

Development of a Website-Based Education Management Information System in Inclusive Schools

Siti Nuraini Purnamawati^{1*}, Rita Aryani², Indina Tarjiah³, Erfan Kurniawan⁴ 

^{1,3} Special Education, Universitas Negeri Jakarta, Jakarta, Indonesian

² Education Management, Universitas Panca Sakti Bekasi, Bekasi, Indonesian

⁴ Education Management, Universitas Negeri Jakarta, Jakarta, Indonesian

*Corresponding author: nurainip@yahoo.com

Abstrak

Saat ini masih terdapat permasalahan pada sekolah inklusi yang salah satunya disebabkan belum adanya sistem informasi manajemen sekolah inklusi. Berdasarkan permasalahan tersebut maka perlu adanya sistem informasi manajemen di sekolah inklusi yang dapat membantu sekolah, pemerintah dan masyarakat untuk mewujudkan sekolah inklusi yang dapat diakses oleh semua orang. Penelitian ini bertujuan untuk menghasilkan produk dari pengembangan sistem informasi manajemen pendidikan berbasis website di sekolah inklusi. Metode penelitian yang digunakan dalam penelitian ini adalah Research and Development (RnD) dengan model Borg and Gall pada tahap empat sampai sepuluh. Prosesnya dimulai dari tahapan pengumpulan data, perencanaan, pengembangan, validasi ahli tahap I, revisi ahli tahap I, validasi ahli tahap II, revisi ahli tahap II, uji coba produk di sekolah inklusi, revisi uji coba produk di sekolah inklusi, dan produk akhir sistem informasi manajemen pendidikan di sekolah inklusi. Subyek penelitian ini melibatkan pihak sekolah inklusi seperti guru, dan komite sekolah dari orang tua dan beberapa ahli. Hasil penelitian ini dapat disimpulkan bahwa pembangunan sistem informasi manajemen pendidikan berbasis website di sekolah inklusif ini telah berhasil dilakukan berdasarkan model pengembangan Borg and Gall. Pengembangan sistem informasi manajemen pendidikan berbasis website di sekolah inklusi ini juga telah memperoleh tingkat kelayakan yang sangat baik. Sehingga dapat dimanfaatkan oleh sekolah inklusi dalam mengelola pendidikan untuk memberikan informasi yang dibutuhkan oleh masyarakat, pemerintah, dan pihak sekolah.

Kata kunci: Sistem Informasi Manajemen Pendidikan, Website, Sekolah Inklusif

Abstract

One of problems in inclusive schools is caused by there is no inclusive school management information system. Based on these problems, it is necessary to have a management information system in inclusive schools that can help schools, the government and the community to create inclusive schools that can be accessed by everyone. This study aims to produce a product from the development of a website-based education management information system in inclusive schools. The research method used in this research is Research and Development (RnD) with the Borg and Gall model at stages four to ten. The process starting from the stages of data collection, planning, development, stage I expert validation, stage I expert revision, stage II expert validation, stage II expert revision. Product trials in inclusive schools, revisions to product trials in inclusive schools, and the final product of an education management information system in inclusive schools. The subject of this study involving inclusive schools parties such as teachers, and school committees from parents and some expert. The results of this study can be concluded that the development of a website-based education management information system in this inclusive school has been successfully carried out based on the Borg and Gall development model. The development of a website-based education management information system in this inclusive school has also obtained a very good eligibility level. So that it can be used by inclusive schools in managing education to provide the information needed by the community, government, and the school.

Keywords: Education Management Information System, Website, Inclusive School

History:

Received : August 19, 2022

Revised : August 23, 2022

Accepted : October 14, 2022

Published : October 25, 2022

Publisher: Undiksha Press

Licensed: This work is licensed under a Creative Commons Attribution 4.0 License



1. INTRODUCTION

Education is an important factor for a nation in national development. Education has a long-term impact on the welfare of people's lives. The importance of education in national development, education should be easily accessible to everyone as a means of increasing their competence (Atalay, 2015; Majoko, 2018; Reuge et al., 2021). The Indonesian government has made efforts to realize education that can be accessed by everyone through

the Regulation of the Minister of National Education Number 70 of 2009 concerning inclusive education (Sandra & Kurniawati, 2020; Yusuf & Yeager, 2011).

