grace from God.	General View (U1/3) Impact of Technology (K1/3)
<b>Q: In short, teacher. What is the role of technology in education?</b>	R3: In my opinion, technology is a medium to transfer knowledge from teachers to students. Facilitate understanding and make a learning topic more interesting	Technology Impact (K2/3) Technology Impact (K3/3) Technology Impact (K4/3)
<b>Q: Good. We focus on the use of technology in the classroom. Can you share what you used during the teaching process.</b>	R3: Emm .. yes. I just taught Malay to my first year student. Sorang je dia in class. Special education classes like this. I use language games through my tablet. I downloaded the game from the google play application. It is very easy to use where it helps students learn to spell and compose sentences correctly. I always use google applications during teaching because they are free and easy to find. School internet is also ok.	Example (C1/3) Influencing Factors (F1/3) Influencing Factors (F2/3) Influencing Factors (F3/3) Influencing Factors (F4/3)
<b>Q: Ok. I can see how the teacher used it on the teacher's students earlier. Does it work as the teacher expects. Does it achieve the learning objectives?</b>	R3: Overall, Alhamdulillah, it achieved the goal. My student also loves the game and he understands the use of the technology. And most importantly, students understand what I want to convey in today's learning	Technology Impact (K5/3) Influencing Factors (F5/3)
<b>Q: Alhamdulillah. Ok. What are the factors that cause teachers to use technology in the classroom and teacher teaching?</b>	R3: Actually it's free. Hehe. Interactive games like these language games are very interesting and exciting. If the answer is correct, then praise is given. If wrong, motivation is given. This makes the teaching more interesting. In addition, students will also be easy to understand and interested in continuing learning. I chose to use a tablet because of the size of the class and my student is only one. So it's appropriate that I use this tablet. One more thing, this technology as the researcher mentioned earlier is a current demand. Saving. If we do not use technology, it is as if we are left behind. After all it is not difficult	Influencing Factors (F6/3) Influencing Factors (F7/3) Influencing Factors (F8/3) Influencing Factors (F9/3) Influencing Factors (F10/3)



---

	to access. The school has prepared everything, we just have to use it. which is important in the end turning to the student's understanding. That's what's important.	
<b>Q: Finally. Can the teacher give perhaps some of the challenges faced to realize the desire to use technology in education?</b>	R3: um .. the challenge is .. in terms of preparing students for their knowledge. There are students who are not yet proficient or do not know the basics of technology. Another role of the government in providing technology -related infrastructure in schools.	Challenge (B1/3) Challenge (B2/3)

---

## DISCUSSION

The following is a breakdown of the theme based on the coding that has been made. Each of these themes is elaborated in detail through the coding that has been made. the resulting theme is based on the transcript of the interview that has been constructed and matched to answer the research questions. in all three interview transcripts there are similarities in several aspects. then each of the same aspects has been coded into an appropriate theme. The researcher explains each theme with examples. All 6 themes were detailed based on interview transcripts. As the researcher has listed in the previous section, the themes obtained are as follows:

- i. General opinion
- ii. Impact of Technology
- iii. Consequences of Technology
- iv. Factors Affecting Technology
- v. Examples of Technology
- vi. The challenge

Researchers have also collected several documents in support of the interviews conducted. These collected documents provide an in -depth understanding to the researcher to analyze each material obtained. The documents in question are journals related to this study, student worksheets, teacher teaching record books and also some pictures during the teaching. The selection of journals related to the title is intended to further validate the ongoing study based on several studies that have been conducted by other researchers. In addition, the journal also helps the researcher to understand the title and relevance in more detail. From several journals that have been thoroughly researched, the researcher can do the analysis better.

In addition to journals, teachers' teaching record books are also used as data collection materials for researchers. Through this teacher's teaching record, it can be known the lesson

plans that take place in the classroom as well as the learning objectives to be achieved in the session. These teaching records also show the materials and tools used by teachers during the teaching process. This record book is an important material for every teacher in recording all the details of their teaching every time they carry out the teaching process. Therefore, this selection is relevant for identifying the materials or technologies used in their teaching. During the teaching process as well, the researcher took some pictures regarding the use of technology in the classroom. The photographs can be used as evidence for analysis. In addition, student worksheets as well as teacher teaching slides were also collected by the researchers for analysis. All of these documents give researchers more options to analyze the data obtained. Here are pictures of the researcher's observations, student worksheets and also the teacher's teaching record book. All these documents are data that have been collected for analysis.

