



## Model-Driven Hyper content Module Development Picture and Picture for Personal Learning of Students with Special Needs

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**Abstract.** students with special needs needs more effort to study in university. The system of education in the university should be friendly with the students with spesial needs. The system include the curriculum, methods, and also the material to make the students easier to understand the materials.one of innovation to help the students with special needs is make a hypercontent module for microteaching subject. The module developed by ADDIE model and helped the stundents improve their ability.

**Keywords:** ADDIE, Hyper content Module, Picture and Picture.

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### INTRODUCTION

There is a law to student with Special Education and Special Services in Higher Education accordance Permenristek Dikti Number 46 of 2017. It shows that Indonesia has a serious attention to them. Students with special needs or persons with disabilities are those who experience disruptions / obstacles in carrying out certain activities so that they need special tools, environmental modifications or appropriate alternative techniques so that they can follow the learning optimally so that one day they can participate fully and productively in people's lives. Many people with special needs have high academic potential and motivation to continue their education to higher education level. Many of them succeeded despite having to go through a very heavy adjustment process. Some of them are even able to complete education programs up to the doctoral level.

Opportunities for people with special needs to attend education at the college level are increasingly wide open with the issuance of Law No. 8 of 2016 on Persons with Disabilities. The law is affirmed in article 10 Paragraph a: Persons with Disabilities are entitled to a quality education in education units of all types, pathways, and levels of education in an inclusive and special manner. Article 18: Every Person with Disabilities has the right to accessibility in article 40 Paragraph 1: "The Government and Local Government shall organize and/or facilitate education for Persons with Disabilities at every level, type, and level of education in accordance with his authority".

The obstacles and challenges of studying in college for students with special needs must be greater than the difficulties faced by ordinary students. In addition to the limited disability services units in universities, another cause is because not all lecturers understand the characteristics of students with special needs. Lecturers are required not only to know students with special needs, characteristics and special needs, but also required to develop innovation and creativity in learning so that all students including students with special needs can follow and succeed in meeting the learning targets set by lecturers. Therefore, innovative learning models are needed that can be applied to students with special needs in order to facilitate and serve students with special needs in order to actively participate in the learning process.

Students with Special Needs (SWSN) have problems in online learning specially practicum subject including micro teaching. The reviewer are form Islam Departmement in the Faculty of Islamic Studies of Islamic Religious Education Program is microteaching courses. The development of information and communication technology (ICT) has had an impact on the utilization of various learning materials (Nurzaelani, Septiani, & Maimunah, 2020). Learning innovation in this course, develop of Hypercontent Learning Module based on Picture and Picture model. Suprijono (2009) said that images and images learning strategies use images as a learning medium, learning using Picture and Picture models will allow learners to know something concrete. Ngalimun (2016) said that Picture and Picture is

the competency information of real treats, presentation materials, impressions of activities related to the material, students sorting the images so systematically, teachers confirm the order of images, teachers embed concepts precisely in teaching materials, inference, evaluation and reflection. Pradina and Hastuti (2017) said the Picture and Picture model can be used to study all subjects.

## RESEARCH METHODS

This research is a development research that adopts ADDIE model(Analysis, Design, Development, Implementation, Evaluation). This model is one of the suitable and effective models for use in the development of learning modules. According to Branch (2009) "the simplicity of the ADDIE concept combined with some clues continues to prove its effectiveness".

The purpose of this research, to produce hypercontent module design based on picture and picture model for personal learning of students with special needs, then in this study only presented analysis and design stages of addie model. According to Milman and Kilbane (2013) "teachers can use ADDIE in whole or in part to help them develop more effective learning, units and teaching materials". The analysis stage in this study includes activities: (1) performance analysis; (2) analysis of student characteristics; (3) analysis of learning objectives; and (4) material analysis. The Design Stage of this research includes activities: (1) formulation of learning materials; (2) designing learning scenarios; and (3) the design of learning evaluation tools. (Cahyadi, 2019). Tegeh et al. (2015). The development phase includes the development and modification of the learning module, as well as the feasibility testing of the module. The implementation stage in this research is the implementation stage of the draft teaching materials that have been developed in learning for students with spesial need.

