Coin-Art Learning Model Development in Visual Arts for Psychological Secondary Schools Inclusive Students: A Need Analysis

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Abstract: A teacher's quality is the most significant school-based factor in determining student outcomes. The quality of a system cannot exceed the quality of its teachers. In Secondary School Standard Curriculum, the cooperative learning strategy is based on 21st-century learning. The teaching and learning process is an important planning step that visual art teachers do while managing visual art education activities that are targeted at accomplishing certain learning goals. With the implementation of the cooperative learning model, teachers will be able to develop teaching and learning activities that are appropriate for both mainstream and special needs students in the Inclusive Education program. When organizing a lesson, it's important to consider the students' abilities and knowledge. As a result, pedagogical innovation should follow changes in national policy. The goal of this study is to determine the need for a "CoiN-Art" learning model among students in Malaysian secondary schools that are enrolled in an inclusive education program. The respondents of this study were a total of 4 Visual Arts Education teachers and 2 experts from the Institute of Teacher Education who were selected by a purposive sample. The Atlasti tool was used to analyze the interview transcripts. The findings of the data analysis reveal that there is a need to develop a "CoiN-Art" learning model among students in Malaysian secondary schools enrolled in inclusive education programs. The outcomes of this study suggest that using cooperative learning in teaching and learning for children with special needs, particularly in inclusive education programs, is extremely important.

Keywords: Visual art education, Inclusive program, Special need students, Need Analysis

Introduction

Students gain valuable experience and knowledge in self-expression, imagination, creative and collaborative problem solving, communication, shared meaning creation, and respect for self and others through visual arts education. Participating in a high-quality arts education is also believed to improve general academic achievement, learning engagement, and the development of empathy toward others (R. Haerani et al., 2020). Visual Arts Education (VAE) aims to allow pupils to develop their interests, personalities, understanding, and sensitivity to the values of environmental art and its relationship to other subjects. The VAE curriculum is meticulously crafted, considering every component that can help students develop their abilities and personalities via discovery, study, and creativity. Students will use the cognitive, psychomotor, and affective domains to earn a work or product of art. This process creates opportunities for students to intensify their imagination, talents, and experience (Curriculum and Assessment Standards Document, Form 4 & 5 Visual Arts Education).

A teacher who is enthusiastic about modifying teaching approaches to meet pupils' capacities should be sensitive to the diversity of their abilities. Teachers should take an active and successful role in supporting student acceptance of the Inclusive Education Program (IEP) and guaranteeing the well-being of all students in this regard (Linglyu Li & A.Ruppar, 2020). In education, inclusiveness refers to a special-needs pupil's unconditional participation in the regular classroom. The provision of space and opportunities for special-needs students to learn together and in the mainstream while following the National Curriculum is known as the Inclusive Education Programme (Ang Chai Tin & Lee Lay Wah, 2018). According to Yin et al. (2020), one of the techniques for meeting students' demand is to use a variety of teaching approaches to help them better comprehend the topic syllabus and boost their motivation and interest in the subject.

Cooperative learning has emerged as one of the essential teaching methods for promoting inclusive education because it maximizes all students' learning outcomes and social skills. In inclusive classrooms, cooperative

learning is described as the usage of small groups among students: heterogeneous base groups persist, understanding that heterogeneous clustering is the best strategy for supporting student learning and positive peer connections (N.C. Miller; B.R. McKissick; J.T. & K. Moser; 2017). According to Y. Munoz-Martinez, C. Monge-Lopez, and J.C.T Seijo (2020), the idea of cooperative learning is to foster the positive interdependence required for IEP students to develop individual responsibility and learn to do things together as well as learn to do things for themselves. Cooperative learning is based on communicative interactions that occur between the same people. It is a practical educational resource to promote IEP, achieve positive interdependence, and stimulate face-to-face interaction, individual responsibility, interpersonal skills, and group processes (R. Herrada & Banos, 2018).

Cooperative learning is a method of learning that emphasizes the importance of the natural environment produced in the learning process so that the class is more meaningful as students experience what they are learning for themselves. Cooperative learning is a paradigm that enables students to reinforce, develop, and apply their academic knowledge and abilities in a variety of life planning situations both inside and outside of the classroom. Furthermore, students are taught how to overcome problems that arise in real-life situations (Sri Astuti et al., 2021). According to Rexben Tigor's study (2021), the cooperative learning model is the simplest and most direct technique of learning. Despite its simplicity, this model provides several advantages over traditional learning models that place the principal agent as the teacher. Students that take an active position in the group, for example, will be freer to innovate. However, in Malaysia, research on the implementation of cooperative learning in the field of VAE is limited. In line with that, it is proven that an approach or method should be practiced by teachers to ensure that no students are left behind from teaching sessions on par with the Zero Reject Policy by the Ministry of Education