Figure 1: Student Worksheet

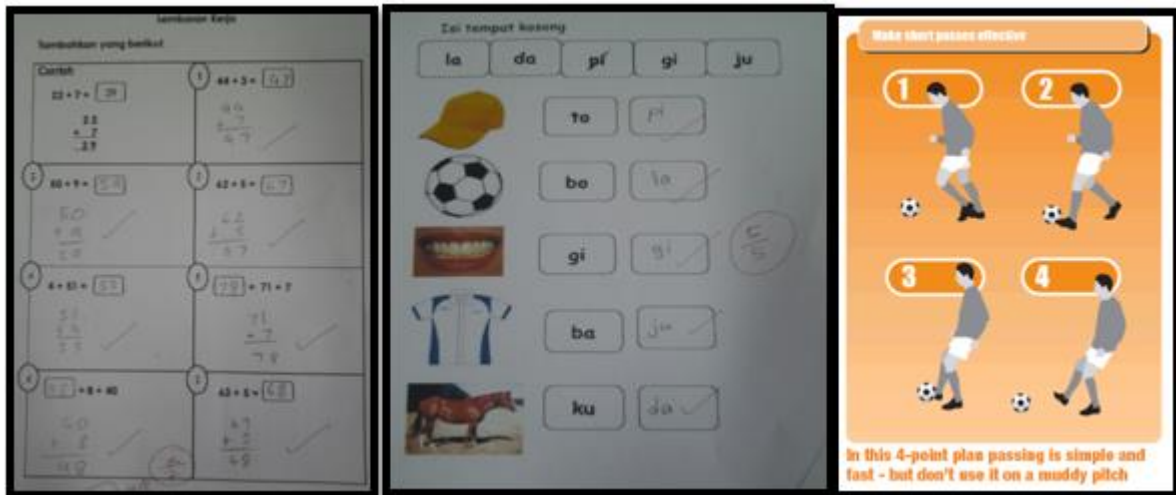
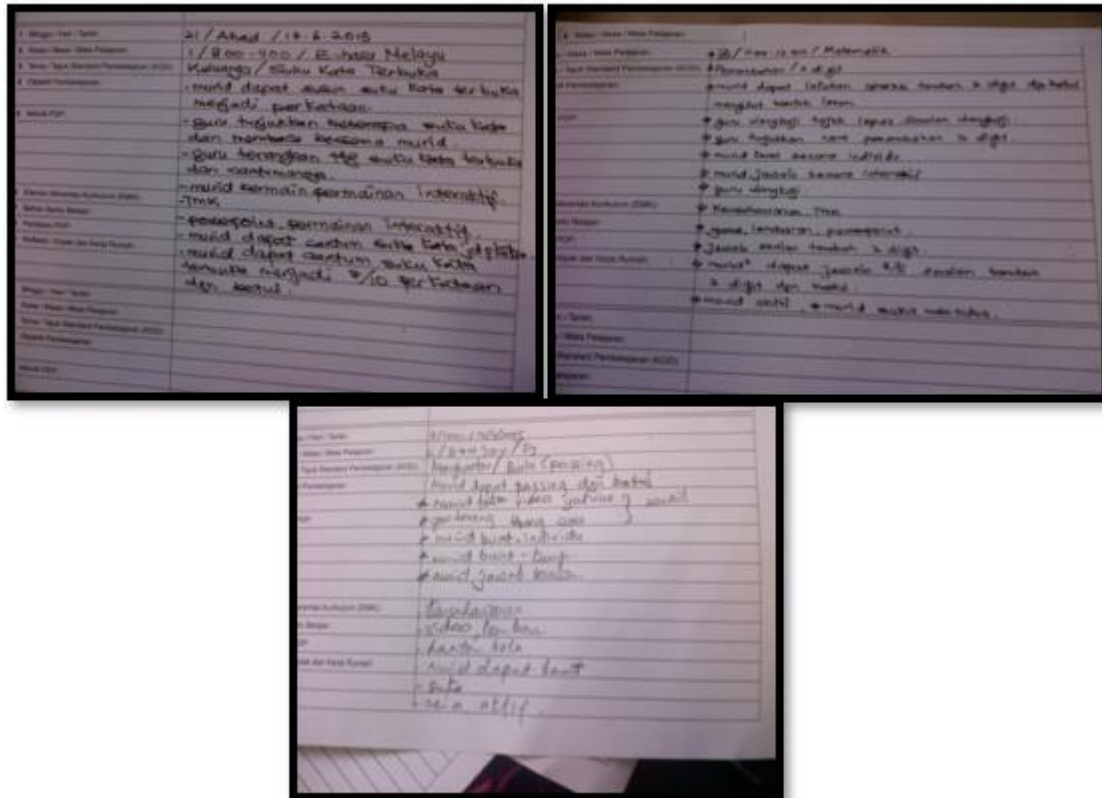