This research was carried out in the Islamic Religious Education study program of the Faculty of Islamic Religion Ibn Khaldun University in the 2020/2021 school year. The research data was taken from the study of documentation and filling in questionnaires by one of the students with special needs to be further analyzed using descriptive qualitative techniques. The results of the analysis became the basis for the creation of hypercontent modules based on picture and picture models in microteaching subjects.

## RESULTS

This research found some results with ADDIE model to implementetaion the research. They are :

### Analysis Stage

The first stage is to analyze the need for hypercontent module development based on picture and picture model microteaching courses. Analysis has the following stages:

### Performance analysis

Student with special needs with autistic spectrum has problems include; ability to explore words, ability to making friend, ability in understanding text, ability to make sounds and performing motion and mimic innovations and limitations in conveying conversations / problems systematically. The student with special need show visual learning style which is easier to learn with visible materials, see the writing even at a glance, and also neat in appearance.

### Analysis of student characteristics

Generally, students can follow learning with limited ability to receive lecture materials, the main difficulty in the material with a long enough narrative such as when having to tell an inspiring story related to lecture material, he is only able to convey the core points only. His critical ability was also very limited, this was evident when he was asked to comment on the issues offered. While creative ability began to develop when given directions and examples of the use of learning media to maximize achievement. Another visible characteristic is the ability to receive learning delivered with good visualization, this is related to the learning style of atudents with spesial needs that tends to be visual.

Some characteristics of Students with Special needs (SWSN):

- 1) SWSN is an avid learner who is disciplined in attending lectures
- 2) Have limited knowledge and skills from what the lecturer conveys, when quantified score almost on average at the value of 60 or simply enough.
- 3) Limited critical capabilities
- 4) Have a visually inclined learning style
- 5) Creative ability is good enough when you get directions

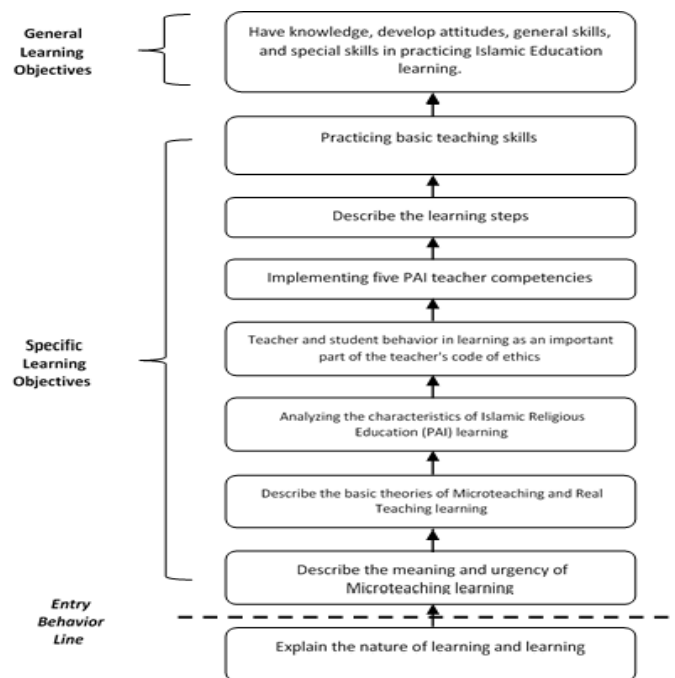
SWSN with the skills described makes it possible to provide services or learning interventions that enable this SWSN to improve its knowledge and skills. One of the recommended ways is to increase student learning motivation by modifying learning in the form of visual directions both motionless images and audio visuals. This method can also be trained to SWSN in order to have the skills to present images and make video learning for the benefit of teaching plates both in the microteaching room and in school.

