



PROTEKSI ISI LAPORAN AKHIR PENELITIAN TESIS MAGISTER

Dilarang menyalin, menyimpan, memperbanyak sebagian atau seluruh isi proposal ini dalam bentuk apapun kecuali oleh pengusul dan pengelola administrasi pengabdian kepada masyarakat

LAPORAN AKHIR 2024

Rencana Pelaksanaan Penelitian Tesis Magister: tahun 2024 s.d. tahun 2024

1. JUDUL PENELITIAN

Analisis Pengelolaan Teknologi Informasi Dalam Pembelajaran Anak Berkebutuhan Khusus (ABK) Di Sekolah Luar Biasa (SLB)

Bidang Fokus	Tema	Topik (jika ada)	Prioritas Riset
Sosial Humaniora, Pendidikan, Seni, Dan Budaya	Pendidikan	Manajemen pendidikan	Digital Economy

Rumpun Ilmu Level 1	Rumpun Ilmu Level 2	Rumpun Ilmu Level 3
ILMU PENDIDIKAN	ILMU PENDIDIKAN	Administrasi Pendidikan (Manajemen Pendidikan)

Skema Penelitian	Strata (Dasar/Terapan/Pengembangan)	Nilai SBK	Target Akhir TKT	Lama Kegiatan
Penelitian Tesis Magister	Riset Dasar	35.000.000	3	1 Tahun

2. IDENTITAS PENGUSUL

Nama, Peran	Jenis	Program Studi/Bagian	Bidang Tugas	ID Sinta
DIAN HIDAYATI 0507127801 Ketua Pengusul Universitas Ahmad Dahlan	Dosen	Manajemen Pendidikan	1. Memastikan penelitian sesuai dengan perencanaan 2. Melakukan komunikasi dengan pihak-pihak terkait 3. Memastikan tesis mahasiswa sesuai dengan standar yang ditentukan 4. Memastikan ketercapaian luaran	6722122
JESIKA 2207046010 Mahasiswa Bimbingan Universitas Ahmad Dahlan	Mahasiswa	Manajemen Pendidikan	1. Melakukan pengambilan data dan menganalisis 2. Membuat draf artikel 3. Menulis tesis sesuai topik 4. Mengisi logbook penelitian dan mendokumentasikan kegiatan	-

3. MITRA KERJASAMA PENELITIAN (Jika Ada)

Pelaksanaan penelitian dapat melibatkan mitra kerjasama yaitu mitra kerjasama dalam melaksanakan penelitian, mitra sebagai calon pengguna hasil penelitian, atau mitra investor

Mitra	Nama Mitra	Dana
-------	------------	------

4. LUARAN DAN TARGET CAPAIAN

Luaran Wajib

Tahun Luaran	Kategori Luaran	Jenis Luaran	Status target capaian	Keterangan
1	Artikel di Jurnal	Artikel di Jurnal Bereputasi	Accepted/Published	http://

		Nasional Terindeks SINTA 1-4		journal2.uad.ac.id/ index.php/ijemi/ index
--	--	------------------------------	--	--

5. ANGGARAN

Rencana Anggaran Biaya penelitian mengacu pada PMK dan buku Panduan Penelitian dan Pengabdian kepada Masyarakat yang berlaku.

Total RAB 1 Tahun Rp30.520.000,00

Tahun 1 Total Rp30.520.000,00

Kelompok	Komponen	Item	Satuan	Vol.	Biaya Satuan	Total
Bahan	Bahan Penelitian (Habis Pakai)	Plakat Kenang-kenangan sekolah	Unit	4	200.000	800.000
Pengumpulan Data	HR Pembantu Lapangan	Hr pembantu di lapangan	OH	10	100.000	1.000.000
Pengumpulan Data	Biaya konsumsi	Konsumsi petugas survey	OH	10	40.000	400.000
Pengumpulan Data	HR Pembantu Peneliti	HR Pembantu peneliti	OJ	10	100.000	1.000.000
Pelaporan Hasil Penelitian dan Luaran Wajib	Biaya Publikasi artikel di Jurnal Bereputasi Nasional	Biaya translate	Paket	2	750.000	1.500.000
Analisis Data	HR Pengolah Data	Biaya pengelolaan data	P (penelitian)	1	1.000.000	1.000.000
Bahan	ATK	Tinta Printer	Paket	4	40.000	160.000
Bahan	Bahan Penelitian (Habis Pakai)	Perbanyak instrumen penelitian	Unit	50	3.000	150.000
Analisis Data	Transport Lokal	Transport lokal menganalisis data	OK (kali)	4	100.000	400.000
Pengumpulan Data	Tiket	Tiket pulang pesawat 4 orang	OK (kali)	4	1.250.000	5.000.000
Pengumpulan Data	Honorarium narasumber	Nara sumber validasi instrument	OJ	1	750.000	750.000
Analisis Data	Penginapan	Penginapan saat analisis data	OH	4	400.000	1.600.000
Analisis Data	Uang Harian	Uang harian analisis dsata	OH	4	100.000	400.000
Pelaporan Hasil Penelitian dan Luaran Wajib	Uang harian rapat di luar kantor	Rapat tim penelitian	OH	4	100.000	400.000
Pengumpulan Data	Biaya konsumsi	Biaya konsumsi peserta dan peneliti	OH	10	100.000	1.000.000
Bahan	ATK	Alat Tulis	Paket	4	100.000	400.000
Pengumpulan Data	Tiket	Tiket Pergi Pesawat untuk 4 orang	OK (kali)	4	1.250.000	5.000.000
Pelaporan Hasil Penelitian dan Luaran Wajib	Biaya konsumsi rapat	Konsumsi rapat tim	OH	4	100.000	400.000
Sewa Peralatan	Peralatan penelitian	Sewa kamera	Unit	1	250.000	250.000
Pelaporan Hasil Penelitian dan Luaran Wajib	Biaya Publikasi artikel di Jurnal Bereputasi Nasional	Biaya APC jurnal	Paket	1	1.500.000	1.500.000

Kelompok	Komponen	Item	Satuan	Vol.	Biaya Satuan	Total
Pengumpulan Data	Transport	Trnasport peserta/ informan	OK (kali)	10	50.000	500.000
Bahan	ATK	Kertas HVS	Paket	4	50.000	200.000
Bahan	Bahan Penelitian (Habis Pakai)	Batik Kenang-kenangan untuk sekolah	Unit	4	200.000	800.000
Sewa Peralatan	Kendaraan	Sewa mobil	OK (kali)	4	400.000	1.600.000
Bahan	ATK	Amplop	Paket	10	1.000	10.000
Pengumpulan Data	Uang Harian	Pengambilan data di lapangan selama 3 Hari	OH	7	100.000	700.000
Pengumpulan Data	Penginapan	Biaya hotel 4 orang tiga hari	OH	4	400.000	1.600.000
Pengumpulan Data	HR Petugas Survei	Honor petugas survey	OH/OR	10	100.000	1.000.000
Analisis Data	Biaya analisis sampel	Biaya analisis data	Unit	10	100.000	1.000.000

*. KEMAJUAN PENELITIAN

A. RINGKASAN

Penelitian ini menjelaskan informasi terkait pengelolaan teknologi informasi dalam pembelajaran di SLB saat ini. Hal ini memiliki urgensi yang serius dikarenakan penggunaan teknologi informasi memberikan peluang yang signifikan bagi sekolah luar biasa dalam meningkatkan pendidikan dan pemberdayaan siswa dengan kebutuhan khusus, selain itu teknologi informasi menjadi hal wajib agar perkembangan pendidikan dapat bersaing dengan organisasi lain. Pengelolaan teknologi informasi yang tidak maksimal dapat menyebabkan pembelajaran belum terlaksana dengan maksimal dan kesulitan untuk melakukan pembelajaran berbasis teknologi. Tujuan dari penelitian ini adalah mengungkap dan menganalisis bagaimana perencanaan, pengorganisasian, pelaksanaan serta pengawasan teknologi informasi untuk mencapai urgensi-urgensi yang telah disebutkan. Dengan adanya penelitian ini maka diharapkan akan terkonsep sebuah gambaran mengenai kondisi pengelolaan teknologi informasi dalam pembelajaran ABK terutama di SLB saat ini. Metode yang digunakan di penelitian ini yaitu kualitatif deskriptif dengan penekanan dan pembatasan pada yaitu pengelolaan teknologi informasi dalam pembelajaran di SLB. Pengambilan data menggunakan triangulasi sumber data pada hasil data wawancara, dokumentasi dan observasi. Dengan adanya penelitian ini maka diharapkan dapat menjadi acuan dan pedoman pengelolaan teknologi informasi di pembelajaran pada sekolah SLB. Target luaran penelitian ini adalah satu jurnal nasional SINTA 3 International Journal on Education Management and Innovation (IJEMI) dan luaran tambahannya yaitu proceeding hasil International Conference on Education and Leadership (ICELI)

B. KATA KUNCI

Anak Berkebutuhan Khusus; Manajemen Pendidikan; Pembelajaran; Sekolah Luar Biasa; Teknologi Informasi

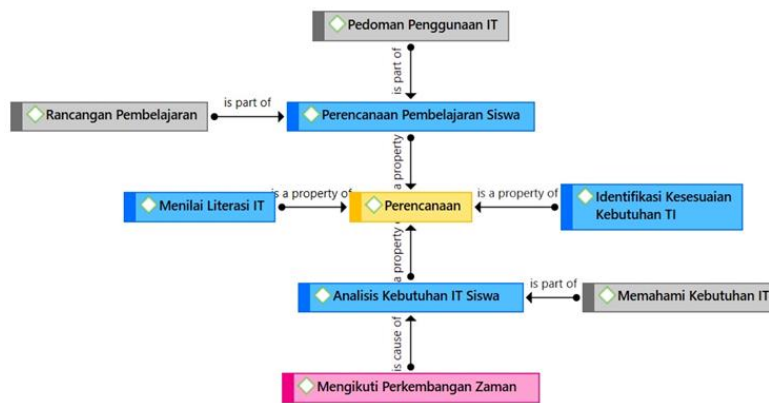
Pengisian poin C sampai dengan poin H mengikuti template berikut dan tidak dibatasi jumlah kata atau halaman namun disarankan ringkas mungkin. Dilarang menghapus/modifikasi template ataupun menghapus penjelasan di setiap poin.