Problem Statement

Many high-performing education systems have embraced a more inclusive approach to special needs education as a result of the Salamanca Statement and Framework for Action on Special Needs Education (1994). According to the statement, students with special needs must have access to mainstream schools, and mainstream schools with an inclusive orientation are the most effective way to overcome discriminatory attitudes, create welcoming communities, and establish an inclusive society. Similarly, Article 28 of Malaysia's Persons with Disabilities Act 2008 states that special needs children must be provided with the appropriate assistance to enable them to "participate fully and equally in education." The Ministry is committed to moving more students with special needs into the inclusive education program and improving the overall quality of provision, based on international best practices and current national policy (Malaysia Education Blueprint 2013-2025).

Through inclusive education, special needs students' efforts to provide space and opportunities in mainstream classrooms have improved. This aligns with the concept of education for all by providing space, opportunity, and educational services for all IEP students, including autistic pupils, those with Down syndrome, and others. It has been established that the number of special needs students enrolled in the IEP has expanded significantly in 2014, 2015, and beyond 2020. Table 1 indicates the number of Special Needs Students enrolled in Malaysia's Inclusive Education Program (Special Education Division, MOE 2020).

Table 1. Number of Students with Special Needs in the Inclusive Education Program (IEP) Year 2013 to 2020 *(Source: Special Education Division, Ministry of Education Malaysia, 2020)

Special need students' enrollment in 2014 was 10,700 students which has jumped from only 5,376 students in 2013. This is a 100% of significant increase. In 2015, the number of special needs students registered for IEP was 16,899 students, while there were 23,048 students in 2016. In 2017, there were 32,148 students, followed by 42,210 students in 2018. While in 2019, there were 53,818 students and 62,980 students in 2020. The increase in special needs students in IEP is an extension of the launch of MEB in 2011, as commensurate education will be created for all school people including special needs students (Mohd Hanafi, 2016).

With the increasing number of students in the IEP, the wide scope of the curriculum and the lack of time allocation for instructional design in VAE became one of the factors of lack of provision of materials and support resources to implement these lessons more effectively. Even if the time limit for the VAE curriculum is deemed short and a constraint covering the syllabus as a whole, VAE is a curriculum that needs the integration of skills and knowledge (Kamarudin & Muhamad Suhaimi Taat, 2020). Therefore, there are constraints for students to achieve the learning objectives in the teaching and learning VAE subject process completely. This

situation results in skills and knowledge in the basics of art are also less disclosed among students. Most of the teachers who teach are teachers of the relevant non -specialization (Salleh & Che Omar, 2018). This also prevents students from gaining authentic experiences through the VAE subject learning process. Non - specialization teachers who lack experience and content knowledge and give less priority to VAE subjects are incompetent while preparing teaching and learning processes such as writing a Daily Teaching Plan. They do prepare a lesson plan that is simple and does not coincide with the learning objectives. This issue has a profound impact in the long term which directly affects the process and learning outcomes (Lee & Khairani, 2016).

According to Husin & Hamdan (2016), the knowledge, conditions, and teaching techniques of inclusive classroom teachers need to be improved by improving the system and increasing teachers' understanding of the importance of conducting inclusive with effective teaching methods for all IEP and mainstream students. As such, it requires teachers who teach in inclusive classrooms to practice joint teaching practices to teach two types of categories of students in inclusive classrooms namely mainstream students and special education students. The gap in understanding of the different MOE policies among teachers who teach inclusive classes on IEP from the aspect of equality in the right to learning for all low groups of children has an impact on the practice of teaching with inclusive education. According to Farhana et. al., (2019) explained that mainstream teachers involved in the implementation of IEP have moderate knowledge related to students who follow inclusive based on the findings of their study.

A teacher can develop talented students, according to Rohani, Hazri, and Muhammad Zohir (2017), provided the instructor is knowledgeable in integrating relevant learning methods and teaching strategies. Student well-being has a strong correlation with teacher well-being (Siti Muhibah & Zetty N., 2018). Thus, the failure of teachers to perform their duties effectively is of great concern. This leads to a more in-depth investigation into the challenges faced by teachers to develop a more favorable teaching and learning environment. This existing gap provides a solid and reliable justification for researchers to develop a cooperative teaching and learning model for IEP students in VAE. This model to be developed is a comprehensive framework that can guide teachers to plan a lesson plan according to the VAE subject and incorporate the need of a variety of students' intelligence and capability as well as enhance IEP students' ability.