### Analysis of learning objectives

The purpose of learning in this Microteaching course is that students are expected to have the following abilities (Usman, 2017):

- 1) Describe the meaning and urgency of microteaching learning ;
- 2) Describe the basic theory of Microteaching and Real Teaching learning ;
- 3) Analyzing the learning characteristics of Islamic Religious Education (PAI);
- 4) Teachers and students in learning as an important part of the teacher's code of conduct;
- 5) Implementing the five competencies of PAI teachers;
- 6) Explain the learning steps;
- 7) Practice basic teaching skills;
- 8) Practice PAI learning in Microteaching Laboratory independently;
- 9) Practice PAI learning in microteaching laboratories in collaboration;
- 10) Practice PAI learning in Schools/Madrasahs;
- 11) Provide an assessment of other people's learning practices;
- 12) Analyze the teaching skills;
- 13) Needs assesment

Competence of students with special needs developed by this research are number 1 to number 7 only. Based on the elaboration of the learning objectives, the competency map in microteaching courses is described as follows.



**Figure 1.** *Microteaching Course Competency Map*

### Material analysis

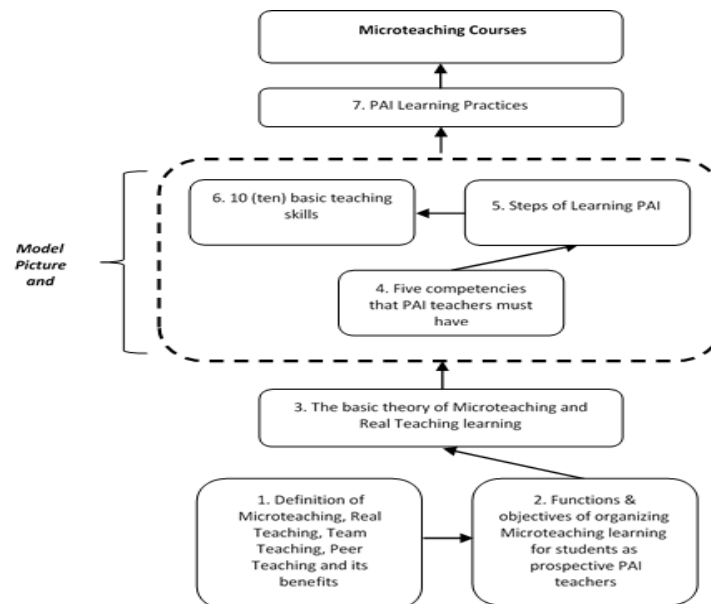
Several materials will be presented in hypercontent modules based on picture and picture model hypercontent microteaching courses as follows: (1) Microteaching Theory, Real Teaching, Team Teaching, Peer Teaching; (2) PAI Learning; (3) Basic teaching skills; and (4) PAI learning practices.

### Design Stage

The second stage of this research is the design stage which includes several activities as follows. (1) formulation of learning materials; (2) designing learning scenarios; and (3) the design of learning evaluation tools.

## Formulation of learning materials

The learning materials for the Microteaching course module are presented in the following image.



**Figure 2.** *Microteaching Course Module Concept Map*

The learning module will use hypercontentmedia, where the module is connected to other materials in the form of videos, presentation slides, and tasks that can be accessed online using hyperlinks and QR Code. In PAI learning characteristics material, five competencies that must be possessed by PAI teachers, PAI learning steps, and 10 (ten) basic teaching skills will be presented using a picture and picturemodel, which will be displayed images in the module in sequence and equipped with video as an example that can be accessed through hyperlinks and QR Code.

## Learning scenario design

Learning scenarios are prepared in the Semester Learning Plan that contains the identity of courses and lecturers, learning achievements, sub-achievements of learning, description of courses, learning materials / subject matter, libraries used, learning media, forms and methods of learning, as well as assignments and assessments. Learning in microteaching courses will be carried out online in accordance with the current conditions where the covid-19 pandemic is still ongoing. Students will use modules that can be accessed through the Learning Management System (LMS), and the module can be used for self-learning, because in the module there is a hypercontent, where the module is connected with other learning content in the form of broadcast materials, learning videos, and tasks.