C. HASIL PELAKSANAAN PENELITIAN: Tuliskan secara ringkas hasil pelaksanaan penelitian yang telah dicapai sesuai tahun pelaksanaan penelitian. Penyajian meliputi data, hasil analisis, dan capaian luaran (wajib dan atau tambahan). Seluruh hasil atau capaian yang dilaporkan harus berkaitan dengan tahapan pelaksanaan penelitian sebagaimana direncanakan pada proposal. Penyajian data dapat berupa gambar, tabel, grafik, dan sejenisnya, serta analisis didukung dengan sumber pustaka primer yang relevan dan terkini.

Hasil Penelitian:

Berdasarkan hasil wawancara dan observasi bersama kepala sekolah, wakakurikulum dan guru-guru dengan berbantuan software ATLAS ti.8 didapatkan hasil penelitian mengenai perencanaan dan pengorganisasian teknologi informasi dalam pembelajaran ABK di SLB. Berikut merupakan hasil penelitian yang didapat oleh peneliti.

1. Perencanaan Teknologi Informasi Pembelajaran ABK di SLB



Gambar 1 Peta Perencanaan TI dalam Pembelajaran

Sumber: Hasil analisis data di Software ATLAS ti.8

Hasil analisis data di SLB Negeri Toboali menyatakan bahwa Pengelolaan teknologi informasi dalam pembelajaran anak berkebutuhan khusus (ABK) di SLB diawali dengan perencanaan yang terdiri dari analisis kebutuhan siswa, menilai literasi IT, identifikasi kesesuaian kebutuhan TI dan perencanaan pembelajaran siswa. Dalam perencanaan teknologi informasi untuk pendidikan Anak Berkebutuhan Khusus (ABK) di Sekolah Luar Biasa (SLB) ini, langkah pertama adalah melakukan analisis kebutuhan IT siswa. Di SLB Negeri 1 Toboali, analisis kebutuhan IT dilakukan melalui evaluasi kemampuan siswa sebelum proses pembelajaran dimulai. Evaluasi ini biasanya dilakukan dengan melihat latar belakang siswa sehingga sekolah memiliki pemahaman yang komprehensif mengenai kemampuan siswa dari hasil evaluasi yang telah dilaksanakan. Perlunya ada analisis kebutuhan IT siswa itu didasari oleh desakan perkembangan teknologi zaman sekarang yang di dukung oleh penelitian (1) dan (2) yang menyatakan dengan adanya pendidik yang mengikuti perkembangan zaman maka kegiatan pembelajaran dapat berjalan dengan lebih baik.

Langkah selanjutnya adalah memahami kebutuhan IT siswa. Biasanya, proses pemahaman kebutuhan IT siswa dilakukan oleh pihak sekolah di awal tahun ajar melalui diskusi atau rapat sebelum dimulainya pembelajaran, terlihat dari hasil wawancara dengan responden mengenai cara memahami kebutuhan IT siswa. Mengevaluasi atau menilai tingkat literasi teknologi informasi baik dari siswa maupun guru guna menentukan teknologi informasi mana yang dapat diimplementasikan di dalam ruang kelas. Evaluasi ini dapat dilakukan melalui observasi, tes, atau wawancara. Kepala Sekolah SLB Negeri Toboali cenderung menggunakan metode observasi untuk memantau durasi penggunaan aplikasi atau perangkat oleh siswa dan guru. Penemuan ini sejalan dengan penelitian dari (3) yang memaparkan pentingnya kebutuhan digital literasi siswa dan meningkatkan literasi digital guna menghadapi tuntutan era digital. Di dapat pula siswa SMA lebih cenderung membutuhkan IT daripada siswa SD, hal ini sejalan dengan penelitian yang dilakukan oleh (4) yang menyatakan semakin tinggi literasi IT siswa maka semakin siswa ingin menggunakan IT yang lebih interaktif.

Di SLB Negeri Toboali, belum ada langkah konkret untuk menilai literasi IT tapi ada niatan untuk mengadakan workshop untuk meningkatkan literasi IT guru, hal ini didukung oleh penelitian oleh(5) yang memaparkan berbagai workshop yang dapat dilakukan dan efektivitas pembelajaran langsung guna meningkatkan kemampuan IT. Untuk saat ini belum ada metode khusus untuk melakukan verifikasi kesesuaian kebutuhan Teknologi Informasi (TI) walaupun sudah ada upaya identifikasi awal seperti sekolah dapat mengevaluasi kesesuaian kebutuhan TI dengan melakukan wawancara langsung kepada para guru di kelas. Guru dapat memberikan masukan mengenai apakah pemanfaatan TI telah meningkatkan fokus belajar siswa, efektivitas pembelajaran, serta sejauh mana keterlibatan siswa dalam penggunaan TI dan sampai sejauh mana kebutuhan TI telah terpenuhi dalam proses pembelajaran.

Rencana pembelajaran siswa disusun melalui rapat yang melibatkan guru, Wakil Kepala Kurikulum, dan Kepala Sekolah, dengan dukungan Workshop guna memberikan pemahaman tambahan kepada guru mengenai pemanfaatan teknologi dalam proses pembelajaran. Workshop juga bertujuan untuk mendapatkan masukan mengenai optimalisasi fitur-fitur teknologi tersebut. Guru melakukan identifikasi terhadap kebutuhan dan kemampuan siswa dalam menggunakan teknologi informasi di ruang kelas. Selain itu, guru mencatat hambatan-hambatan dan kebutuhan yang harus dipenuhi demi meningkatkan efektivitas pemanfaatan teknologi informasi dalam proses belajar mengajar. Langkah terakhir mencakup penyusunan materi dan metode pembelajaran yang sesuai dengan kebutuhan siswa, terlihat dari hasil wawancara dengan responden mengenai perencanaan pembelajaran siswa.

Di SLB Negeri Toboali, petunjuk penggunaan teknologi informasi dalam pembelajaran anak berkebutuhan khusus (ABK) tidak dijelaskan secara spesifik. Penjelasan hanya tersedia di laboratorium dan terbatas pada peraturan umum, yang menyiratkan kurangnya panduan terperinci mengenai penggunaan teknologi informasi yang tepat di ruang laboratorium.

Dalam perancangan pembelajaran di Sekolah Luar Biasa (SLB), identifikasi kebutuhan teknologi informasi yang sesuai sebaiknya dilakukan melalui konsultasi dengan guru atau wali kelas yang lebih memahami kondisi siswa. Setelah itu, program pelatihan atau penyuluhan dapat diberikan kepada guru dan pihak terkait mengenai penggunaan perangkat yang akan digunakan. Hal ini memungkinkan pengenalan yang lebih mendalam terhadap perangkat yang akan digunakan oleh para guru. Dapat dipertimbangkan untuk melibatkan pelatihan dan kegiatan serupa secara berkelanjutan.

Untuk perancangan pembelajaran yang lebih formal, biasanya menggunakan Rencana Pelaksanaan Pembelajaran (RPP) dengan komponen seperti judul, indikator, capaian kompetensi, dan media, didukung oleh penelitian (6) yang menyatakan kepala sekolah memberikan dukungan kepada pendidik (guru) dan tenaga pendidik dengan mengadakan pelatihan-pelatihan yang berkaitan dengan pemanfaatan TIK dalam proses pembelajaran dan pembuatan perangkat pembelajaran, silabus, RPP dan mengelola hasil nilai peserta didik dengan menggunakan komputer ataupun laptop serta melalui pemanfaatan TIK dengan berbagai produk yang tersedia dapat dijadikan sebagai sumber belajar bagi pendidik dan peserta didik. Namun dalam konteks SLB, disarankan untuk menggunakan Pendekatan Pembelajaran Individual (PPI). PPI ini mirip dengan RPP, namun ditujukan untuk penggunaan individual, sehingga lebih inklusif. Meskipun demikian, tidak semua guru di SLB menerapkan PPI. Sebagai contoh, guru di Sekolah Dasar (SD) sudah menerapkan PPI, sementara guru di Sekolah Menengah Atas (SMA) masih menggunakan RPP. Hal ini menunjukkan perbedaan penerapan antar guru dan satu tingkatan dengan tingkatan lainnya di lingkungan SLB Negeri Toboali.

2. Pengorganisasian Teknologi Informasi Pembelajaran ABK di SLB



Gambar 2 Peta Pengorganisasian TI dalam Pembelajaran

Sumber: Hasil analisis data di Software ATLAS ti.8

Hasil analisis data di SLB Negeri Toboali menyatakan bahwa Pengelolaan teknologi informasi dalam pembelajaran anak berkebutuhan khusus (ABK) di SLB tahap pengorganisasian yang terdiri dari komunikasi pentingnya IT, strategi aksesibilitas IT, dan alokasi dana perangkat.

Di SLB Negeri Toboali itu sendiri komunikasi pentingnya IT sebelum tahun pembelajaran dimulai oleh pihak sekolah dengan memberikan pengarahan ataupun informasi mengenai teknologi informasi yang akan digunakan di sekolah dalam kegiatan belajar mengajar jadi akan dilakukan komunikasi dengan orang tua secara langsung untuk mengizinkan siswa menggunakan HP ataupun laptop di rumah untuk kegiatan belajar baru dapat dilakukan sosialisasinya itu di sekolah atau secara langsung. Hal ini di dukung oleh penelitian (7) yang menyatakan Ikut serta orang tua sangat berpengaruh dalam meningkatkan kualitas pembelajaran siswa serta menunjukkan bahwa komunikasi menjadi sebagian besar yang menjadi faktor dalam peningkatan tersebut. Selama pembelajaran berlangsung guru akan terus berkomunikasi dengan orang tua tapi mungkin hanya sebatas cara informal saja kepada orang tua yang menjemput anaknya jadi tidak intens karena juga siswa sudah disediakan bus untuk mengantar anak-anak atau siswa ke rumah masing-masing sehingga hanya beberapa orang tua saja yang dapat dilibatkan atau dikomunikasikan selama pembelajaran berlangsung.