Inclusive education is an education system that integrates general students with students with special needs in the same class. Inclusive education also provides special services that can facilitate students to access learning according to their needs (Guillemot et al., 2022; Makoelle, 2020; Pappas et al., 2018). These needs are very diverse, so schools that provide inclusive education must fulfil them so that every student has the same right to receive learning (De Jesus, 2018; Sahli Lozano et al., 2022; Slee, 2019). In addition to meeting students' needs, schools must also be able to guarantee their participation in learning. If this can be done, then inclusive education can also be implemented optimally in improving the quality of human resources (Bakhshi et al., 2017; Óskarsdóttir et al., 2020).

In improving the quality of inclusive education, research was conducted which began with interviews with inclusive education teachers. Based on the results of interviews with Special Education Teachers at SMP Negeri 259 Jakarta that there are three aspects that have not been fulfilled from inclusive schools, such as inadequate facilities and infrastructure, the absence of curriculum adjustments, and the absence of special education teachers officially in the school structure. These three things happened because there was no inclusive school management information system. Even though the management information system is important for education (Chamisah, 2017; Pramungkas, 2020; Tahoma Fetrianyy Siburian, 2019). The school management information system can provide information to students, parents, teachers, school principals, the education office, the ministry of education, and all parties concerned with education (Pramungkas, 2020; Yulius, 2020).

The management information system can search and report data in the form of a platform. The components that must exist in a management information system are administrative and operational systems, system management reporting, databases, search, and data management (H.A Rusdiana & Moch. Irfan, 2018; Migliore et al., 2021). In Education, management information systems can assist stakeholders with the information provided to make decisions in terms of governance, academics, human resources, resource inventory, and financial systems (Bravo et al., 2021; Shahroom & Hussin, 2018). The existence of a management information system in inclusive schools can help schools, the government and the community to create inclusive schools that are accessible to everyone.

In previous research had designed an inclusive education management information system (Kurniawan et al., 2022). The results of his research were that the design of an education management information system had been carried out based on the Borg and Gall development model in stages one to three, namely: data collection, planning, and development. While the four stage to ten have not been carried out due to limited research costs and time. There is a need for further research to complement this research so that inclusive schools can use their inclusive education management information system in providing information to the public.

Base on those problem the researcher are interesting in conducting this research which carried out at stages four to ten. This study aims to produce a website-based management information system product in inclusive schools. This platform can be accessed by users anytime and anywhere with only smartphones, tablets and laptops connected to the internet by providing inclusive school reference information, activities that support the implementation of inclusive education in the academic and non-academic fields, and other information that can provide education to students. The school and the community to accelerate the development of the implementation of inclusive education in Indonesia.

2. METHODS

This study uses the Research and Development (RnD) method with the development model from Borg & Gall (Gall et al., 2003; Putra et al., 2020). This study aims to produce a website-based education management information system product in inclusive schools that has been developed in previous studies. The development steps according to modified Borg & Gall is show in Figure 1.