Figure 2: Learning Activities



Figure 3: Teacher Teaching Record



## CONCLUSION

Along with the rapid development of technology, the influence of the use of this technology began to spread to schools and generally to the classroom. According to Roy P. (2005) in his study that there is a surprising scarcity of software that can facilitate teaching and enhance the learning process in the classroom. Up until recently, instructors and students have had to rely primarily on PowerPoint, browsers, applets, and Journal to help them take advantage of the equipment so readily available. Pupils are also exposed to various forms of technology in their daily lives. Therefore, it is very desirable if this technology is used also during teaching and learning so that the channel of its use becomes more meaningful, not just for entertainment alone.

## REFERENCES

Abdul Jalil Toha Tohara, Shamila Mohamed Shuhidan, Farrah Diana Saiful Bahry, Mohd Norazmi bin Nordin (2021). Exploring Digital Literacy Strategies for Students with Special Educational Needs in the Digital Age. Turkish Journal of Computer and Mathematics Education Vol.12 No.9 (2021), 3345-3358.

Abdul Rasid Bin Abdul Razzaq, Mohd Norazmi Bin Nordin, Mohamad Zaid Bin Mustafa, Badaruddin Bin Ibrahim (2021). Questionnaire for Special Education Leadership: A Pilot Study. *LINGUISTICA ANTVERPIENSIA*, 2021 Issue-1: 2587-2614

Ahmad Shafarin Bin Shafie, Siti Nur Kamariah Binti Rubani, Aini Nazura Binti Paimin, Navaratnam Vejaratnam, Mohd Norazmi bin Nordin (2021). Elements of Safety In Job Satisfaction Of Special Education Teachers In Malaysia. *Turkish Journal of Computer and Mathematics Education* Vol.12 No.11 (2021), 5274-5278

Ahmad Shakani bin Abdullah, Iklima Husna Binti Abdul Rahim, Mohammad Halim bin Jeinie, Muhammad Shakir Bin Zulkafli, Mohd Norazmi bin Nordin (2021). Leadership, Task Load And Job Satisfaction: A Review Of Special Education Teachers Perspective. *Turkish Journal of Computer and Mathematics Education* Vol.12 No.11 (2021), 5300-5306

Ahmad Syarifuddin Che Abd Aziz, Tumisah binti Akim, Abdul Halim Bin Ruseh, Sarina Binti Mail, Mohd Norazmi bin Nordin (2021). Elements of Facility In Job Satisfaction Of Special Education Teachers In Malaysia. *Turkish Journal of Computer and Mathematics Education* Vol.12 No.11 (2021), 5239-5243

Allison, Peter, Jonathan. (2007). Consolidated criteria for reporting qualitative research (COREQ): a 32-item checklist for interviews and focus groups. *International Journal for Quality in Health Care*, Volume 19, Number 6: pp. 349–357.

Badaruddin Bin Ibrahim, Mohd Norazmi Bin Nordin, Mohamad Zaid Bin Mustafa Abdul Rasid Bin Abdul Razzaq (2021). Special Education Need The True Leadership: The Review. *Turkish Journal of Physiotherapy and Rehabilitation*; 32(3): 1622-1628.

Baxter, P., & Jack, S. (2008). Qualitative Case Study Methodology: Study Design and Implementation for Novice Researchers. *The Qualitative Report*, 13(4), 544-559.

Christine, Immy. (2011). *Qualitative Research Methods in Public Relations and Marketing Communications* Second edition. New York: Routledge.

Clara, Sarah, Barbara, Elizabeth, Shirley. (2005). Consensual Qualitative Research: An Update. *Journal of Counseling Psychology*, Vol. 52, No. 2 (April 2005): 196-205.

David R. (2006). A General Inductive Approach for Analyzing Qualitative Evaluation Data. *American Journal of Evaluation*. 2006 27: 237.