Research Objective
This study was conducted to determine whether there is a need to develop a "CoIn-Art" Learning Model Of Visual Arts Education among students of the Inclusive Education Program in secondary schools.

Research Question
Therefore, this study is expected to find suitable teaching methods to be implemented by answering the research questions, namely:
1) What is the need to design and develop a "CoIn-Art" Learning Model for Inclusive Education Program students in Visual Arts Education?
2) What are the appropriate forms of learning activities that can use in the "CoIn-Art" Learning Model for Inclusive Education Program students in Visual Arts Education?
3) What are the appropriate teaching strategies that can implement in the "CoIn-Art" Learning Model for Inclusive Education Program students in Visual Arts Education?
4) What is the appropriate form of assessment in the construction of the "CoIn-Art" Learning Model for Inclusive Education Program students in Visual Arts Education?

Method
The purpose of needs analysis is to identify the teaching and learning needs of the target to plan an effective curriculum. This study uses the interview method to explore the objectives of the study. Respondents were four teachers who teach visual arts education subjects as well as two lecturers from the Institute of Teacher Education. Before the design phase began, data collection through in-depth interviews through semi-structured-type questions was conducted to ensure the change and formation of teaching and learning processes that emphasize cooperation in visual arts education. The implementation of these interviews was conducted online using the google meet application and written interviews.

This method is used to obtain data, especially after the existence of new norms that require teachers and students to go through the process of teaching and learning virtually and without face to face. Respondents involved in the needs analysis of this study consisted of a target group of teachers teaching visual arts education subjects in selected secondary schools through a sampling method aimed at obtaining data and information required to

answer the research questions (Sharma, 2017). This selection was driven by several factors: (i) the background of the subjects taught; (ii) the experience of teachers teaching visual arts education subjects; as well as (iii) experience teaching students inclusive education programs; teaching visual art education for Form Four.

In addition, document analysis was conducted in this study to examine the problems and constraints faced by teachers in the teaching and learning process of visual arts education in terms of teaching strategies, forms of activities, and teaching material in needs appropriate to students of inclusive education programs. All collected data were entered into Atlasti 22 software before data analysis was conducted. All data collected through interview and document analysis methods are first transcribed and then analyzed to a coding process which then the interview data is categorized, subcategorized, and analyzed to produce themes (Miles & Huberman, 2014)

Analysis and Findings
Demographics of Respondent
The respondents of this study consisted of 4 VAE teachers who teach VAE subjects for Form Four students in National Secondary Schools and 2 lecturers from the Institute of Teacher Education who are experienced in teaching in the field of Visual Arts. The information of the respondents is summarized in Table 2. The respondents were 4 females and one male. Next, the level of education of the respondents is 3 people have a Bachelor of Education, 1 has a Master of education, and 1 has a doctorate. The teaching experience for VAE teachers is 23 years, 9 years, and 14 years respectively, while the teaching experience for Institute of Teacher Education lecturers is 28 years and 27 years respectively.

Table 2. Profile of Respondents

Category	Respondent				
	R1	R2	R3	R4	R5
Gender	Female	Female	Female	Female	Male
Race	Chinese	Malay	Malay	Malay	Malay
Level of Education	Bachelor of Education	Bachelor of Education	Bachelor of Education	Master of education	Philosophy of doctorate
Field of Work	Form 4 VAE Teacher	Form 4 VAE Teacher	Form 4 VAE Teacher	Lecturer Institute of Teacher Education	Lecturer Institute of Teacher Education
Teaching experience	23 years	9 years	14 years	28 years	27 years

The Need to Develop "CoIn-Art" Learning Model of Visual Arts Education among students of the Inclusive Education Program

The need for the development of a learning model depends on the response given by users and also experts in the field of study. The responses received will be a guide in the development of learning models. Hence this needs analysis to identify the need for a learning model to plan effective teaching (Sönmez, 2019). The results of the analysis of the interview data of 5 respondents, found 4 main themes related to the need for the development of learning models according to the suitability of IEP students in VAE subjects for teachers in implementing the teaching and learning process as detailed below.

Analysis of users' and experts' views on the design and development needs of the "CoIn-Art" Learning Model

Based on the literature review, it is undeniable that the need to design a model of Cooperative Learning of VAE among Students of the IEP. The researcher found that there is consensus among users and experts on this issue. This is based on the respondent's statement:

1. Need to design and develop the "CoIn-Art" Learning Model of Visual Arts Education among students of the Inclusive Education Program

"In my opinion, it is very much needed so that students with special needs are easier to understand, we mainstream teachers do not have courses to teach these students, sometimes we teach fast, sometimes we forget they are special need students. Because they look normal, their work is neat and almost the same as the general students, only that they are a bit passive, and may be shy to ask, so the teachers who teach to alert these inclusive students are in the mainstream, we need this cooperative learning. Sometimes they are reluctant to ask, if any of this cooperative learning might be more suitable for them, they can discuss it with friends in the group. I think it is very necessary " (R1).