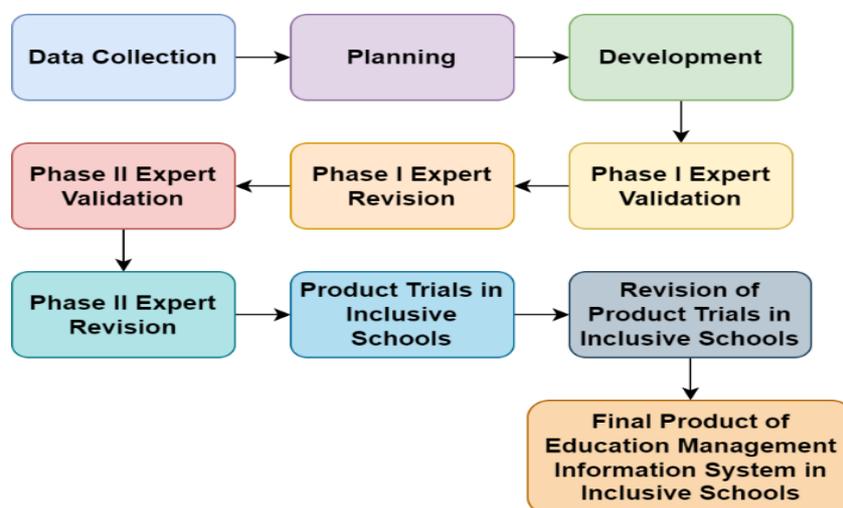


Figure 1. Modified Borg & Gall Development Steps

The research that has been done before is only at stages one to three, namely: data collection, planning, and development. While this research was conducted at stages four to ten. Expert validation was carried out to management information system experts and inclusive education experts. Meanwhile, trials in inclusive schools were carried out at the Segar Early Intervention Center Institute, Segar Amanah Integrated Islamic Kindergarten, and Segar Amanah Integrated Islamic Elementary School. Respondents from the trial in inclusive schools were teachers in the fields of technology, information and communication, special education teachers, and school committees from parents.

3. RESULTS AND DISCUSSION

Results

Phase I Expert Validation

At this stage, stage I expert validation was carried out to management information system experts from PT Huawei Tech Investment and inclusive education experts from lecturers in the special education study program at Universitas Negeri Jakarta. Following are the results of the stage I expert validation through Table 1.

Table 1. Phase I Expert Validation Results

Validators	Suggestions and Comments
Management Information Systems Expert PT Huawei Tech Invesment	<ol style="list-style-type: none"> 1. Changing the word "About Us" on the admin dashboard to the word "Tentang Kami". 2. Changing the word "Contact Us" on the admin dashboard to the word "Kontak Kami". 3. The writing about the contents of the section about us is not clear because the color is almost the same as the background, the writing

Validators	Suggestions and Comments
	<p>can be clarified again.</p> <ol style="list-style-type: none"> The columns on our pillars are still too long to go down, the columns can be reduced according to the sentence. The website when opened with a smartphone is still not responsive, it can be responsive between the display of the laptop and the smartphone. Instruments made in the interface need to be clarified again in the image aspect.
<p>Inclusive Education Expert Lecturer in the Special Education Study Program Universitas Negeri Jakarta</p>	<ol style="list-style-type: none"> The term "disabilitas" is replaced with the word "berkebutuhan khusus". the word "sebaran" is changed to "data di sekolah tempat uji coba lapangan" Data should come directly from government sources, especially from the directorate of special education or inclusive schools. The concept of inclusive education is taken from UNESCO, Salamanca document, and UNICEF. Information about inclusive education starts from the history of special education, the advantages of inclusive education, and searches for inclusive school material from existing articles (you can search for articles written by lecturers from special education study programs). Instructions for filling in the questionnaire are adjusted again.

Based on the input that was given in the previous stage as show in [Table 1](#), improvements were made. Some aspect that have revision from management information system experts and inclusive education experts such as admin dashboard, features, and website appearance.

Phase II Expert Validation

After making revisions according to the input provided by experts, then re-validating in stage II. Following are the results of stage II expert validation through [Table 2](#).