## Designing learning evaluation tools

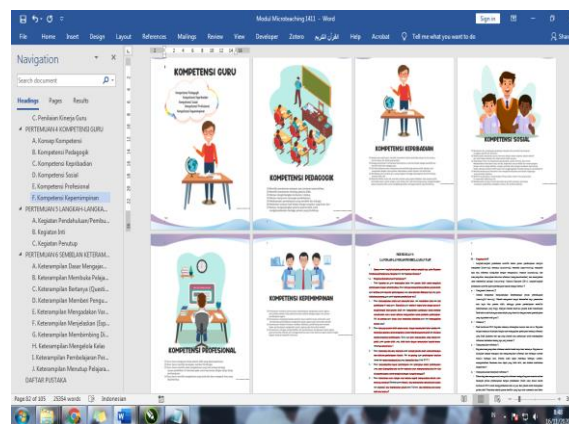
Evaluation of learning is carried out by oral test and PAI learning practice skills test assessed through teaching observation sheet instruments. Observation sheets are made in accordance with the practice carried out.

## Development Stage

The development stage of this research is divided into several activities such as collection and development of learning materials both contained in modules and outside modules that can be accessed through modules (hypercontent), development of illustrations / images in accordance with picture and picture methods, development of learning evaluation, typing, editing, and setting lay out modules. The development stage is also carried out again after obtaining expert validation results, if there are revisions and inputs from experts.



**Figure 3.** *Micro Teaching Learning Module Cover*



**Figure 4.** *Micro Teaching Module Writing Process*



**Figure 5.** *Micro Teaching Learning Video Development*

Learning in Micro Teaching courses will be carried out online in accordance with the current conditions where the covid-19 pandemic is still ongoing. Students will use modules that can be accessed through the Learning Management System (LMS), and the module can be used for self-learning, because in the module there is Hypercontent, where the module is connected with other learning content in the form of broadcast materials, learning videos, and tasks. Modules are built based on Picture and Picture models designed to make it easier for students with special needs and students in general to understand learning.



**Figure 6.** Examples of Application of Picture and Picture Models in Modules

Formative evaluation is carried out in order to test the feasibility of learning modules. One to one trials were conducted to assess the feasibility of learning modules with 3 experts, namely: content experts, design experts and learning media, and linguists. Expert trials are carried out after the teaching materials are developed. The number of instrument items given to each expert and student is as follows:

- Content expert : 20 items
- Design expert and learning : 50 items
- Linguists : 20 items
- Student : 58 items

The feasibility test of teaching materials was carried out by distributing instruments in the form of questionnaires with 4 excellent answer options = 4, good =3, less good =2, and very poor = 1 to content experts as many as 20 points, design experts and learning media as many as 50 points, and linguists as much as 20. Feasibility percentage assessment presented on Tabel 1.

**Table 1.** Percentage Eligibility

Percentage Assessment	Interpretation
76 - 100%	Very Feasible
50 - 75%	Worth
26 - 50%	Enough
< 26%	Less Worthy

Suharsimi Arikunto in Gian Dwi Oktiana (2015:63)

### Content Expert

Validation of the feasibility of Hypercontent Module Micro Teaching Course Based on Picture and Picture model conducted by content experts, namely by conducting an assessment of the material presented contained in 20 instruments. Content experts also provide suggestions and opinions for the improvement of learning modules. The results of the assessment of learning modules by content experts are presented in table 2 below.