Di SLB Negeri Toboali, strategi aksesibilitas IT melibatkan beberapa langkah penting. Pertama, dilakukan penilaian terhadap ketersediaan perangkat IT pribadi di rumah siswa serta perangkat IT di sekolah. Selanjutnya, evaluasi dilakukan terhadap kemampuan IT dari siswa dan guru. Meskipun tidak tersedia guru TI khusus di SLB Negeri Toboali, tetapi tetap diupayakan dengan menunjuk satu guru biasa untuk bisa sambi menjadi guru TI juga. Selanjutnya, pemanfaatan bantuan pemerintah yang berupa perangkat IT ditingkatkan seiring dengan peningkatan kemampuan guru dan siswa, serta infrastruktur seperti jaringan internet, hal ini didukung oleh penelitian (8) yang menyatakan bahwa Kompetensi guru dalam menggunakan media pembelajaran berbasis teknologi dikatakan sudah cukup baik, hal ini ditandai dengan bahwa guru sudah mengetahui perangkat yang berhubungan dengan TIK, seperti computer, laptop dan juga jaringan internet. Sekolah juga mengalokasikan sumber daya berupa uang untuk melengkapi fasilitas yang dibutuhkan disekolah seperti membeli perangkat keras seperti proyektor, printer, dan berbagai perangkat keras lainnya serta perangkat lunak yang diperlukan dengan mengajukan dana BOS.

D. STATUS LUARAN: Tuliskan jenis, identitas dan status ketercapaian setiap luaran wajib dan luaran tambahan (jika ada) yang dijanjikan. Jenis luaran dapat berupa publikasi, perolehan kekayaan intelektual, atau luaran lainnya yang telah dijanjikan pada proposal. Uraian status luaran harus didukung dengan bukti kemajuan ketercapaian luaran sesuai dengan luaran yang dijanjikan. Lengkapi isian jenis luaran yang dijanjikan serta unggah bukti dokumen ketercapaian luaran melalui BIMA.

STATUS LUARAN

Status luaran wajib

Judul artikel : Analysis of Information Technology Management in Learning for Children with Special Needs (ABK) in Special Schools (SLB)

Jurnal tujuan : Jurnal TADBIR

Status : Publish

Bukti luaran : <https://journal.iaincurup.ac.id/index.php/JSMPI/article/view/11121>

Status luaran tambahan

Judul artikel : Analisis Pengelolaan Teknologi Informasi Dalam Pembelajaran Anak Berkebutuhan Khusus (ABK) Di Sekolah Luar Biasa (SLB)

Proceeding : ICELI

Status : Accepted

E. PERAN MITRA: Tuliskan realisasi kerjasama dan kontribusi Mitra baik *in-kind* maupun *in-cash* serta unggah bukti dokumen pendukung sesuai dengan kondisi yang sebenarnya. Bukti dokumen realisasi kerjasama dengan Mitra dapat unggah melalui BIMA.

Catatan:

Bagian ini wajib diisi untuk penelitian terapan, untuk penelitian dasar (Fundamental, Pascasarjana, PKDN, Dosen Pemula) boleh mengisi bagian ini (tidak wajib) jika melibatkan mitra dalam pelaksanaan penelitiannya

Peran Mitra

Penelitian ini tidak melibatkan mitra penelitian

F. KENDALA PELAKSANAAN PENELITIAN: Tuliskan kesulitan atau hambatan yang dihadapi selama melakukan penelitian dan mencapai luaran yang dijanjikan, termasuk penjelasan jika pelaksanaan penelitian dan luaran penelitian tidak sesuai dengan yang direncanakan atau dijanjikan.

Tidak ada kendala

G. RENCANA TAHAPAN SELANJUTNYA: Tuliskan dan uraikan rencana penelitian selanjutnya berdasarkan indikator luaran yang telah dicapai, rencana realisasi luaran wajib yang dijanjikan dan tambahan (jika ada) di tahun berikutnya serta *roadmap* penelitian keseluruhan. Pada bagian ini diperbolehkan untuk melengkapi penjelasan dari setiap tahapan dalam metoda yang akan direncanakan termasuk jadwal berkaitan dengan strategi untuk mencapai luaran seperti yang telah dijanjikan dalam proposal. Jika diperlukan, penjelasan dapat juga dilengkapi dengan gambar, tabel, diagram, serta pustaka yang relevan. Jika laporan kemajuan merupakan laporan pelaksanaan tahun terakhir, pada bagian ini dapat dituliskan rencana penyelesaian target yang belum tercapai.

Melakukan penelitian lanjutan mengenai literasi digital anak berkebutuhan khusus di SLB

H. DAFTAR PUSTAKA: Penyusunan Daftar Pustaka berdasarkan sistem nomor sesuai dengan urutan pengutipan. Hanya pustaka yang disitasi pada laporan kemajuan yang dicantumkan dalam Daftar Pustaka.

1. Susilowati, Hidayati D, Jannah FBF, Rahayu AP. Pembelajaran Interaktif Melalui Model Blended Learning di Sekolah Dasar. *Jurnal Basicedu*. 2022 Mar 1;6(2):2747–53.
2. Huong VTM. Factors affecting instructional leadership in secondary schools to meet Vietnam’s general education innovation. *International Education Studies*. 2020;13(2):48.
3. Ussarn A, Pimdee P, Kantathanawat T. Needs Assessment to Promote the Digital Literacy Among Students in Thai Community Colleges. *International Journal of Evaluation and Research in Education (IJERE)*. 2022;11(3):1278.
4. Handayani NA, Rosana D, Wilujeng I, Sari MIP, Nofianti E, Az-Zahro SF, et al. ICT literacy analysis of junior high school students through environmental learning on green consumerism using padlet. *Jurnal Penelitian Pendidikan IPA*. 2022;8(3):1049–2054.
5. Cosby AM, Fogarty ES, Manning JK. Digital Literacy and Digital Self-Efficacy of Australian Technology Teachers. *Education Sciences*. 2023;13(5):530.
6. Kurniawan ME, Arafat Y, Eddy S. Manajemen Pembelajaran Berbasis Teknologi Informasi Dan Komunikasi Di Sekolah Menengah Pertama Negeri 3 Sungai Lilin. *STRATEGY : Jurnal Inovasi Strategi dan Model Pembelajaran*. 2021 Jul 22;1(1):1–8.
7. Ramanlingam S, Maniam M. Teachers’ Perspective on the Importance of Parents’ Roles in Students’ Academic Achievement Using School and Family Partnership Model (Epstein): A Qualitative Study. *Universal Journal of Educational Research*. 2020;8(8):3346–54.
8. Rahmadhon R, Mukminin A, Muazza M. Kompetensi Guru Dalam Menggunakan Media Pembelajaran Berbasis Teknologi, Informasi Dan Komunikasi Pada Masa Pandemi Covid-19 Di Mis Darussalam Kec. Jelutung Kota Jambi. *JURNAL MANAJEMEN PENDIDIKAN DAN ILMU SOSIAL*. 2020;2(1):375–88.



5th ICELI 2024

International Conference on Education, Leadership, and Innovation

Website: <http://iceli.pascasarjana.uad.ac.id>

Email: iceli@mp.uad.ac.id / iceli.uad@gmail.com

No: 058/PH/PAN-ICELI5/VIII/2024

Yogyakarta, August 10, 2024

Subject: Letter of Abstract Acceptance 5th ICELI 2024

Dear

Jesika, Dian Hidayati
at Universitas Ahmad Dahlan

On behalf of the Organizing Committee of the 5th International Conference of Education, Leadership, and Innovation 2024 (5th ICELI 2024), with the grand theme “**Glocalizing Education for Sustainable Development: Empowering Communities for Global Impact**,” we thank you as the presenters for submitting the abstract on this conference. Abstract with the title “**Management of information technology in learning for children with special needs in special schools**” we have received to be included in the event book at the conference. The deadline for **full paper submission and powerpoint presentation** is **August 28, 2024**

Submit the full paper at <https://s.id/fullpaper-iceli24>

We look forward to meeting and sharing the best practices in expertise.

Thanks

Conference Chair
iceliUAD
Dian Hidayati

Dr. Dian Hidayati, MM.

Introduction

Education in Indonesia is entering the Era of Society 5.0 as an improvement of the Era of Industrial Revolution 4.0. The use of technology in daily activities has become commonplace to keep up with the times and compete internationally, schools need to familiarize themselves with digital literacy in schools. Information technology also provides significant opportunities for special schools to improve education and empower students with special needs. Learning in special schools must adopt an inclusive approach, ensuring all learners have equal learning opportunities regardless of their abilities or conditions. Competent educators must be able to see the abilities of each learner and conduct the learning in a way that is suitable for the learner to improve the quality of learning. In addition, educators must have qualifications that align with the school's current needs. Further, information technology can be utilized as assistive technology or tools to support students with special needs in obtaining equivalent education. Nevertheless, in reality, schools still encounter numerous challenges in effectively implementing information technology, for instance, inadequate facilities such as internet networks, costs, and even the competence to use information technology in the learning process. The absence of research discussing information technology management, of learning for children with special needs in special school, makes this research relevant and essential to conduct.

Method

This study employed a qualitative approach with a descriptive design. The study was conducted from September 2023 to January 2024. Primary data were taken using purposive sampling to obtain data. Thus, the data collection technique used observation, semi-structured interviews, and documentation. Furthermore, the data analysis technique using triangulation with the help of ATLAS ti.8 software applied the Miles and Huberman model.