Table 2. Phase II Expert Validation Results

Validators	Suggestions and Comments
<p>Management Information Systems Expert PT Huawei Tech Invesment</p>	<p>The input that was given earlier has been improved very well. Starting from the homepage features, about us, inclusive education data, inclusive education information, our contacts, and instruments. Continued success for his work, I hope that the work that has been made can be optimized for the community in providing information on education management in inclusive schools.</p>
<p>Inclusive Education Expert Lecturer in the Special Education Study Program Universitas Negeri Jakarta</p>	<p>The input and suggestions that have been given previously have been improved very well by the researcher. I really appreciate all the work that has been done. What's more, it can present works that are needed by the community, namely regarding education data and information about inclusive education. Hopefully this work can be useful. Success is always for researchers in working and serving for Indonesian Education.</p>

Based on [Table 2](#), show the results of input from management information system experts and inclusive education experts in stage II expert validation. The development of a website-based management information system in inclusive schools has been very well revised, so that it can continue to be tested in inclusive schools where the research is conducted.

Product Trials in Inclusive Schools

Trials of the website-based management information system were carried out at the Segar Early Intervention Center Institute, Segar Amanah Integrated Islamic Kindergarten, and Segar Amanah Integrated Islamic Elementary School for teachers in the fields of technology, information and communication, special education teachers, as well as school committees made up of student guardians. The following test results are presented in [Table 3](#).

Table 3. Trial Results in Inclusive Schools

Respondents	Results of the Trials in the Field of Management Information Systems (%)	Results of the Trials in the Field of Inclusive Education (%)	Average value	Information
Teacher of Technology, information, and Communication	98.8%		98.8%	Very good
Special Education Teacher at the Segar Amanah Early Intervention Center		93.8%	93.8%	Very good
Guardians of the Segar Amanah Integrated Islamic Kindergarten	98.8%	96.9%	97.8%	Very good
Guardians of the Segar Amanah Integrated Islamic Kindergarten	87.5%	89.2%	88.4%	Very good
Guardians of the Segar Amanah Integrated Islamic Elementary School	92.5%	93.8%	93.2%	Very good
Guardians of the Segar Amanah Integrated Islamic Elementary School	97.5%	95.4%	96.4%	Very good
Guardians of the Segar Amanah Integrated Islamic Elementary School	97.5%	95.4%	96.4%	Very good
Final Average Grade	95.4%	94.1%	94.8%	Very good

Revision of Product Trials in Inclusive Schools

After conducting trials of a website-based management information system at the Segar Early Intervention Center Institute, Segar Amanah Integrated Islamic Kindergarten, and Segar Amanah Integrated Islamic Elementary School to teachers in the fields of technology, information and communication, special education teachers, and school committees from guardian of the student, then do the revision. The following results of the revision are presented in [Figure 2](#).