**Table 2.** Content Expert Assessment Results

No	Statement	Value	Description
1	The content of the lesson materials has supported the achievement of the General Learning Objectives (GLO).	4	Excellent
2	The subject matter includes all Specific Learning Objectives (GLO).	4	Excellent
3	The description of the subject matter has supported the achievement of each GLO.	4	Excellent

4	The breadth of the contents of the lesson material is appropriate to achieve each GLO indicator.	4	Excellent
5	The depth of the content of the lesson materials has supported the achievement of each GLO indicator.	3	Good
6	The subject matter and sub-subject matter have been structured in an integrated manner to achieve GLO	4	Excellent
7	The subject matter for each GLO indicator has been presented in a balanced manner.	4	Excellent
8	Subject matter can be learned according to the available time allocation.	3	Good
9	The truth of the concept can be accounted for.	3	Good
10	The concepts presented are up-to-date.	4	Excellent
11	The concepts presented are still relevant to the present situation.	4	Excellent
12	The concept presented has been consistent.	4	Excellent
13	The material presented does not conflict with Rac, etjnic, religion and State rules.	4	Excellent
14	The concepts are organized systematically.	4	Excellent
15	The order of concepts makes it easy for students to understand the concepts as a whole.	3	Good
16	The example presented is relevant to the concept to be explained.	3	Good
17	The exercises presented are relevant to the concept to be explained.	4	Excellent
18	Evaluation materials in accordance with / support the reach of GLO.	4	Excellent
19	Evaluation materials in accordance with / support the reach of GLO.	4	Excellent
20	Evaluation materials in accordance with / support the atanity of GLO indicators.	4	Excellent
<b>Total Value</b>		<b>75</b>	<b>Very Feasible</b>
<b>Average</b>		<b>3,75</b>	
<b>Percentage</b>		<b>93,75%</b>	

Based on the assessment of the content expert as a whole the teaching material got a total score of 75 out of 20 assessment indicators with excellent criteria. Judging from the percentage of assessment results get a score of 93.75% with very decent criteria also in Very Feasible criteria.

According to the content expert, the learning module has represented every subject to be given, the module also has advantages or advantages on concise exposure through images that are very interesting for content variation, and supporting blended learning for learning assessment. Content experts also provide some criticisms and suggestions where there are no learning objectives found at the beginning of the discussion, there are still some writing errors, and some references have not been well written.

### Design experts and learning media

Validation of the feasibility of Hypercontent Module Micro Teaching Course Based on Picture and Picture model conducted by design experts and learning media by assessing the learning module is divided into

50 indicators. Design experts and learning media also provide suggestions and opinions for the improvement of learning modules. The results of the assessment of learning modules by design experts and learning media are presented in table 3 below.

**Table 3.** *Assessment Results of Design Experts and Learning Media*

<b>Nº</b>	<b>ANALYSIS ASPECTS</b>	<b>Value</b>	<b>Description</b>
<b>A.</b>	<b>LEARNING PRESENTATION/DESIGN</b>		
1	Learning Objectives Formulation		
	a. General	4	Excellent
	b. Special	3	Good
2	Fill order		
	a. Organized / systematic	4	Excellent
	b. Make it easier to learn the contents of learning materials	3	Good
3	Description		
	a. Understandable	4	Excellent
	b. Interesting	3	Good
	c. Cause curiosity	3	Good
	d. Encourage learning	3	Good
4	Instructions		
	a. Easy to understand	4	Excellent
	b. Can be done	3	Good
	c. Help learn the contents of learning materials	3	Good
	d. Encourage to think	3	Good
5	Examples given		
	a. Clarify the subject matter	3	Good
	b. Understandable	4	Excellent
	c. In accordance with reality	4	Excellent
	d. Inspirational	3	Good
6	Activity Tasks		
	a. Can be done	4	Excellent
	b. Supporting tools	2	Less
	c. Fun	2	Less
	d. Increase knowledge	3	Good
	e. Improving skills	3	Good
	f. Develop a positive attitude	4	Excellent
	g. Arousing curiosity	3	Good
	h. Encourage further learning	3	Good
7	Evaluation/training materials/questions		
	a. Understandable	3	Good
	b. In accordance with the subject matter	4	Excellent
	c. Varies	3	Good
	d. Challenging	2	Less
	e. Encourage thinking	3	Good