Donald E. (2005). Language and Meaning: Data Collection in Qualitative Research. *Journal of Counseling Psychology*. 2005, Vol. 52, No. 2, 137–145.

Elizabeth, Leslie, Kelly. (2006). Qualitative Data Analysis for Health Services Research: Developing Taxonomy, Themes, and Theory. *Health Serv Res*. 2007 Aug; 42(4): 1758–1772.

Ellen, Robert, Janette, Marlin, Virginia (2005). Qualitative Studies In Special Education. *Council for Exceptional Children*, Vol. 71, No.2, pp. 195-207.

Farah Adibah binti Ibrahim, Biamin Ahmad, Rehad binti Ismail, Harlina binti Ismail, Mohd Norazmi bin Nordin (2021). Resource Elements In The Construct Of Special Education Teacher

Workload In Malaysia. Turkish Journal of Computer and Mathematics Education Vol.12 No.11 (2021), 5289-5293

Farah Azaliney Binti Mohd Amin, Noorsuraya Mohd Mokhtar, Farah Adibah binti Ibrahim, Nishaalni, Mohd Norazmi bin Nordin (2021). A Review Of The Job Satisfaction Theory For Special Education Perspective. Turkish Journal of Computer and Mathematics Education Vol.12 No.11 (2021), 5224-5228

Groff, J., & Mouza, C. (2008). A framework for addressing challenges to classroom technology use. AACE Journal, 16(1), 21-46.

Helme bin Heli, Senin M.S, Yusmi bin Mohd Yunus, Kavita Vellu, Andrew Jason George, Mohd Norazmi bin Nordin (2021). A Review Of The Educational Leaderships Theory For Special Education Perspective. Turkish Journal of Computer and Mathematics Education Vol.12 No.11 (2021), 5217-5223

Helme Heli, Senin M.S, Ekmil Krisnawati Erlen Joni, Juereanor Binti Mat Jusoh, Mohd Norazmi bin Nordin (2021). Elements Of Experience In The Leadership Construct Of Special Education Head Teachers In Malaysia. Turkish Journal of Computer and Mathematics Education Vol.12 No.11 (2021), 5279-5283

Hifzan Binti Mat Hussin, Nor Mazlina Binti Mohamad, Syed Nurulakla Syed Abdullah, Ida Rahayu Mahat, Mohd Norazmi bin Nordin (2021). Why Special Education Is Always In Our Hearts? Turkish Journal of Computer and Mathematics Education Vol.12 No.11 (2021), 5202-5210

Irma Shayana Bte Samaden, Firkhan Ali Bin Hamid Ali, Nor Shadira Jamaluddin, Mazidah binti Ali, Mohd Norazmi bin Nordin (2021). Elements of Attitude In The Leadership Construct Of Special Education Head Teachers In Malaysia. Turkish Journal of Computer and Mathematics Education Vol.12 No.11 (2021), 5151-5156

Irma Shayana Bte Samaden, Irfah Najihah, Shaliza Alwi, Rabiatal Munirah, Mohd Adli bin Mohd Yusof, Mohd Norazmi bin Nordin (2021). Time Element In The Construct Of Special Education Teacher Workload In Malaysia. Turkish Journal of Computer and Mathematics Education Vol.12 No.11 (2021), 5141-5145

Irma Shayana Bte Samaden, Senin M.S, Noor Lina binti Mohd Yusuf, Biamin Ahmad, Mohd Norazmi bin Nordin (2021). A Pilot Study on The Influence Of Headmasters Leadership On Workload And Job Satisfaction Of Special Education Teachers In Johor, Malaysia. Turkish Journal of Computer and Mathematics Education Vol.12 No.11 (2021), 5157-5171

Jumiah binti Mustapa, Sarina Binti Mohd Yassin, Fauziah binti Ani, Parimala A/P Palanisamy, Mohd Norazmi bin Nordin (2021). Physiological Elements In Job Satisfaction Of Special Education Teachers In Malaysia. Turkish Journal of Computer and Mathematics Education Vol.12 No.11 (2021), 5244-5248

Junaidah Yusof, Farah Adibah binti Ibrahim, Senin M.S, Hilmiah Binti Haji Hassan, Mohd Norazmi bin Nordin (2021). Elements of Work Environment In The Construct Of Special Education Teacher Workload In Malaysia. Turkish Journal of Computer and Mathematics Education Vol.12 No.11 (2021), 5284-5288