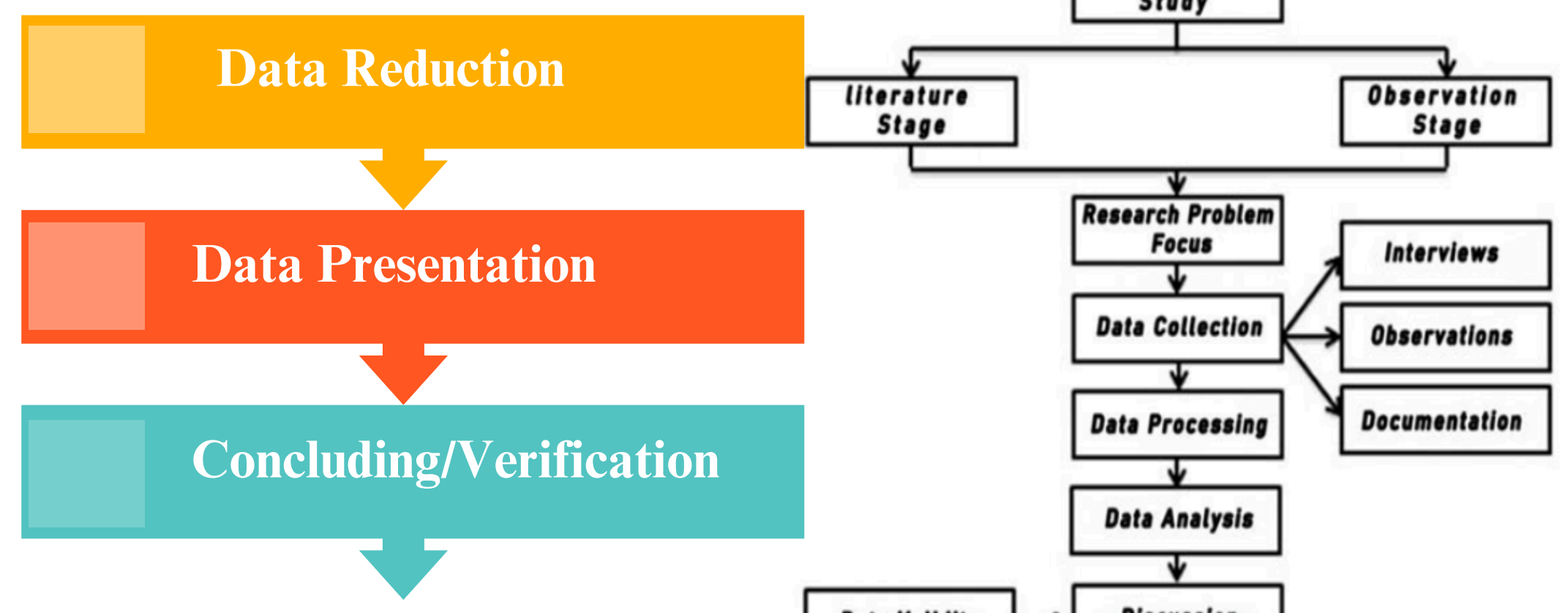


Figure 1. Miles and Huberman model

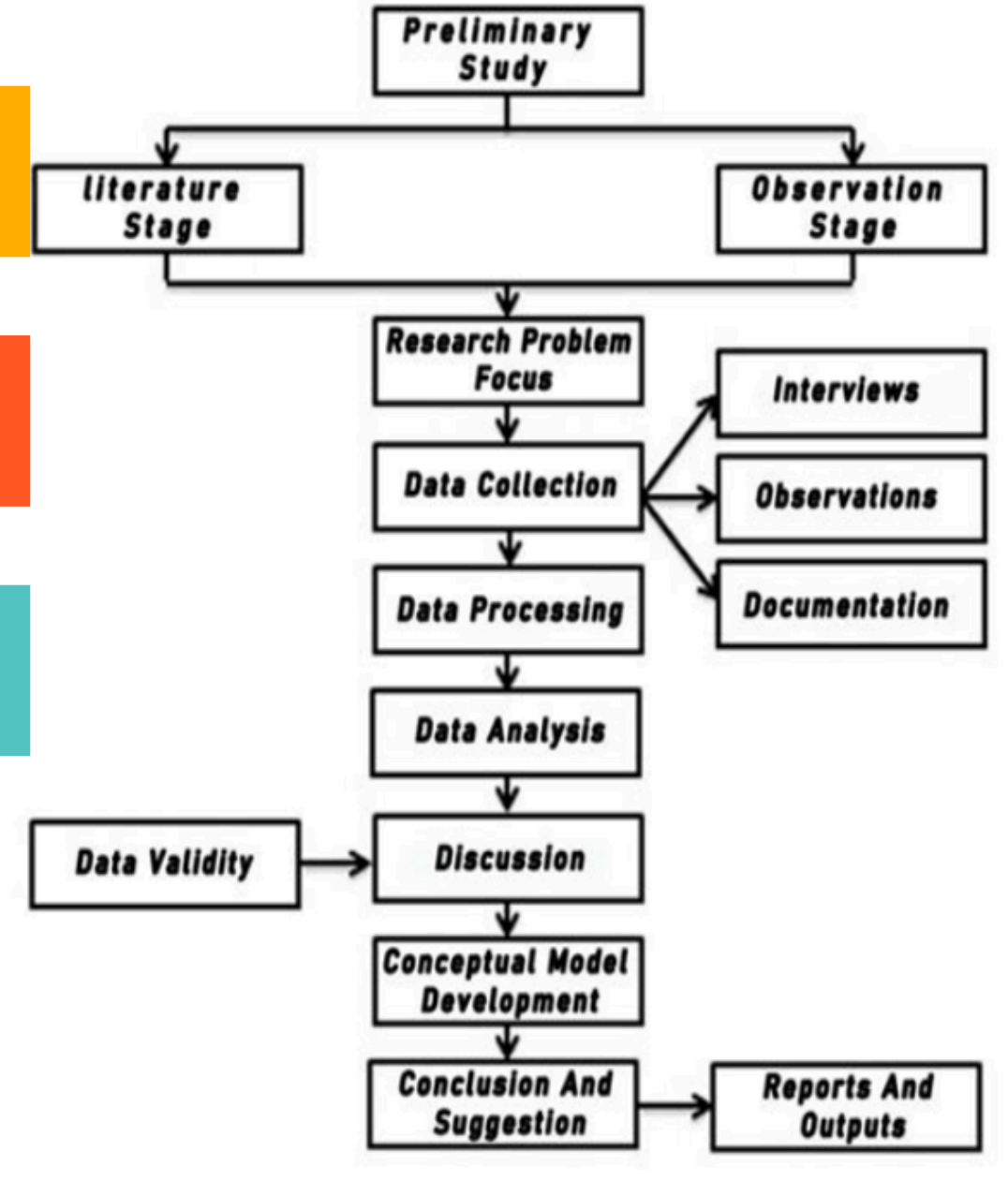


Figure 2. Research Flow

Result

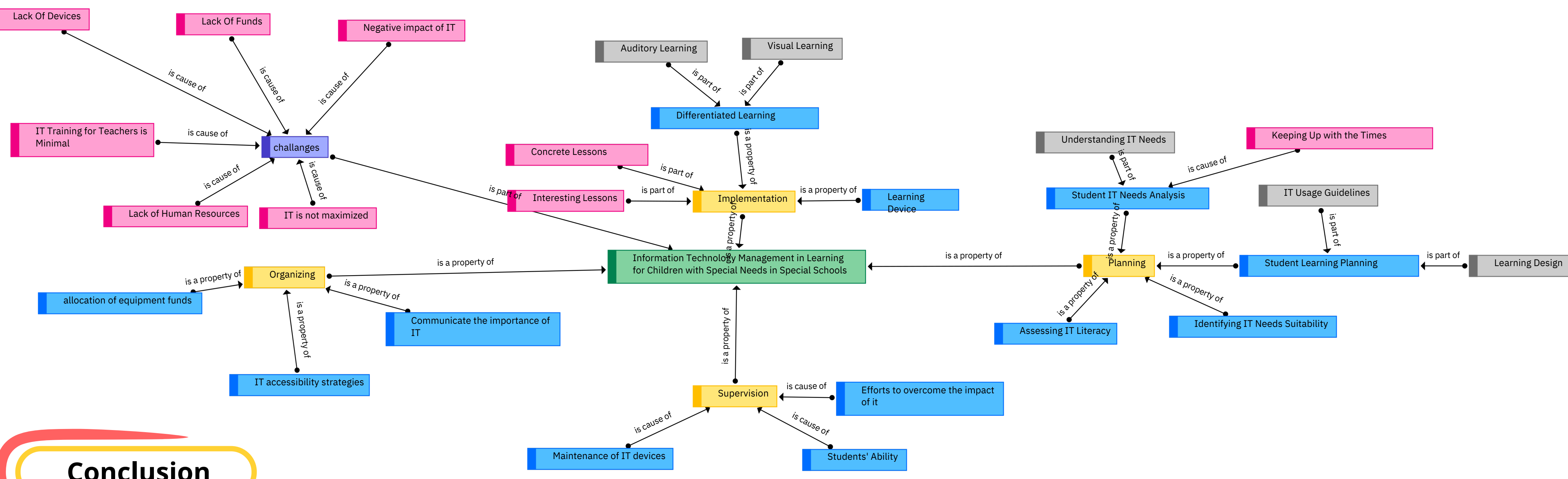


Figure 3. IT Management Map in Learning

Conclusion

This research revealed aspects of the planning stage of information technology in learning for children with special needs in special schools consisting of analyzing the needs of each student, assessing IT literacy, identifying the IT needs suitability, and planning student learning according to the results obtained. After the planning stage, the organizing stage was followed, involving communicating the importance of IT in student learning, IT accessibility strategies, and allocating device funds to assist student learning. The implementation stage consists of differentiated learning and learning devices. The supervision stage consists of maintenance of IT devices, student abilities and efforts to overcome the impact of IT. The management of information technology in learning for children with special needs as a whole still needs to be improved and repaired, this can be seen from the obstacles in managing information technology in learning for children with special needs at special school currently which affect the implementation of IT use in special school such as IT is not yet optimal, lack of human resources, minimal IT training for teachers, lack of devices, lack of funds, and the negative impact of IT. For further research, it would be better if we could compare IT management practices in multiple special schools across different regions or countries to identify variations and best practices while proposing a development framework or model for effective IT management explicitly tailored for special schools, including guidelines for infrastructure, training, and content creation.