	f. Encourage further learning	3	Good
	g. Workable	4	Excellent
<b>Total Value of Aspects of Presentation/Learning Design</b>		<b>100</b>	<b>Very Feasible</b>
<b>Average Aspects of Presentation/Learning Design</b>		<b>3,23</b>	
<b>Percentage aspects of Presentation / Learning Design</b>		<b>80,65%</b>	
<b>B</b>	<b>Grafic</b>		
1	Illustration in the form of an image/table/diagram		
	a. Clear	4	Excellent
	b. Interesting	4	Excellent
	c. Varies	4	Excellent
	d. In accordance with ethics	4	Excellent
	e. Clarify the material	4	Excellent
	f. The place is close to the subject matter related to	4	Excellent
	g. Understandable	4	Excellent
2	Display size of learning materials		
	a. Practical to use	3	Good
	b. Display size according to	3	Good
	c. Easy to use	3	Good
3	Layout		
	a. Distance between sentences/lines	3	Good
	b. Comfortable reading it	2	Less
	c. Consistent	4	Excellent
4	Letter		
	a. Letter size	3	Good
	b. Letter form	3	Good
	c. Good to read	3	Good
4	Color		
	a. In accordance with reality	3	Good
	b. Interesting	4	Excellent
	c. Clarify the material	4	Excellent
<b>Total Graphographic Aspect Value</b>		<b>66</b>	<b>Very Feasible</b>
<b>Average Aspects of Graphography</b>		<b>3,47</b>	
<b>Percentage of Aspects of Graphic</b>		<b>86,84%</b>	
<b>Total Value of All Aspects</b>		<b>166</b>	<b>Very Feasible</b>
<b>Average Total Of All Aspects</b>		<b>3,53</b>	
<b>Total Percentage of All Aspects</b>		<b>83,00%</b>	

Based on the assessment of design experts and instructional media as a whole the learning module got a total score of 166 out of 50 assessment indicators with very good criteria. Judging from the percentage of the assessment results get a value of 83.0% with very feasible criteria.

Design experts and instructional media also provide feedback and input where overall the learning module is neatly and comprehensively arranged, but it would be better if the use of pictures or some kind of infographic in each explanation if it becomes a key topic in the module. In addition, to maximize the use of layout designs and playing with font styles (typography) for the effectiveness of

emphasizing the discussion. Worksheets (exercises) can have more varied types of questions / answers, not only one answer method (for example: "stuffing" only or "multiple choice" only).

## Linguist

Validation of the feasibility of the Hypercontent Module for Micro Teaching Subjects based on the Picture and Picture model carried out by linguists by conducting an assessment of the learning module which is divided into 20 indicators. Linguists also provide suggestions and opinions for improving teaching materials. The results of the learning module assessment by linguists are presented in Table 4 below.

**Table 4.** *Linguist Assessment Results*

N <sup>o</sup>	Statement	Value	Description
1	The sentence used represents the content of the message or information that you want to convey according to PUEBI	4	Excellent
2	The sentence used is simple and direct to the target.	4	Excellent
3	Terms used in accordance with the Great Dictionary of The Indonesian Language	2	Less
4	The message is presented in interesting language.	4	Excellent
5	The message is presented clearly (does not give rise to double meaning).	4	Excellent
6	Messages are presented customarily in	4	Excellent
7	Words and sentences used to convey the message refer to the Indonesian rules,	2	Less
8	The language used evokes pleasure when read	4	Excellent
9	The language used encourages students to learn the learning materials thoroughly.	3	Good
10	The language used is able to stimulate students to think critically	3	Good
11	The language used is able to encourage students to learn independently	3	Good
12	Language used in accordance with the level of intellectual development of students	3	Good
13	Language used according to student's level of emotional development	4	Excellent
14	The delivery of messages between one unit and an adjacent unit reflects a logical relationship.	4	Excellent
15	The delivery of inter subunit messages in one unit reflects a logical relationship.	4	Excellent
16	The delivery of messages between adjacent paragraphs reflects logical relationships.	4	Excellent
17	The delivery between the paragraphs reflects a logical relationship.	4	Excellent
18	Terms used for precise meaning	4	Excellent
19	Terms used consistently	4	Excellent
20	Consistent depiction of symbols or icons between sections in learning materials	4	Excellent
<b>Total Value</b>		<b>72</b>	<b>Very Feasible</b>
<b>Average</b>		<b>3,60</b>	
<b>Percentage</b>		<b>90,00%</b>	