Khairul Hanim Pazim, Roslinah Mahmud, Noor Fzlinda Fabeil, Juliana Langgat, Mohd Norazmi bin Nordin (2021). Special Education Teachers Job Satisfaction In Malaysia: A Review. *Turkish Journal of Computer and Mathematics Education* Vol.12 No.11 (2021), 5329-5332

Kunt, S., & Gulcan, B. (2021). Potential impact of creative infusion on perceptions and behaviors of visitors: theory and evidence from tourism. *International Journal of Professional Business Review*, 6(1), e198. <https://doi.org/10.26668/businessreview/2021.v6i1.198>

Mascena, K. M. C., Santos, F. V., & Stocker, F. (2021). Prioritizing Stakeholders in Project Management: Application of the Multicritery Hierarchy Analysis Method - AHP. *International Journal of Professional Business Review*, 6(1), e195. <https://doi.org/10.26668/businessreview/2021.v6i1.195>

Mohd Ali Masyhum bin Mohd Nor, Ahmad Faqih Ibrahim, Syahrul Anuar Ali, Mohd Fairuz Affendy bin Md Nordin, Mohd Norazmi bin Nordin (2021). Elements of Leadership Style In The Leadership Construct Of Special Education Headmasters In Malaysia. *Turkish Journal of Computer and Mathematics Education* Vol.12 No.11 (2021), 5249-5253

Mohd Ali Masyhum, Ophelia, Masliah Musa, Daraini Oyot, Mohd Norazmi bin Nordin (2021). Headmasters Leadership On Task Load And Job Satisfaction Of Special Education Teachers In Malaysia. *Turkish Journal of Computer and Mathematics Education* Vol.12 No.11 (2021), 5294-5299

Mohd Arafat Bin Jaafar, Muhammad Talhah Ajmain@Jima'ain, Mazita binti Ahmad Subaker, Kavita Doraisamy, Mohd Norazmi bin Nordin (2021). Special Education Teachers Task Load In Malaysia: A Review. *Turkish Journal of Computer and Mathematics Education* Vol.12 No.11 (2021), 5333-5337

Mohd Arafat Bin Jaafar, Noor Azlin Binti Abdullah, Mohd Sabri Bin Jamaludin, Muhamad Amin bin Haji Ab Ghani, Mohd Norazmi bin Nordin (2021). Unique Attitude? The Concept Of Special Education Leadership. *Turkish Journal of Computer and Mathematics Education* Vol.12 No.11 (2021), 5192-5196

Mohd Noh, A. N., Razzaq, A. R. A., Mustafa, M. Z., Nordin, M. N., Ibrahim, B. (2021). Sustainable Community Based Ecotourism Development. *PalArch's Journal of Archaeology of Egypt / Egyptology*, 17(9), 5049-5061.

Mohd Noh, A. N., Razzaq, A. R. A., Mustafa, M. Z., Nordin, M. N., Ibrahim, B. (2021). Elements of Community Capacity Building (CCB) For Cbet Development. *PalArch's Journal of Archaeology of Egypt / Egyptology*, 17(9), 4970-4981.

Mohd Noh, A. N., Razzaq, A. R. A., Mustafa, M. Z., Nordin, M. N., Ibrahim, B. (2021). Future Community-Based Ecotourism (CBET) Development. *PalArch's Journal of Archaeology of Egypt / Egyptology*, 17(9), 4991-5005.

Mohd Norazmi Bin Nordin, Mohamad Zaid Bin Mustafa, Badaruddin Bin Ibrahim, Abdul Rasid Bin Abdul Razzaq, Nor Fauziyana Binti Mosbiran (2021). Special Education Unique Leadership Style: The Concept. *LINGUISTICA ANTVERPIENSIA*, 2021 Issue-1: 2244-2261

Muhamad Amin bin Haji Ab Ghani, Abidah Aqilah Binti Mohd Noor, Zulfadli Bin Mohd Saad, Mohd Mazhan Tamyis, Mohd Norazmi bin Nordin (2021). Improving The Writing Skills Of Jawi Connection Letters Of Students With Learning Disabilities Using The Finger Step. Turkish Journal of Computer and Mathematics Education Vol.12 No.11 (2021), 5307-5312