References

- Amir, L. R., Tanti, I., Maharani, D. A., Wimardhani, Y. S., Julia, V., Sulijaya, B., & Puspitawati, R. (2020). Student perspective of classroom and distance learning during the COVID-19 pandemic in the undergraduate dental study program Universitas Indonesia. *BMC Medical Education*, 20(1), 1–8. <https://doi.org/10.1186/s12909-020-02312-0>
- Bordoloi, R., Das, P., & Das, K. (2021). Perception towards online/blended learning during the Covid-19 pandemic: an academic analytics in the Indian context. *Asian Association of Open Universities Journal*, 16(1), 41–60. <https://doi.org/10.1108/AAOUJ-09-2020-0079>
- DS, Y. N., Harmawati, H., & Maulana, R. (2022). Analisis Pemanfaatan Teknologi Informasi dalam Pembelajaran Daring pada Masa Pandemi Covid-19 di Sekolah Dasar. *Jurnal Basicedu*, 6(1), 869–876. <https://doi.org/10.31004/basicedu.v6i1.2022>
- Jauhari, M. N., Mambela, S., & Zakiah, Z. (2020). Dampak Pandemi Covid-19 Terhadap Pelaksanaan Pembelajaran Penjas Adaptif Di Sekolah Luar Biasa. *STAND: Journal Sports Teaching and Development*, 1(1), 63–70. <https://doi.org/10.36456/j-stand.v1i1.2594>
- Jesika, J., & Hidayati, D. (2024). Transformasi Digital Sistem Rekrutmen Calon Pegawai Tenaga Kependidikan. *Academy of Education Journal*, 15(1), 744–752. <https://doi.org/10.47200/aoej.v15i1.2303>
- Pondaag, M., Rawis, J. A. M., & Wullur, M. M. (2021). Pemanfaatan Teknologi Informasi Dan Komunikasi Dalam Supervisi Pembelajaran Di SDN Kabupaten Minahasa Utara. *Jurnal Inovasi Dan Manajemen Pendidikan*, 1(2), 131–141. <https://doi.org/10.12928/jimp.v1i2.5130>
- Ramadani, S. D., Budiyo, A., & Makruf, M. (2021). Peningkatan Kompetensi Guru SLB Negeri Bugih Pamekasan Melalui Pemanfaatan Media Pembelajaran dan Aplikasi Belajar Online. *JPM (Jurnal Pemberdayaan Masyarakat)*, 6(2), 644–652. <https://doi.org/10.21067/jpm.v6i2.5548>
- Rohman, M. G., & Susilo, P. H. (2019). Peran Guru Dalam Penggunaan Media Pembelajaran Berbasis Teknologi Informasi Dan Komunikasi (TIK) Studi Kasus Di TK Muslimat Nu Maslakul Huda. *Jurnal Reforma*, 8(1), 173. <https://doi.org/10.30736/rfma.v8i1.140>
- Saharudin, S., Sulisty, U., Handayani, R., Setyonegoro, A., & Prasetyoningsih, L. S. A. (2022). The Enactment of Online Learning for Special Needs Students during COVID-19 Pandemic: A Case Study. *Jurnal Ilmu Pendidikan*, 28(1), 31. <https://doi.org/10.17977/um048v28i1p31-36>
- Salmah, S., Affan, S., & Fuadi, A. (2023). Analisis Manfaat Teknologi dan Informasi dalam Mendukung Kemajuan Pendidikan Agama Islam Berbasis Digital di MTs Nurul Islam Dusun IX Desa Suka Maju Tanjung Pura. *Edu Society: Jurnal Pendidikan, Ilmu Sosial Dan Pengabdian Kepada Masyarakat*, 2(1), 512–527. <https://doi.org/10.56832/edu.v2i1.189>
- Sataroh, S., Hidayati, D., Ridwan, A., & Kunci, K. (2024). Pembelajaran Berbasis Elektronik (Besmart Elearning) sebagai Alternatif Strategi Pembelajaran dalam Mata Kuliah Pendidikan. *Jurnal Manajemen Pendidikan Dasar, Menengah Dan Tinggi [JMP-DMT]*, 5(1), 56–62. <https://doi.org/10.30596/JMP-DMT.V5I1.17585>
- Sugiyono. (2019). *Metode Penelitian (Kuantitatif, Kualitatif, dan R&D)*. Alfabeta
- Sunarti, T., Hidayati, D., & Hasanah, E. (2024). Manajemen Literasi Digital Sekolah Dasar Abad 21. *Jurnal Manajemen Pendidikan Dasar, Menengah Tinggi [JMP-DMT]*, 5(1), 117–124. <https://doi.org/10.30596/JMP-DMT.V5I1.18478>
- Turnbull, D., Chugh, R., & Luck, J. (2021). Transitioning to E-Learning during the COVID-19 pandemic: How have Higher Education Institutions responded to the challenge? *Education and Information Technologies*, 26(5), 6401–6419. <https://doi.org/10.1007/s10639-021-10633-w>

Acknowledgements

This study was supported by the Directorate of Research, Technology, and Community Service Ministry of Education, Culture, Research and Technology, Indonesia, under the Grant No.107/E5/PG.02.00.PL/2024; 0609.12/LL5-INT/AL.04/2024; 034/PTM/LPPM-UAD/VI/2024.

Information Technology Management in Learning for Children with Special Needs in Special School

Jesika

Universitas Ahmad Dahlan
2207046010@webmail.uad.ac.id

Dian Hidayati

Universitas Ahmad Dahlan
dian.hidayati@mp.uad.ac.id

Sukirman

Universitas Ahmad Dahlan
sukirman@mp.uad.ac.id

Abstract: Using technology in daily activities has become common and mandatory so that educational development can compete and provide significant opportunities for special schools to improve education and empower students with special needs. However, there has yet to be any research that reveals the planning and organizing of information technology in special needs learning in special schools, making technology-based learning not optimally implemented and challenging to implement. Therefore, this research was conducted using a qualitative descriptive type, with data collection using the triangulation of data sources based on interviews, documentation, and observation data results. The research informants were the principal, vice principal for curriculum, and teachers at state special schools. The research results obtained are of significant importance as they revealed the management of information technology in special needs learning in special schools, which began with planning, and the organizing stage. These results provide valuable insights and recommendations for the effective management of information technology in special needs learning in special schools, addressing the current challenges.

Keywords: Management; Student with Special Needs; Education Management; Learning; Special Schools; Technology Information.

INTRODUCTION

Education in Indonesia is entering the Era of Society 5.0 as an improvement of the Era of Industrial Revolution 4.0. The use of technology in daily activities has become commonplace, and information technology is mandatory so educational development can compete with other organizations (Salmah et al., 2023). To keep up with the times and compete internationally, schools need to familiarize themselves with digital literacy in schools (Sunarti et al., 2024). This digital literacy is not only a way of using the internet but also a way of thinking for students (Syhadah et al., 2024). Information technology has been shown to facilitate and improve the quality of educators and staff in carrying out academic and administrative activities (Ni et al., 2020; Nuryana, 2019). Information technology also provides significant opportunities for special

schools to improve education and empower students with special needs. Budget, Human Resources (HR), and adequate technological equipment support technology-based education (Anggraini & Aprilliana, 2019).

Learning in special schools must adopt an inclusive approach, ensuring all learners have equal learning opportunities regardless of their abilities or conditions. Competent educators must be able to see the abilities of each learner and conduct the learning in a way that is suitable for the learner to improve the quality of learning. In addition, educators must have qualifications that align with the school's current needs. Schools sometimes do not stop educators from improving their qualifications, so educators cannot upgrade themselves (Jesika & Hidayati, 2024). Further, information technology can be utilized as assistive technology or tools to support students with special needs in obtaining equivalent education. One tool that facilitates academic activities in all situations is distance or online learning (Buton et al., 2022). In emergencies, distance learning using the blended learning model can be implemented with the help of technology (Sukirman et al., 2022), where learning can be done anywhere as long as students have electronic devices (Almutairi et al., 2020). In emergencies, there is little time to conduct tests and choose technology, so schools or teachers usually use technology that is often used or familiar (Iglesias-Pradas et al., 2021).

Nevertheless, in reality, schools still encounter numerous challenges in effectively implementing information technology, for instance, inadequate facilities such as internet networks, costs, and even the competence to use information technology in the learning process (Amir et al., 2020)(Bordoloi et al., 2021)(Turnbull et al., 2021)(Sataroh et al., 2024). The results of research conducted in elementary schools stated that the implementation of online learning remains difficult because many students still need Android, parents still need clarification about how to use Android, and the internet network is often lost (DS et al., 2022). In addition, in research (Rohman & Susilo, 2019), the lack of facilities and teacher abilities to use information technology devices is one of the obstacles to the utilization of information technology-based learning media. Even more, the use of learning media at SLB Negeri Bugih Pamekasan, before there was training, could have been much higher. It can be seen from the questionnaire results, which showed that only around 28.4% of teachers had used learning media routinely for each lesson chapter, and around 43% used learning media even though it was not routine. There were still around 28.5% of teachers who had never used learning media at all (Ramadani et al., 2021). In another study (Saharudin et al., 2022), it was revealed that at SMPLB Jambi, teachers did not use the internet with students in classroom learning, apart from the fact that the school provided internet and computer facilities only for teachers and most students did not have personal laptops or internet devices,

also because the use of technology and the internet had only been in schools for about a year before the COVID-19 pandemic. The evaluation of information technology management at the Riau Province Communication, Informatics, and Statistics Office in the field of e-government services using the MEA02 domain exhibited a level of 3.92 or had not been fully met and had not achieved the goals of the organization (Asnal & Gita, 2020). Based on the results of a questionnaire from the study (Jauhari et al., 2020), out of 50 respondents, 16% of physical education teachers have not implemented online learning, with one of the reasons being that teachers do not understand the use of Zoom, Google meet, and other learning applications. The interview results also found that the equipment and infrastructure are expensive (Kurniawan et al., 2021). Numerous teachers must still contribute to the school website and possess an email address (Dwi Herlina, 2020). Another research (Farida, 2019) uncovered that teachers in schools need a higher awareness of the importance of technology in supporting the teaching profession. A study (Pondaag et al., 2021) also reported that existing human resources must be improved for using information technology in teaching and learning activities.

In this case, special schools are very suitable for children with special needs who need more attention and teaching since they will be given particular teaching, which also sees their conditions and situations (Pramartha, 2015). With the help of information technology in learning at special schools, teachers can see each student's needs and find the correct and appropriate learning methods to make it easier for them to understand the material.