"In my opinion, the Cooperative Learning model should be implemented for Secondary School VAE lessons for IEP students" (R2).

"For me, as a requirement for students with special needs, if they have any weaknesses, those weaknesses can be covered through cooperation. There is little need there " (R3).

"In my opinion, it is very necessary because this learning model considers and includes learning and skills for all learners. It is about group learning and caring about the VAE experience of all students, especially for IEP students" (R4).

"Yes, there is a need to design and develop a Cooperative Learning model for VAE subjects and it should have been implemented a long time ago, especially by the MOE, especially for IEP students to enable them to work in groups, give feedback and communicate as well as interacting with each other in a structured manner" (R5).

Respondent (R1) argued that the Cooperative Learning model for Secondary School VAE subject for IEP students is a necessity in teaching and learning because students with special needs have communication problems and are quite slow, this deficiency can be overcome through the implementation of cooperative learning. While the respondent (R2) agreed that the Cooperative Learning model is implemented for VAE Secondary School subjects for IEP students. The 3rd respondent is of the view that this model will overcome the shortcomings of IEP students through collaborative activities. In addition, the respondent (R4) stated that cooperative learning is very necessary for IEP students because this learning includes appropriate learning and teaching for all students through the implementation of group activities and interaction processes will take place. Furthermore, the respondent (R5) thought that cooperative learning should have been implemented specifically for student IEP because it encourages them to work in groups, gives feedback, and communicate and interact with each other in a structured manner.

2. Appropriate forms of learning activities that can use in the "CoIn-Art" Learning Model of Visual Arts Education among students of the Inclusive Education Program

Users and experts agree that the development of a cooperative learning model for the activities to be implemented during the learning process is underway. The majority of respondents believe that:

"For activities that are usually hands-on, it is necessary to be hands-on. When I do the activity, for Example of activities I do.."Bijak Mewarna", I divide into students into groups, a group of 3 people, I will go round and help them with the activity, the presentation can be done but it is limited also the with involvement of students. besides that, I also make a Quizziz "(R1)

"The activities that I always use in Cooperative Learning for IEP are Gallery walk, i-think Map and Mix- N-Match" (R2)

"In my opinion, activities may be more suitable to be carried out in a team, learning in a team can provide effective learning" (R3)

"Some of the activities in the group that I think are suitable are Exploration in terms of finding information and comparing the different processes of creativity in drawing according to the views of figures, Exploration of Back-to-Back activities, Thinking Skills - Group presentation of work and appreciation of art. Quizzes Games - answering quiz games consisting of a series of questions as well as a short Presentation - use power point and are uploaded to the website. My rationale for using these activities is that they can optimize student collaboration and the integration of technology in learning." (R4).

"Activities that can be implemented need to take into account the readiness of students, especially if they are interactive or use applications. Play and group activities can encourage students to connect." (R5).

Respondents (R1), (R3), (R4), and (R5) agree that group activities are suitable for effective teaching and learning process. While the respondent (R2) stated that the gallery walk activity, I-think map, and mix N match are suitable to be implemented in cooperative learning. Overall, the expert consensus is that the appropriate teaching and learning activities in this model are based on teamwork.

3. Expert views on appropriate teaching strategies in the construction of the "CoIn-Art" Learning Model of Visual Arts Education among students of the Inclusive Education Program

"I use a structured approach; we need to follow step by step… need repetition many times so that they can easily understand. Sometimes I will use young teachers, as well as the use of appropriate materials, then teacher-centered teaching, students and role-playing materials" (R1)

"Appropriate strategies implemented in the Cooperative Learning model for students of the IEP are drills and teaching with guidance, especially for students with communication problems with their peers" (R2).

"If you do what I do, you'll see that I believe the method involves all three, namely teachers, students, and materials, even if teachers only play a little role... Students will be excluded if there are no peers, and if I do not supply appropriate resources, they will be excluded. It's difficult if it doesn't fit since there are so many factors to consider, and it's best done in groups." (R3).

Respondents (R1), (R2), and (R3) chose a teacher, student, and material-centered approach to teaching and learning strategies for this model. In contrast, the respondent (R4) expressed the following views: "Among the suitable strategies are Inquiry-Based Learning, Project-Based Learning, Problem-Based Learning, STEM Approach, and PAK21 Activities" (R4).