Mustafa Kamal Amat Misra, Nurhanisah Senin, Abdull Rahman Mahmood, Jaffary Awang, Mohd Norazmi bin Nordin (2021). Analysis On Ashācīrah And Ibādīyah On The Attributes Of God. Turkish Journal of Computer and Mathematics Education Vol.12 No.10 (2021), 7661-7673

Nazrah Binti Jamaludin, Kway Eng Hock, Elia Binti Md Zain, Norkhafizah binti Yussuf, Mohd Norazmi bin Nordin (2021). This Special Education Is Unique For Teachers, Students, Parents, Leaders And Organizations. Turkish Journal of Computer and Mathematics Education Vol.12 No.11 (2021), 5179-5183

Noel Jimbai Balang, Bong Lie Chien, Mimilia Binti Gabriel, NorHamidah Binti Ibrahim, Mohd Norazmi bin Nordin (2021). Elements of Teacher Readiness In The Construct Of Special Education Teacher Workload In Malaysia. Turkish Journal of Computer and Mathematics Education Vol.12 No.11 (2021), 5269-5273

Nor Diana Mohd Idris, Junaidah Yusof, Fazli Abdul-Hamid, Muhamad Helmy Sabtu, Mohd Norazmi bin Nordin (2021). Formation of Special Education Leadership Study Questionnaire Set That Influences The Task Load And Job Satisfaction Of Special Education Teachers In Malaysia. Turkish Journal of Computer and Mathematics Education Vol.12 No.11 (2021), 5319-5323

Nor Fauziyana binti Mosbiran, Ahmad Faqih Ibrahim, Muhammad Yasin Omar Mokhtar, Muhamad Amin bin Haji Ab Ghani, Mohd Norazmi bin Nordin (2021). Elements Of Welfare In Job Satisfaction Of Special Education Teachers In Malaysia. Turkish Journal of Computer and Mathematics Education Vol.12 No.11 (2021), 5264-5268

Nor Fauziyana Binti Mosbiran, Mohamad Zaid Bin Mustafa, Badaruddin Bin Ibrahim, Abdul Rasid Bin Abdul Razzaq, Mohd Norazmi Bin Nordin (2021). Teacher Competencies To Provide Effective Individual Education Plan For Students With Special Needs Hearing Problems: An Early Review. Turkish Journal of Physiotherapy and Rehabilitation; 32(3): 1617-1621.

Parimala A/P Palanisamy, Santibuana Binti Abd Rahman, Siti Azura Binti Bahadin, Helvinder Kaur a/p Balbir Singh, Mohd Norazmi bin Nordin (2021). Relationship Elements In Job Satisfaction Of Special Education Teachers In Malaysia. Turkish Journal of Computer and Mathematics Education Vol.12 No.11 (2021), 5254-5258

Quah Wei Boon, Mohd Fairuz Bin Mat Yusoff, Nurhanisah Binti Hadigunawan, Fatin Nabilah Wahid, Mohd Norazmi bin Nordin (2021). A Review Of The Management Theory For Special Education Task Load Perspective. Turkish Journal of Computer and Mathematics Education Vol.12 No.11 (2021), 5234-5238

Rohani Binti Marasan, Andrew Lim Ming Yew, Dg. Norizah Ag. Kiflee @ Dzulkifli, Colonius Atang, Mohd Norazmi bin Nordin (2021). A Principal's Leadership Excellence Though Disposition of Attributes. Turkish Journal of Computer and Mathematics Education Vol.12 No.11 (2021), 5360-5371

Rohanida binti Daud, Shazali Johari, Fazli Abdul-Hamid, Syahrul N. Junaini, Mohd Norazmi bin Nordin (2021). Face and Content Validity For The Special Education Leadership (Integration) Questionnaire In Malaysia. Turkish Journal of Computer and Mathematics Education Vol.12 No.11 (2021), 5172-5178

Roszi Naszariah Nasni Naseri, Maryam Mohd Esa, Norlela Abas, Nurul Zamratul Asyikin Ahmad, Rafidah Abd Azis, Mohd Norazmi bin Nordin (2021). An Overview Of Online Purchase Intention Of Halal Cosmetic Product: A Perspective From Malaysia. Turkish Journal of Computer and Mathematics Education Vol.12 No.10 (2021), 7674-7681

Roszi Naszariah Nasni Naseri, Nurul Zamratul Asyikin Ahmad, Sharina Shariff, Harniyati Hussin, Mohd Norazmi bin Nordin (2021). Issues And Challenges Of Online Shoppingactivities On The Impact Of Corona Pandemic :A Study On Malaysia Retail Industry. Turkish Journal of Computer and Mathematics Education Vol.12 No.10 (2021), 7682-7686

Roy P. Pargas, Andrew R. Levin , and Joshua Austin. (2005). Work In Progress - Providing Interactivity in a Technology-Rich Classroom. Indianapolis: Frontiers in Education Conference.