Several studies are relevant to this topic, such as research by (Kurniawan et al., 2021) entitled "*Information and Communication Technology-Based Learning Management at SMP Negeri 3 Sungai Lilin*," where their research is almost the same as the researchers' topic, except that their research was conducted in a regular school, not specifically for a special school. Other research was conducted in a special school, such as (Harista, 2021), entitled "Using Media in Learning Indonesian Subjects for Children with Special Needs at SMPLB in Bangka Regency," only that research focused more on the use of media or its implementation than the planning and organizing. **The absence of research** discussing information technology management, especially the planning and organizing of learning for children with special needs in special school, makes this research relevant and essential to conduct

For that reason, **the research problem formulation** includes understanding management, especially the planning and organizing of information technology, in special needs children's learning at Toboali State Special Schools at this time. The study results are expected to overview

information technology management in special needs children's learning, especially at particular schools.

RESEARCH METHODOLOGY

This study employed a **qualitative approach with a descriptive design**. The study was conducted at Toboali State Special Schools and was implemented from September 2023 to January 2024. Primary data were taken from **four informants** using purposive sampling to obtain data. Thus, **the data collection technique** used observation, semi-structured interviews, and documentation. Furthermore, the **data analysis technique** using triangulation with the help of ATLAS ti.8 software applied the Miles and Huberman model (Sugiyono, 2019), encompassing 1) data reduction, 2) data presentation, and 3) concluding/verification. The research flow can be seen in Figure 1.

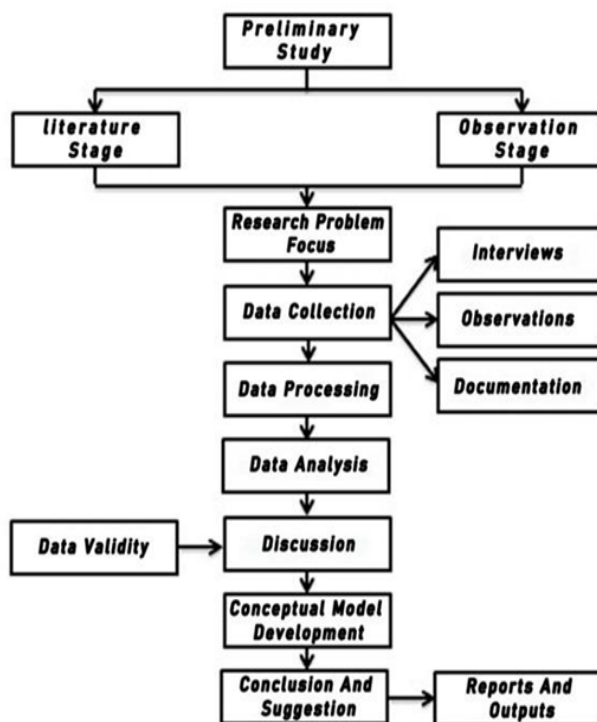


Figure 1. Research flow

RESULTS AND DISCUSSION

Based on the results of interviews and observations with the principal, vice principal for curriculum, and teachers with the help of ATLAS ti.8

software, the results of the study were obtained regarding management based on George R. Terry (Hasanah, 2021), especially the planning and organizing of information technology in children with special need learning at special school. The following are the research results obtained by the researchers.

Planning Information Technology for Learning for Students with Special Needs in Special Schools

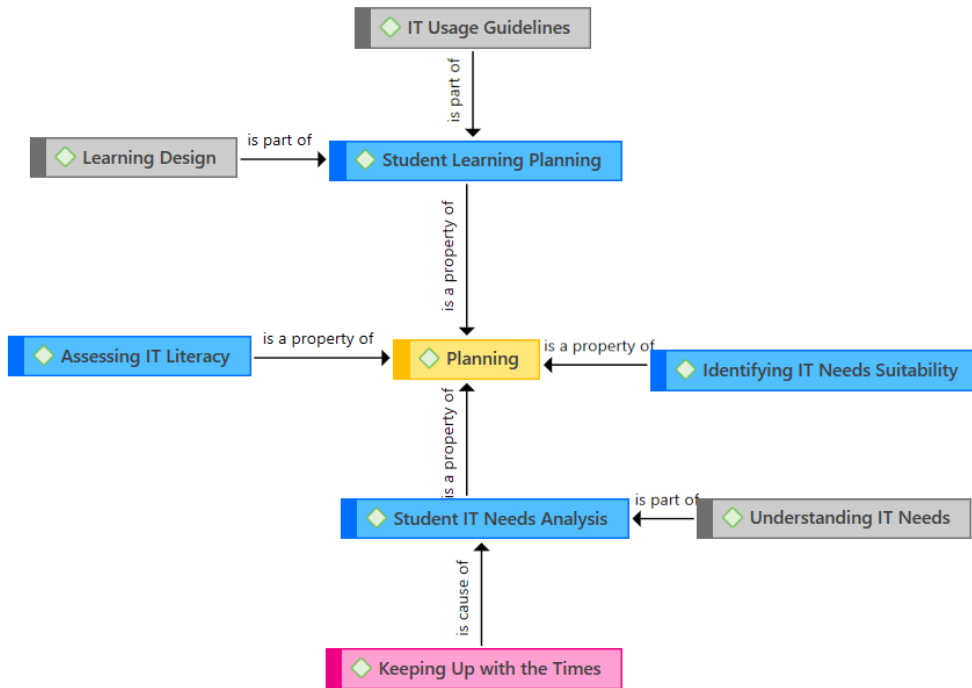


Figure 2. IT Planning Map in Learning

The results of data analysis at Toboali State Special Schools stated that the management of information technology in learning for children with special needs in special schools began with planning. The first step in planning information technology for special needs children's education at this special school was to analyze students' IT needs, as Neneng et al. (2024) supported. This ensures that the IT tools selected are tailored to meet the unique challenges faced by each student, promoting a more inclusive and effective learning environment. At special school Negeri 1 Toboali, an IT needs analysis was conducted to evaluate student abilities before the learning process began. This evaluation is usually carried out by looking at the student's background so that the school has a comprehensive understanding of the student's abilities based on the results of the evaluation that has been conducted. The necessity for an analysis of students' IT needs is based on the demands of today's technological

developments, which is supported by research by Susilowati et al. (2022) and Huong (2020), asserting that for educators who follow developments in the era, learning activities can run better.

The next step was to understand students' IT needs, as supported by research indicating that understanding the specific needs of students with disabilities is foundational for effective educational planning and the integration of assistive technologies (Neneng et al., 2024). Regularly, the school carried out the process of understanding students' IT needs at the beginning of the new school year through discussions or meetings before the start of learning, as seen from the results of interviews with respondents regarding how to understand students' IT needs. Evaluating or assessing the level of information technology literacy from students and teachers was to determine which information technology could be implemented in the classroom. This evaluation could be done through observation, tests, or interviews. The principal of Toboali State Special Schools tended to use observation to monitor the duration of application or device use by students and teachers. This finding aligns with research by (Ussarn et al., 2022), which explains the importance of students' digital literacy needs and increasing digital literacy to face the demands of the digital era. It was also found that high school students are more likely to need IT than elementary school students, in line with research conducted by (Handayani et al., 2022), which states that the higher the students' IT literacy, the more students want to use more interactive IT.

In Toboali State Special Schools, there have been no concrete steps to assess IT literacy, but there is an intention to hold workshops to improve teachers' IT literacy. This aligns with research by Cosby et al. (2023), which highlights that workshops can effectively enhance IT skills through direct learning. Similarly, Saputra and Hidayati (2024) emphasize the importance of school principals developing their staff by providing inspiration and motivation. School employees can enhance their inner qualities by fostering a stimulating and motivating environment, which is crucial for successfully implementing IT in learning. When the research was conducted, there had been no specific method to verify the suitability of information technology (IT) needs, although there have been initial identification efforts. For example, schools can evaluate the suitability of IT needs by conducting direct interviews with teachers in the classroom. Teachers can provide input on whether the use of IT has increased student learning focus and learning effectiveness, the extent to which students are involved in using IT, and the extent to which IT needs have been met in the learning process.

Student learning plans were prepared through meetings involving teachers, vice principals of curriculum, and principals, supported by workshops

to provide teachers with additional understanding of the use of technology in the learning process (Atlar & Uzuner, 2023). The workshops also aimed to obtain input on optimizing the features of the technology. Teachers identified students' needs and abilities in using information technology in the classroom. In addition, teachers noted the obstacles and needs that must be met to increase the effectiveness of using information technology in teaching and learning. The final step included preparing learning materials and methods appropriate to student's needs, as seen from the interviews with respondents regarding student learning plans.

However, in Toboali State Special Schools, the instructions for using information technology in learning for children with special needs have not been specifically explained. Explanations were only available in the laboratory and were limited to general regulations, implying a lack of detailed guidance on properly using information technology in the laboratory space.

In designing learning in special schools, identification of appropriate information technology needs should be done through consultation with teachers or homeroom teachers who better understand the conditions of students. After that, training or counseling programs can be provided to teachers and related parties regarding the use of the devices. It allows for a more profound introduction to the devices to be used by teachers. It can involve training and similar activities on an ongoing basis.

The Lesson Plan was typically used for a more formal learning design, with a title, indicators, competency achievements, and media components. It is corroborated by research by Kurniawan et al. (2021), stating that the principal provides support to educators (teachers) and teaching staff by holding training related to the use of ICT in the learning process and making learning tools, syllabus, Lesson Plan, and managing student grades using computers or laptops and through the use of ICT with various available products, which can be used as learning resources for educators and students. In comparison, using the Individual Learning Approach is recommended in the context of special schools. This Individual Learning Approach is similar to RPP but is intended for individual use, so it is inclusive. However, not all teachers in special schools have implemented the Individual Learning Approach. For example, teachers in elementary schools have implemented the Individual Learning Approach, while teachers in senior high schools still use the Lesson Plan. It exhibits differences in implementation between teachers and between one level and another in the Toboali State Special Schools' environment.