Based on the linguist's assessment as a whole the learning module got a total score of 72 out of 20 assessment indicators with very good criteria. Judging from the percentage of the assessment results get a value of 90.0% with very feasible criteria.

The linguist gave a response that overall the learning module was feasible and could be used as a reference in learning the micro teaching course. The learning module also has advantages or advantages where the learning is more contextual, has applied technology in learning activities, and displays learning activities with the help of image media. Some suggestions from linguists are that some of the languages used are still a lot of mistakes, firstly placing the conjunctive word at the beginning of the sentence, secondly there are still many typing errors, the third writing of borrowed or foreign words is still a lot of mistakes, the fourth paragraph layout is still not good, in one Paragraphs must consist of 4 lines and one unit of meaning, while in modules there are paragraphs consisting of three lines. A summary of the results of the one to one trial with 3 experts is presented in Table 5 below.

**Table 5.** *One to One Test Results by Experts*

No.	Expert	Amount	Theoretical Maximum Score	Empirical Score	Percentage	Interpretation
1	Content	20	80	75	93,75	Very Feasible
2	Learning Design and Media	50	200	166	83,00	Very Feasible
3	Language	20	80	72	90,00	Very Feasible
Amount		90	360	313		
<b>Average</b>		<b>24,67</b>	<b>120</b>	<b>104,33</b>	<b>88,92</b>	<b>Very Feasible</b>

Based on Table 5, it can be seen that the feasibility percentage of the hypercontent module of the micro teaching course based on the picture and picture model according to content experts is 93.75%, according to design and learning media experts is 83%, and according to language experts is 90%. If interpreted, the feasibility percentage of the hypercontent module in the micro teaching course based on the picture and picture model is classified as very feasible. Overall, the feasibility percentage of the hypercontent module of the micro teaching course based on the picture and picture model according to the expert was 88.92% which was classified as very feasible.

### Implementation Stage

The implementation stage is an activity of implementing the previously developed teaching material design. The implementation stage of the modules developed in this study is to learn together with a student with special need. At the end of the lesson, a student with special need was asked to evaluate the module that had been developed by filling out a questionnaire. The results of the assessment of the learning module by a student with special need are presented in Table 6 below.

**Table 6.** *Student Assessment Results*

No	ANALYSIS ASPECTS	Value	Description
<b>A.</b>	<b>LEARNING PRESENTATION/DESIGN</b>		
1	Fill order		
	a. Organized/systematic	4	Excellent
	b. Make it easy to learn the contents of the module	4	Excellent
2	Description		
	a. Understandable	4	Excellent
	b. Interesting	4	Excellent
	c. Cause curiosity	4	Excellent
	d. Encourage learning	4	Excellent
3	Instructions		
	a. Easy to understand	4	Excellent