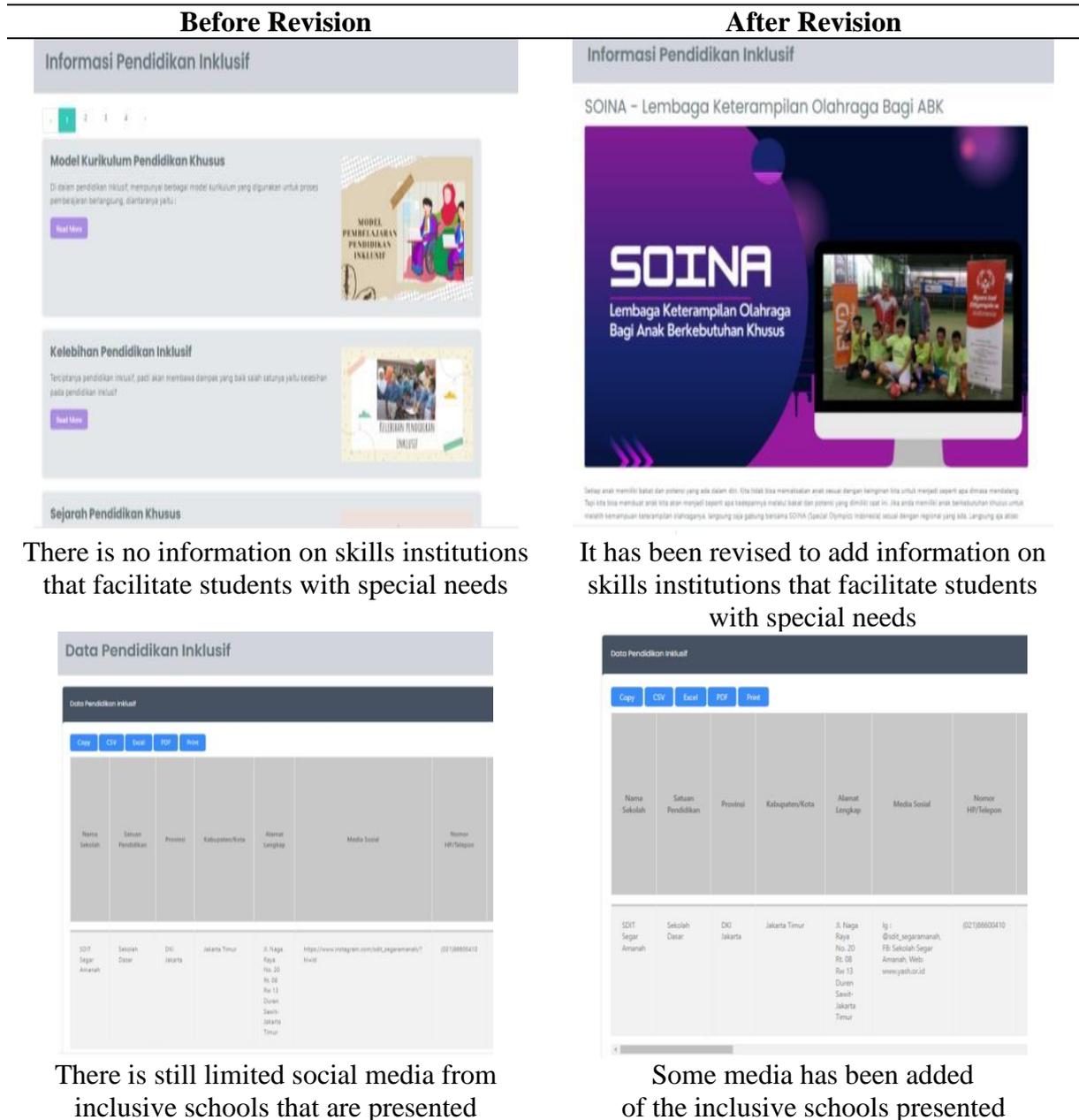


Figure 2. Management Information System Expert Revision in Stage I

Final Product of Education Management Information System in Inclusive Schools

After going through several processes in the previous stages, the final stage is the product of a website-based management information system in inclusive schools. This product is called E-Smart Inclusive. This product can be accessed via the www.e-smartinclusive.com page using smartphones, tablets, computers and laptops connected to the internet. The features that can be accessed on this E-Smart Inclusive product are: Beranda Features, Tentang Kami Features, Data Pendidikan Inklusif Features, Informasi Pendidikan Inklusif Features, and Kontak Kami Features.

Discussion

Management information systems are important in education. The existence of a management information system can help schools search and report data on inclusive schools

(Migliore et al., 2021; Tahoma Fetrianyy Siburian, 2019). So that it can help education stakeholders to assist in decision making. As well as assisting the community in fulfilling the information needed regarding inclusive education (Bravo et al., 2021; Holifurrahman, 2020). So research and development of website-based education management information systems in inclusive schools are carried out to realize inclusive education.

This study uses the Borg and Gall development model from stages four to ten. In stage four, expert validation is carried out by inclusive education experts and management information systems experts. The determination of this expert is appropriate to validate the research instruments and initial products that have been developed. This step is also in accordance with what has been done by previous research which carried out expert validation to assess the products produced and field trial instruments (Paul et al., 2021). Expert validation and revisions in this study were carried out twice so that the product quality and research instruments produced were effective according to the users. At the stages of expert revision I and II, the researcher also presented tables accompanied by pictures before revision and after revision so that it would make it easier for inclusive education experts and management information systems experts to see the progress of the revisions that had been given. The presentation of this table accompanied by an image has also been carried out in previous research regarding the development of a Magical Science platform for students with hearing impairments (Tarjiah et al., 2020). This presentation provides clear and continuous progress for researchers as well as material experts and media experts.