Organizing Information Technology for Learning for Students with Special Needs in Special Schools

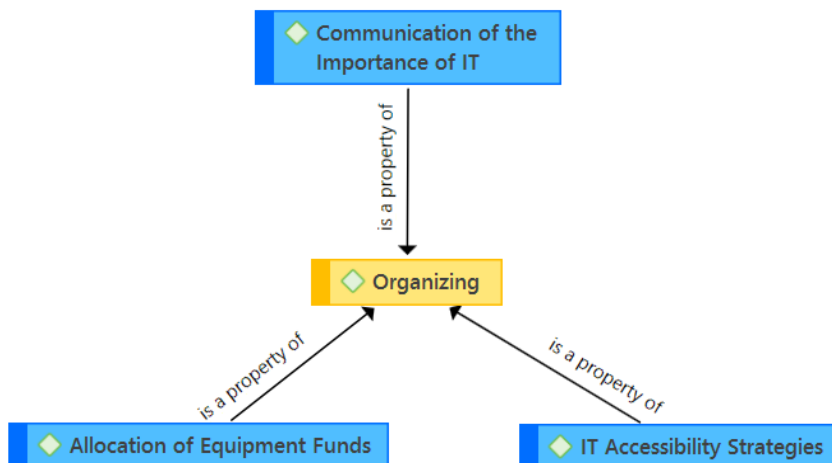


Figure 2. IT Organizing Map in Learning

The results of data analysis at Toboali State Special Schools stated that the management of information technology in learning for children with special needs at the special school after the planning stage is organized. The first step in organizing information technology for special needs children's education at this special school was communication on the importance of IT. As stated by Abraha (2022), teachers or schools need to regularly involve parents in the instructional process by designing a communication plan with appropriate means of interaction. At Toboali State Special Schools, communication about the importance of IT before the school year began by the school providing direction or information about information technology to be used in schools in teaching and learning activities, so communication was carried out with parents directly to allow students to use cellphones or laptops at home for learning activities. After that, it could be socialized at school or directly. It agrees with the research of (Ramanlingam and Maniam, 2020), which asserts that parental involvement is highly influential in improving the quality of student learning and shows that communication is the most critical factor in this improvement. Teachers continued communicating with parents during learning but might only informally with parents who picked up their children, so it was not intense. It was also because students had been given buses to take them to their respective homes so that only a few parents could be involved or communicated with during learning.

At Toboali State Special Schools, the IT accessibility strategy involved several essential steps. First, an assessment was made of the availability of personal IT devices at students' homes and schools. Furthermore, an evaluation was carried out on the IT skills of students and teachers. Although there was no special IT teacher at the school Negeri Toboali, efforts were still made to appoint one regular teacher to become an IT teacher. Moreover, the use of government assistance in the form of IT devices has been increased along with the improvement of teacher and student capabilities and infrastructure such as internet networks. It is advocated by research by (Rahmadhon et al., 2020), which states that teacher competence in using technology-based learning media is said to be quite good, indicated by teachers already knowing devices related to ICT, such as computers, laptops, and internet networks.

Schools also allocated resources in the form of money to complete the facilities needed at school, including purchasing hardware, such as projectors, printers, and various other hardware and software needed by applying for financial assistance for school operations, as supported by Genc et al. (2021) that highlights assistive technologies are vital tools that can increase motivation and success among learners with special needs. Without adequate funding, schools may struggle to provide the necessary devices, which can hinder students' educational progress. Therefore, school management must prioritize budgeting for technology resources directly impacting student learning.

CONCLUSION

This research revealed aspects of the planning stage of information technology in learning for children with special needs in special schools consisting of analyzing the needs of each student, assessing IT literacy, identifying the IT needs suitability, and planning student learning according to the results obtained. After the planning stage, the organizing stage was followed, involving communicating the importance of IT in student learning, IT accessibility strategies, and allocating device funds to assist student learning. For further research, it would be better if we could compare IT management practices in multiple special schools across different regions or countries to identify variations and best practices while proposing a development framework or model for effective IT management explicitly tailored for special schools, including guidelines for infrastructure, training, and content creation.

ACKNOWLEDGEMENTS

This study was supported by the Directorate of Research, Technology, and Community Service Ministry of Education, Culture, Research and

Technology, Indonesia, under the Grant No. 107/E5/PG.02.00.PL/2024; 0609.12/LL5-INT/AL.04/2024; 034/PTM/LPPM-UAD/VI/2024.■

REFERENCES

- Abraha, M. (2022). Parental Involvement Status in Their Children's Learning: Selam Primary School of Woldia Town, Ethiopia. *Education Research International*, 2022(1), 7536741. <https://doi.org/10.1155/2022/7536741>
- Almutairi, S. M., Gutub, A. A.-A., & Al-Juaid, N. A. (2020). Motivating teachers to use information technology in the educational process within Saudi Arabia. *International Journal of Technology Enhanced Learning*, 12(2), 200–217. <https://doi.org/https://doi.org/10.1504/ijtel.2020.106286>
- Amir, L. R., Tanti, I., Maharani, D. A., Wimardhani, Y. S., Julia, V., Sulijaya, B., & Puspitawati, R. (2020). Student perspective of classroom and distance learning during the COVID-19 pandemic in the undergraduate dental study program Universitas Indonesia. *BMC Medical Education*, 20(1), 1–8. <https://doi.org/10.1186/s12909-020-02312-0>
- Anggraini, E., & Aprilliana, L. N. (2019). Pendidikan Berbasis Teknologi. *Universitas PGRI Palembang*, 9–17.
- Asnal, H., & Gita, P. M. (2020). Implementasi Framework Cobit 5 Fokus Domain (MEA) dalam Evaluasi Tata Kelola Teknologi Informasi Pada Dinas Komunikasi Informatika dan Statistik Provinsi Riau. *JIT (Jurnal Teknologi Terpadu)*, 8(1), 43–50. <https://doi.org/10.32487/jtt.v8i1.815>
- Atlar, H., & Uzuner, Y. (2023). SUPPORTING TEACHER DEVELOPMENT ABOUT EARLY LITERACY IN CHILDREN WITH HEARING LOSS: AN ACTION RESEARCH IN TURKEY. *European Journal of Special Education Research*, 9(2). <https://doi.org/10.46827/EJSE.V9I2.4832>
- Bordoloi, R., Das, P., & Das, K. (2021). Perception towards online/blended learning during the Covid-19 pandemic: an academic analytics in the Indian context. *Asian Association of Open Universities Journal*, 16(1), 41–60. <https://doi.org/10.1108/AAOUJ-09-2020-0079>
- Buton, S., Soumokil, A., Tuharea, J., Studi, P., Pancasila, P., Kewarganegaraan, D., Keguruan, F., Pendidikan, I., Pattimura, U., & Ambon, K. (2022). Manfaat Pembelajaran Daring dalam Menciptakan Proses Pembelajaran yang Menarik pada Masa Pandemi di SMP Negeri 20 Ambon. *Jurnal Kewarganegaraan*, 6(2), 5118–5124. <https://doi.org/10.31316/JK.V6I2.2485>

- Cosby, A. M., Fogarty, E. S., & Manning, J. K. (2023). Digital Literacy and Digital Self-Efficacy of Australian Technology Teachers. *Education Sciences*, 13(5), 530. <https://doi.org/https://doi.org/10.3390/educsci13050530>
- DS, Y. N., Harmawati, H., & Maulana, R. (2022). Analisis Pemanfaatan Teknologi Informasi dalam Pembelajaran Daring pada Masa Pandemi Covid-19 di Sekolah Dasar. *Jurnal Basicedu*, 6(1), 869–876. <https://doi.org/10.31004/basicedu.v6i1.2022>
- Dwi Herlina, E. (2020). Pemanfaatan Teknologi Informasi Dan Komunikasi Sebagai Media Pembelajaran Mata Pembelajaran Prakarya Di Mts Negeri 5 Demak. *G-Couns: Jurnal Bimbingan Dan Konseling*, 4(1), 137–144. <https://doi.org/10.31316/g.couns.v4i1.462>
- Farida, Y. (2019). Peningkatan Penguasaan Teknologi Informasi dan Komunikasi dengan Tutor Sebaya Berbasis Diskusi pada Guru SLB B YPALB Karanganyar. *Manajemen Pendidikan*, 13(2), 1–14. <https://doi.org/10.23917/jmp.v13i2.6361>
- Genc, Z., Babieva, N. S., Zarembo, G. V., Lobanova, E. V., & Malakhova, V. Y. (2021). The Views of Special Education Department Students on the Use of Assistive Technologies in Special Education. *International Journal of Emerging Technologies in Learning (IJET)*, 16(19), 69–80. <https://doi.org/10.3991/IJET.V16I19.26025>
- Handayani, N. A., Rosana, D., Wilujeng, I., Sari, M. I. P., Nofianti, E., Az-Zahro, S. F., & Ramadhanti, D. (2022). ICT literacy analysis of junior high school students through environmental learning on green consumerism using padlet. *Jurnal Penelitian Pendidikan IPA*, 8(3), 1049–2054. <https://doi.org/https://doi.org/10.29303/jppipa.v8i3.1254>
- Harista, E. (2021). Penggunaan Media Pembelajaran Bahasa Indonesia Untuk Anak Berkebutuhan Khusus Di Sekolah Menengah Pertama Luar Biasa (SMPLB) Negeri Sepulau Bangka (Using Media in Learning Indonesian Subject for Children with Special Needs at SMPLB in Bangka Regency). *Sirok Bastra*, 9(1), 1–14. <https://doi.org/10.37671/SB.V9I1.271>
- Hasanah, S. N. (2021). *Dasar-Dasar Manajemen Pendidikan* (U. K. Abidin, Ed.; 1st ed.). Academia Publication. https://www.google.co.id/books/edition/Dasar_Dasar_Manajemen_Pendidikan/D_IrEAAAQBAJ?hl=id&gbpv=0
- Huong, V. T. M. (2020). Factors affecting instructional leadership in secondary schools to meet Vietnam's general education innovation. *International*

Education Studies, 13(2), 48.
<https://doi.org/https://doi.org/10.5539/ies.v13n2p48>