	b. Can be done	4	Excellent
	c. Help learn the contents of the module	4	Excellent
	d. Encourage to think	4	Excellent
4	Examples given		
	a. Clarify the material	4	Excellent
	b. Understandable/understandable	4	Excellent
	c. In accordance with reality	4	Excellent
	d. Inspirational	4	Excellent
5	Activity Tasks		
	a. Can be done	4	Excellent
	b. Support tools	4	Excellent
	c. Fun	4	Excellent
	d. Increase knowledge	4	Excellent
	e. Improve skills	4	Excellent
	f. Develop a positive attitude	4	Excellent
	g. Arousing curiosity	4	Excellent
	h. Encourage further learning	4	Excellent
6	Evaluation/training materials/questions		
	A. Understandable	4	Excellent
	B. In accordance with the subject matter	3	Good
	c. Varies	3	Good
	d. Challenging	3	Good
	E. Encouraging thinking	3	Good
	F. Encourage further learning	3	Good
	G. Workable	4	Excellent
<b>Total Value of Aspects of Presentation/Learning Design</b>		<b>111</b>	<b>Very Feasible</b>
<b>Average Aspects of Presentation/Learning Design</b>		<b>3,828</b>	
<b>Percentage aspects of Presentation / Learning Design</b>		<b>95,69%</b>	
<b>B.</b>	<b>Language</b>		
1	Use of language rules		
	a. Spelling (PUEBI)	4	Excellent
	b. Sentence structure (SPO)	4	Excellent
	c. Punctuation	4	Excellent
2	Words		
	a. There are difficult words	4	Excellent
	b. Polite	4	Excellent
	c. Understandable	4	Excellent
3	Sentence		
	a. sentence length	3	Good
	b. inter-group relationships	3	Good
	c. understandable	3	Good
4	Paragraph		

	a. Paragraph length	4	Excellent
	b. Interparagraph relationships	4	Excellent
5	Language style		
	a. Help understand the subject matter	4	Excellent
	b. Encourage further reading	4	Excellent
<b>Total Language Aspect Value</b>		<b>49,00</b>	<b>Very Feasible</b>
<b>Average Aspects of Language</b>		<b>3,77</b>	
<b>Percentage of Language Aspects</b>		<b>94,23%</b>	
<b>C.</b>	<b>Grafic</b>		
1	Illustration in the form of an image/table/diagram		
	a. Clear	4	Excellent
	b. Interesting	4	Excellent
	c. Varies	3	Good
	d. In accordance with ethics	3	Good
	e. Clarify the material	4	Excellent
	f. The place is close to the related subject	4	Excellent
	g. Understandable	4	Excellent
2	Layout		
	a. Distance between sentences/lines	4	Excellent
	b. Comfortable reading it	4	Excellent
	c. Consistent	4	Excellent
3	Letter		
	a. Font size	4	Excellent
	b. Letter shape	4	Excellent
	c. Good to read	4	Excellent
4	Color		
	a. In keeping with reality	4	Excellent
	b. Interesting	4	Excellent
	c. Clarify the material	4	Excellent
<b>Total Language Aspect Value</b>		<b>62</b>	<b>Very Feasible</b>
<b>Average Aspects of Language</b>		<b>3,88</b>	
<b>Percentage of Language Aspects</b>		<b>96,88%</b>	
<b>Total Value of All Aspects</b>		<b>222</b>	<b>Very Feasible</b>
<b>Average Total Of All Aspects</b>		<b>3,83</b>	
<b>Total Percentage of All Aspects</b>		<b>95,69%</b>	

Based on the MBK assessment as a whole the learning module received a total score of 222 out of 58 assessment indicators with very good criteria. Judging from the percentage of the assessment results get a value of 95.69% with very decent criteria.

### CONCLUSION

The results from this research are: (1) Hypercontent Micro Teaching module with a picture and picture model; (2) Result development of a learning module for the Micro Teaching subject uses the ADDIE model

includes the stages of analysis, design, development, implementation, and evaluation. (3) The results for the trial with based on the picture and picture model according to content experts was 93.75%, according to design and learning media experts was 83%, and according to language experts was 90%. Overall, the feasibility percentage of the hypercontent module in the Micro Teaching based on the picture and picture model according to the experts is 88.92% which is classified as very feasible category. (4) The results of the implementation with Students with spesial needs is 95.69% with very feasible criteria.

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