S, S.M., Yusoff, M.Y.M., Rahmat, R., Yassin, Y.N.H.M., Nordin, M.N. (2021). Asset Tokenization: A Simulation Study. Review of International Geographical Education Online, 2021, 11(7), pp. 1219–1224

Santibuana Binti Abd Rahman, Helvinder Kaur a/p Balbir Singh, Albert Feisal@Muhd Feisal bin Ismail, Salsuhaida binti Sulaiman, Mohd Norazmi bin Nordin (2021). Formation Of Special Education Leadership Study Interview Protocol That Affects The Task Load And Job Satisfaction Of Special Education Teachers In Malaysia. Turkish Journal of Computer and Mathematics Education Vol.12 No.11 (2021), 5313-5318

Shahrul Hapizah Musa, Elia Binti Md Zain, Muhd Zulkifli Ismail, Hifzan Binti Mat Hussin, Mohd Norazmi bin Nordin (2021). Something Important For Special Education In Malaysia. Turkish Journal of Computer and Mathematics Education Vol.12 No.11 (2021), 5211-5216

Shahrulliza binti Saharudin, Siti Azura Binti Bahadin, Helvinder Kaur a/p Balbir Singh, Shazali Johari, Mohd Norazmi bin Nordin (2021). The Single Predictor Of The Influence Of Headmasters Leadership On Special Education Teachers Job Satisfaction In Malaysia. Turkish Journal of Computer and Mathematics Education Vol.12 No.11 (2021), 5184-5191

Siti Jamilah Samsuddin, Mazidah binti Ali, Ashari Ismail, Mohd Saifulkhair Omar, Mohd Norazmi bin Nordin (2021). Elements Of Work Type In The Construct Of Special Education Teacher Workload In Malaysia. Turkish Journal of Computer and Mathematics Education Vol.12 No.11 (2021), 5259-5263

Sonya, Jennifer L. (2009). The Space Between: On Being an Insider-Outsider in Qualitative Research. IJQM International Journal of Qualitative Research, 2009, 8(1).

Sumaiyah Mohd Zaid, Nurhanani Che Rameli, Aidah Alias, Mohammad Fahmi Abdul Hamid, Mohd Norazmi bin Nordin (2021). Virtual Learning Of Deaf Students: We Miss Pupils, We Hate Covid19. Turkish Journal of Computer and Mathematics Education Vol.12 No.11 (2021), 5197-5201



Suzana Basaruddin, Muhamad Helmy Sabtu, Azizan Arshad, Irma Shayana Bte Samaden, Mohd Norazmi bin Nordin (2021). Elements Of Knowledge In The Leadership Construct Of Special Education Head Teachers In Malaysia. Turkish Journal of Computer and Mathematics Education Vol.12 No.11 (2021), 5146-5150

Syahrul Anuar Ali, Khadijah binti Mustapha, Jalila J., Sofia Binti Elias, Mohd Norazmi bin Nordin (2021). Financial Elements In Job Satisfaction Of Special Education Teachers In Malaysia. Turkish Journal of Computer and Mathematics Education Vol.12 No.11 (2021), 5229-5233

Tumisah binti Akim, Siti Azura Binti Bahadin, Helvinder Kaur a/p Balbir Singh, Irma Shayana Bte Samaden, Mohd Norazmi bin Nordin (2021). Elements Of Qualification In The Leadership Construct Of Special Education Headmasters In Malaysia. Turkish Journal of Computer and Mathematics Education Vol.12 No.11 (2021), 5135-5140

Turner, D. W. (2010). Qualitative Interview Design: A Practical Guide for Novice Investigators. The Qualitative Report, 15(3),754-760.

Zarina Osman, Syahrul Anuar Ali, Salwati binti Su@Hassan, Kothai malar Nadaraja, Mohd Norazmi bin Nordin (2021). Special Education Leadership In Malaysia: A Review. Turkish Journal of Computer and Mathematics Education Vol.12 No.11 (2021), 5324-5328