- Iglesias-Pradas, S., Hernández-García, Á., Chaparro-Peláez, J., & Prieto, J. L. (2021). Emergency remote teaching and students' academic performance in higher education during the COVID-19 pandemic: A case study. *Computers in Human Behavior*, 119, 106713. <https://doi.org/10.1016/j.chb.2021.106713>
- Jauhari, M. N., Mambela, S., & Zakiah, Z. (2020). Dampak Pandemi Covid-19 Terhadap Pelaksanaan Pembelajaran Penjas Adaptif Di Sekolah Luar Biasa. *STAND: Journal Sports Teaching and Development*, 1(1), 63–70. <https://doi.org/10.36456/j-stand.v1i1.2594>
- Jesika, J., & Hidayati, D. (2024). Transformasi Digital Sistem Rekrutmen Calon Pegawai Tenaga Kependidikan. *Academy of Education Journal*, 15(1), 744–752. <https://doi.org/10.47200/aoej.v15i1.2303>
- Kurniawan, M. E., Arafat, Y., & Eddy, S. (2021). Manajemen Pembelajaran Berbasis Teknologi Informasi Dan Komunikasi Di Sekolah Menengah Pertama Negeri 3 Sungai Lilin. *STRATEGY: Jurnal Inovasi Strategi Dan Model Pembelajaran*, 1(1), 1–8. <https://doi.org/10.51878/strategi.v1i1.285>
- Neneng, T., Diana, S., & Tias, M. (2024). Teacher Information Literacy for Inclusive Early Childhood Education (ECE) to Provide Literacy and Numeracy for Special Needs Children in Central Java-Indonesia. *International Journal of Learning, Teaching and Educational Research*, 22(12), 262–278. <https://doi.org/10.26803/IJLTER.22.12.13>
- Ni Komang Suni Astini. (2020). Pemanfaatan Teknologi Informasi dalam Pembelajaran Tingkat Sekolah Dasar pada Masa Pandemi Covid-19. *Jurnal Lembaga Penjaminan Mutu STKIP Agama Hindu Amlapura*, 11(2), 13–25. <https://doi.org/10.47730/jurnallampuhyang.v11i2.194>
- Nuryana, Z. (2019). Pemanfaatan Teknologi Informasi Dalam Pendidikan Agama Islam. *Tamaddun*, 19(1), 75. <https://doi.org/10.30587/tamaddun.v0i0.818>
- Pondaag, M., Rawis, J. A. M., & Wullur, M. M. (2021). Pemanfaatan Teknologi Informasi Dan Komunikasi Dalam Supervisi Pembelajaran Di SDN Kabupaten Minahasa Utara. *Jurnal Inovasi Dan Manajemen Pendidikan*, 1(2), 131–141. <https://doi.org/10.12928/jimp.v1i2.5130>
- Pramartha, I. N. B. (2015). Sejarah Dan Sistem Pendidikan Sekolah Luar Biasa Bagian a Negeri Denpasar Bali. *Historia*, 3(2), 67. <https://doi.org/10.24127/hj.v3i2.274>

- Rahmadhon, R., Mukminin, A., & Muazza, M. (2020). Kompetensi Guru Dalam Menggunakan Media Pembelajaran Berbasis Teknologi, Informasi Dan Komunikasi Pada Masa Pandemi Covid-19 Di Mis Darussalam Kec. Jelutung Kota Jambi. *JURNAL MANAJEMEN PENDIDIKAN DAN ILMU SOSIAL*, 2(1), 375–388. <https://doi.org/10.38035/JMPIS.V2I1.555>
- Ramadani, S. D., Budiyo, A., & Makruf, M. (2021). Peningkatan Kompetensi Guru SLB Negeri Bugih Pamekasan Melalui Pemanfaatan Media Pembelajaran dan Aplikasi Belajar Online. *JPM (Jurnal Pemberdayaan Masyarakat)*, 6(2), 644–652. <https://doi.org/10.21067/jpm.v6i2.5548>
- Ramanlingam, S., & Maniam, M. (2020). Teachers' Perspective on the Importance of Parents' Roles in Students' Academic Achievement Using School and Family Partnership Model (Epstein): A Qualitative Study. *Universal Journal of Educational Research*, 8(8), 3346–3354. <https://doi.org/https://doi.org/10.13189/ujer.2020.080806>
- Rohman, M. G., & Susilo, P. H. (2019). Peran Guru Dalam Penggunaan Media Pembelajaran Berbasis Teknologi Informasi Dan Komunikasi (Tik) Studi Kasus Di Tk Muslimat Nu Maslakul Huda. *Jurnal Reforma*, 8(1), 173. <https://doi.org/10.30736/rfma.v8i1.140>
- Saharudin, S., Sulisty, U., Handayani, R., Setyonegoro, A., & Prasetyoningsih, L. S. A. (2022). The Enactment of Online Learning for Special Needs Students during COVID-19 Pandemic: A Case Study. *Jurnal Ilmu Pendidikan*, 28(1), 31. <https://doi.org/10.17977/um048v28i1p31-36>
- Salmah, S., Affan, S., & Fuadi, A. (2023). Analisis Manfaat Teknologi dan Informasi dalam Mendukung Kemajuan Pendidikan Agama Islam Berbasis Digital di MTs Nurul Islam Dusun IX Desa Suka Maju Tanjung Pura. *Edu Society: Jurnal Pendidikan, Ilmu Sosial Dan Pengabdian Kepada Masyarakat*, 2(1), 512–527. <https://doi.org/10.56832/edu.v2i1.189>
- Saputra, H. Y., & Hidayati, D. (2024). The role of principal leadership in developing levels of resilience: a private senior secondary school ethnographic study. *Journal of Education and Learning (EduLearn)*, 18(4), 1486–1494. <https://doi.org/10.11591/edulearn.v18i4.21286>
- Sataroh, S., Hidayati, D., Ridwan, A., & Kunci, K. (2024). Pembelajaran Berbasis Elektronik (Besmart Elearning) sebagai Alternatif Strategi Pembelajaran dalam Mata Kuliah Pendidikan. *Jurnal Manajemen Pendidikan Dasar, Menengah Dan Tinggi [JMP-DMT]*, 5(1), 56–62. <https://doi.org/10.30596/JMP-DMT.V5I1.17585>

- Sugiyono. (2019). *Metode Penelitian (Kuantitatif, Kualitatif, dan R&D)*. Alfabeta.
- Sukirman, S., Masduki, Y., Suyono, S., Hidayati, D., Kistoro, H. C. A., & Ru'iya, S. (2022). Effectiveness of blended learning in the new normal era. *International Journal of Evaluation and Research in Education*, 11(2), 628–638. <https://doi.org/10.11591/ijere.v11i2.22017>
- Sunarti, T., Hidayati, D., & Hasanah, E. (2024). Manajemen Literasi Digital Sekolah Dasar Abad 21. *Jurnal Manajemen Pendidikan Dasar, Menengah Tinggi (JMP-DMT)*, 5(1), 117–124. <https://doi.org/10.30596/JMP-DMT.V5I1.18478>
- Susilowati, Hidayati, D., Jannah, F. B. F., & Rahayu, A. P. (2022). Pembelajaran Interaktif Melalui Model Blended Learning di Sekolah Dasar. *Jurnal Basicedu*, 6(2), 2747–2753. <https://doi.org/10.31004/BASICEDU.V6I2.2475>
- Syahadah, T. M., Hidayati, D., & Kunci, K. (2024). Literasi Digital dalam Meningkatkan Mutu Pembelajaran di MTs Yogyakarta. *Jurnal Manajemen Pendidikan Dasar, Menengah Dan Tinggi [JMP-DMT]*, 5(1), 31–40. <https://doi.org/10.30596/JMP-DMT.V5I1.17581>
- Turnbull, D., Chugh, R., & Luck, J. (2021). Transitioning to E-Learning during the COVID-19 pandemic: How have Higher Education Institutions responded to the challenge? *Education and Information Technologies*, 26(5), 6401–6419. <https://doi.org/10.1007/s10639-021-10633-w>
- Ussarn, A., Pimdee, P., & Kantathanawat, T. (2022). Needs Assessment to Promote the Digital Literacy Among Students in Thai Community Colleges. *International Journal of Evaluation and Research in Education (IJERE)*, 11(3), 1278. <https://doi.org/https://doi.org/10.11591/ijere.v11i3.23218>



**PERGURUAN TINGGI MUHAMMADIYAH
UNIVERSITAS AHMAD DAHLAN
LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT**

UAD Kampus 2 Unit B, Jl. Pramuka no. 5F, Pandeyan, Umbulharjo Yogyakarta 55161, email : lppm@uad.ac.id

SURAT PERNYATAAN TANGGUNG JAWAB BELANJA

Yang bertanda tangan di bawah ini :

Nama : Dr. DIAN HIDAYATI S.T, M.M

Alamat : JL. CICALENGKA RAYA NO. 49

berdasarkan Surat Keputusan Nomor 107/E5/PG.02.00.PL/2024 dan Perjanjian / Kontrak Nomor 0609.12/LL5-INT/AL.04/2024; 034/PTM/LPPM-UAD/VI/2024 mendapatkan Anggaran Penelitian Analisis Pengelolaan Teknologi Informasi Dalam Pembelajaran Anak Berkebutuhan Khusus (ABK) Di Sekolah Luar Biasa (SLB) Sebesar Rp.30.520.000

Dengan ini menyatakan bahwa :

1. Biaya kegiatan Penelitian di bawah ini meliputi :

No	Uraian	RAB 100%	Realisasi
1	Bahan ATK, Bahan Habis Pakai	Rp.2.520.000	Rp.2.520.000
2	Pengumpulan Data FGD Persiapan Penelitian, Konsumsi, ATransport Responden Penelitian, Uang Harian Rapat, Transport Ambil Data, Penginapan saat pengambilan data, Transport saat desiminasi data	Rp.17.950.000	Rp.17.950.000
3	Analisis Data Transport Olah Data, Konsumsi, Uang HArlian Rapat, Transport Ambil Data, Tarnsport Pembuatan Luaran	Rp.4.400.000	Rp.4.400.000
4	Sewa Peralatan Sewa peralatan	Rp.1.850.000	Rp.1.850.000
5	Pelaporan Luaran Wajib Transport pembuatan artikel, terjemah artikel, submit artikel	Rp.3.800.000	Rp.3.800.000
6	Lain-lain	Rp.0	Rp.0
Realisasi (100 %)			Rp.30.520.000

2. Jumlah uang tersebut pada angka 1, benar-benar dikeluarkan untuk pelaksanaan kegiatan Penelitian dimaksud.

Demikian surat pernyataan ini dibuat dengan sebenarnya.

Yogyakarta, 10-12-2024, Ketua

Dr. DIAN HIDAYATI S.T, M.M

NIP/NIPK 0507127801