At the product trial stage, three institutions were carried out, namely the Segar Early Intervention Center, Segar Amanah Integrated Islamic Kindergarten, and Segar Amanah Integrated Islamic Elementary School for teachers in the fields of technology, information and communication, special education teachers, as well as school committees from guardian element. The research instruments provided are adjusted to their respective fields, so that the targets and objectives for the research are appropriate. In terms of the final average score, it gets a score of 94.8% with a very good predicate. However, there is a note on the lowest score given by the parents of Segar Amanah Integrated Islamic Kindergarten students. It is necessary to add skill institutions that support students with special needs apart from schools. These skills are useful for students with special needs to have useful skills (Bagon et al., 2018; Toharudin et al., 2018). The input provided by the student's guardian is relevant to research conducted previously regarding the empowerment of skills of persons with disabilities (Mulyanah, 2021). Through the skills possessed by students with special needs can help themselves become independent and have the provision in the future to find work (Budiarti & Sugito, 2018; Hermanto, 2022).

In the final stages of the product that has been developed. A website-based education management information system in inclusive schools is relevant to the times. The use of this website with smartphones makes it easier for people to find information about inclusive schools. This is supported again by the number of smartphone users in Indonesia who have experienced quite significant developments. The number of connected mobile device users will reach 345.3 million, which exceeds the total population of Indonesia. Then the number of internet users reached 202.6 million, as well as active users of social media which reached 170 million (Darmaji et al., 2020; Jacob & Isaac, 2008; Mardiana & Kuswanto, 2017). This shows the closeness of the Indonesian people to smartphones to access inclusive education management information systems.

The implication of this study produces a website-based management information system product in inclusive schools. This platform is very useful for users because it can be accessed anytime and anywhere. This application supports activities of implementation inclusive education in the academic and non-academic fields, and other information that can provide education to students. The long-term benefit of this research for schools and the community

is accelerating the development of implementing inclusive education in Indonesia. The limitation of this study lies on research subject that still very limited. Recommendations for further research can be carried out by implementing this education management information system in inclusive schools, filling in creative content on inclusive education information features, as well as the data needed by the community on inclusive education data features.

4. CONCLUSION

The development of a website-based education management information system in inclusive schools has been successfully carried out based on the Borg and Gall development model. The process starting from the stages of data collection, planning, development, stage I expert validation, stage I expert revision, stage II expert validation, stage II expert revision. Product trials in inclusive schools, revisions to product trials in inclusive schools, and the final product of an education management information system in inclusive schools. The development of a website-based education management information system in this inclusive school has also obtained a very good eligibility level. So that it can be used by inclusive schools in managing education to provide the information needed by the community, government, and the school.