"To attract students, the thematic approach is suitable to be applied but the interdisciplinary approach is also suitable to be used by taking into account current needs" (R5).

Experts agree that the appropriate teaching and learning strategies implemented in this model are parallel to the Constructivist Theory used as the main axis of the research theory.

4. Users and expert's views on appropriate forms of assessment in the construction of the "CoIn-Art" Learning Model of Visual Arts Education among students of the Inclusive Education Program

"Usually I use quizzes and assessments in a simple form. I train them according to the SPM format, paper 1, paper 2, and paper 3. Written assessment, formative training and work at each end of the title and PBD " (R1).

"Classroom Assessment (PBD) is more suitable in the construction of Cooperative Learning Model for PPI students" (R2).

"My assessment, I prefer to praise, give stars/prizes to encourage student involvement after completing each title if students can answer the Exercise or finish making the work" (R3).

"Assessment is like student presentation through slides, posters, singing, online assessment such as video games, Quizzes, and Kahoot, hands-on such as producing products and experiments of materials and media as well as the production of scrapbooks. (R4).

"Formative assessment in line with the teaching and learning process" (R5).

Experts agree that formative, summative, online assessment, and work income as well as PBD are appropriate in the construction of this model.

Discussion

Based on the findings of the need's analysis phase study, user and expert consensus indicate that there is agreement on the need to design a cooperative learning model for students of the IEP. Experts unanimously believe that there is a need to build a learning model for the subject of VAE to facilitate the task of teachers to make lesson plans that are appropriate to the diversity of students in the classroom, especially IEP students. Therefore, there is a need for the development of the "CoIn-Art" Learning Model of Visual Arts Education among students of the Inclusive Education Program.

The findings of the needs analysis phase study also indicate the suitability of the cooperative learning model activities. The suitability of cooperative learning model activities is to explore team-guided activities and cooperation among group members. The findings of this study are supported by the study of Siti Fatimah Salleh (2018) and Lucia Zundans-Fraser & Alan Bain (2016) argue that activities that are suitable for IEP students are very important in planning the teaching and learning process by taking into account the needs of each student. A Cooperative or team learning process can overcome the problem of inclusive student learning when divided into small groups (Simon Finkelstein, Umesh Sharma & Brett Furlonger (2019) and Che Azhar (2017). These findings are in line with the study of Noradilah and Lai Wei Sing (2019)., ie the involvement of students can help improve their mastery and achievement in a subject. While Mohd Hanafi (2016) stated the same techniques and methods of teaching and learning for all students regardless of the level of ability and potential of IEP students cause there are IEP students who lag, they are often unable to complete assignments or exercises given by teachers (Sharma & Sokal, 2016).

Further in the context of the study of teaching strategies appropriate to the learning model, the findings of the study are in line with the study of Nilsen, S. (2016) and Shamsiah (2017) who also support teaching strategies are very important in the implementation of teaching and learning for inclusive students. Student-centered teaching strategies, as well as teachers, play a role in the success of effective teaching and learning processes as well as achieving learning objectives. Aas, H.K. (2019) and Hedegaard-Sorensen & Tetler (2016) state that teaching and learning planning should prioritize the needs and uniqueness of each student to achieve optimal output at the end of learning. In the implementation of different approaches, teachers should use different teaching aids according to the diversity of students. This is to ensure that every student receives the same education and their learning needs can be met by the teacher. This coincides with the statement of Zamri (2014) that the provision of appropriate and adequate fuel enables students to receive the appropriate learning.

Conclusion

Needs analysis studies are important in obtaining information about the content and specifications of the model to be developed. The results of the analysis show that a learning model based on a cooperative approach should be developed that takes into account the problems of teachers and the existing needs of teachers so that the model developed is suitable to be applied by teachers and students to facilitate them in the teaching and learning process of VAE effectively. Once the needs analysis process is completed, researchers can determine an effective platform and be able to solve problems as well as propose strategies based on empirical data so that the teaching and learning of VAE can be carried out efficiently.

The findings of this need analysis will be applied by researchers as a guide to design and develop learning models in the next phase of development. The findings of the need's analysis indicate that a cooperative-based approach model for VAE teaching and learning has the potential to be developed for application by teachers teaching VAE subjects in secondary schools. Thus, the learning model developed based on needs analysis should understand the learning by the ability of a student to help teachers in their teaching (Roshidah Hassan, 2017) and improve student performance in learning.

Acknowledgments or Notes

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