5. REFERENCES

- Atalay, R. (2015). The Education and the Human Capital to Get Rid of the Middle-income Trap and to Provide the Economic Development. *Procedia - Social and Behavioral Sciences*, 174, 969–976. <https://doi.org/10.1016/j.sbspro.2015.01.720>.
- Bagon, Š., Gačnik, M., & Starčič, A. I. (2018). Information communication technology use among students in inclusive classrooms. *International Journal of Emerging Technologies in Learning*, 13(6), 56–72. <https://doi.org/10.3991/ijet.v13i06.8051>.
- Bakhshi, P., Babulal, G. M., & Trani, J. F. (2017). Education of children with disabilities in New Delhi: When does exclusion occur? *PLoS ONE*, 12(9), 1–15. <https://doi.org/10.1371/journal.pone.0183885>.
- Bravo, L. G., Nistor, N., & Ramírez, B. C. (2021). Narrating in grey: An application to educational management information systems and accountability. *Information Development*, 37(1), 58–71. <https://doi.org/10.1177/0266666919894725>.
- Budiarti, N. D., & Sugito, S. (2018). Implementation of Inclusive Education of Elementary Schools: a Case Study in Karangmojo Sub-District, Gunungkidul Regency. *Journal of Education and Learning (EduLearn)*, 12(2), 214–223. <https://doi.org/10.11591/edulearn.v12i2.8727>.
- Chamisah. (2017). TIMSS and PISA-How They Help The Improvement of Education Assessment in Indonesia. *Conference Proceedings ARICIS I*, 42–56. <https://doi.org/10.22373/aricis.v1i0.935>.
- Darmaji, Kurniawan, D. A., Astalini, Winda, F. R., Heldalia, & Kartina, L. (2020). The Correlation between Student Perceptions of the Use of E- Modules with Students ' Basic Science Process Skills. *Jurnal Pendidikan Indonesia*, 9(4), 719–729. <https://doi.org/http://dx.doi.org/10.23887/jpi-undiksha.v9i4.28310>.
- De Jesus, E. (2018). Inclusive education. *Building Inclusive Democracies in ASEAN*, 4(3), 356–371. <https://doi.org/10.1177/1468017307084734>.
- Gall, M. G., Gall, J. P., & Borg, W. R. (2003). *Educational Research: An Introduction*, 7th Edition. Longman Publishing.

- Guillemot, F., Lacroix, F., & Nocus, I. (2022). Teachers' attitude towards inclusive education from 2000 to 2020: An extended meta-analysis. *International Journal of Educational Research Open*, 3(May), 100175. <https://doi.org/10.1016/j.ijedro.2022.100175>.
- H.A Rusdiana & Moch. Irfan. (2018). *Sistem Informasi Manajemen* (B. A. Saebani (ed.); 2nd ed.). CV Pustaka Setia.
- Hermanto, H. (2022). The teacher performance evaluation in learning management in inclusive settings. *Jurnal Prima Edukasia*, 10(1), 28–36. <https://doi.org/10.21831/jpe.v10i1.37511>.
- Holifurrahman, H. (2020). Kurikulum Modifikasi dalam Praktik Pendidikan Inklusif di SD Al-Firdaus. *Inklusi*, 7(2), 271. <https://doi.org/10.14421/ijds.070205>.
- Jacob, S. M., & Isaac, B. (2008). Mobile devices and their mobile learning usage analysis. *IMECS. Proceedings of the International Multi Conference of Engineers and Computer Scientists, Hong Kong*, 1, 782–787. <https://doi.org/10.48550/arXiv.1410.4375>.
- Kurniawan, E., Zulaikha, S., & Rahmawati, D. (2022). Desain E-Smart Inclusive Sebagai Sistem Informasi Manajemen Pendidikan Inklusif. *Risenologi*, 7(1), 32–43. <https://doi.org/10.47028/j.risenologi.2022.71.304>.
- Majoko, T. (2018). Zimbabwean General Education Preschool Teacher Needs in Inclusion. *SAGE Open*, 8(2). <https://doi.org/10.1177/2158244018777568>.
- Makoelle, T. M. (2020). Schools' Transition Toward Inclusive Education in Post-Soviet Countries: Selected Cases in Kazakhstan. *SAGE Open*, 10(2). <https://doi.org/10.1177/2158244020926586>.
- Mardiana, N., & Kuswanto, H. (2017). Android-assisted Physics Mobile Learning to Improve Senior High School Students' Divergent Thinking Skills and Physics HOTS. *AIP Conference Proceedings*. <https://doi.org/10.1063/1.4995181>.
- Migliore, A., Butterworth, J., & Nye-Lengerman, K. (2021). Rethinking Management Information Systems for Scaling up Employment Outcomes. *Journal of Disability Policy Studies*. <https://doi.org/10.1177/10442073211043518>.
- Mulyanah, M. (2021). Efektivitas Program Pemberdayaan Keterampilan Bagi Penyandang Disabilitas oleh Dinas Sosial Kecamatan Tambun Selatan Kabupaten Bekasi. *Gorontalo Journal of Government and Political Studies*, 4(1), 128. <https://doi.org/10.32662/gjgops.v4i1.1382>.
- Óskarsdóttir, E., Donnelly, V., Turner-Cmuchal, M., & Florian, L. (2020). Inclusive school leaders – their role in raising the achievement of all learners. *Journal of Educational Administration*, 58(5), 521–537. <https://doi.org/10.1108/JEA-10-2019-0190>.
- Pappas, M. A., Papoutsis, C., & Drigas, A. S. (2018). Policies, practices, and attitudes toward inclusive education: The case of Greece. *Social Sciences*, 7(6). <https://doi.org/10.3390/SOCSCI7060090>.
- Paul, C. R., Kerr, B. R., Frohna, J. G., Moreno, M. A., Zarvan, S. J., & McCormick, D. P. (2021). The Development, Implementation, and Evaluation of an Acute Otitis Media Education Website. *Academic Pediatrics*, 21(7), 1099–1103. <https://doi.org/10.1016/j.acap.2021.04.001>.
- Pramungkas, P. R. (2020). Sistem Informasi Manajemen Sekolah Berbasis Information Communication Technology (ICT) Dalam Peningkatkan Mutu Pendidikan Siswa Di Lingkungan Pesantren. *Jurnal Pendidikan Agama Islam*, 3(2), 1–18. <https://ejournal.unuja.ac.id/index.php/afkarina/article/view/1402>.
- Putra, D. D., Okilanda, A., Arisman, A., Lanos, M. E. C., Putri, S. A. R., Fajar, M., Lestari, H., & Wanto, S. (2020). Kupas Tuntas Penelitian Pengembangan Model Borg & Gall. *Wahana Dedikasi: Jurnal PkM Ilmu Kependidikan*, 3(1). <https://doi.org/10.31851/dedikasi.v3i1.5340>.

- Reuge, N., Jenkins, R., Brossard, M., Soobrayan, B., Mizunoya, S., Ackers, J., Jones, L., & Tauro, W. G. (2021). Education response to COVID 19 pandemic, a special issue proposed by UNICEF: Editorial review. *International Journal of Educational Development*, 87, 102485. <https://doi.org/10.1016/j.ijedudev.2021.102485>.
- Sahli Lozano, C., Wüthrich, S., Büchi, J. S., & Sharma, U. (2022). The concerns about inclusive education scale: Dimensionality, factor structure, and development of a short-form version (CIES-SF). *International Journal of Educational Research*, 111(September 2021), 101913. <https://doi.org/10.1016/j.ijer.2021.101913>.
- Sandra, L. A., & Kurniawati, L. A. (2020). Differentiated instructions in teaching English for students with autism spectrum disorder. *Jet Adi Buana*, 5(01), 41–53. <https://doi.org/10.36456/jet.v5.n01.2020.2274>.
- Shahroom, A. A., & Hussin, N. (2018). Industrial Revolution 4.0 and Education. *International Journal of Academic Research in Business and Social Sciences*, 8(9). <https://doi.org/10.6007/ijarbss/v8-i9/4593>.
- Slee, R. (2019). Belonging in an age of exclusion. *International Journal of Inclusive Education*, 23(9), 909–922. <https://doi.org/10.1080/13603116.2019.1602366>.
- Tahoma Fetrianyy Siburian. (2019). Pentingnya Sistem Informasi Manajemen dalam Pendidikan. *Jurnal Ilmiah Skylandsea*, 3(2), 209–213. <https://ejournal.undiksha.ac.id/index.php/IJERR/article/view/56659>.
- Tarjiah, I., Kurniawan, E., & Bagaskorowati, R. (2020). Magical Science Sebagai Media Pembelajaran IPA Berbasis Website Untuk Siswa Tunarungu. *JPK (Jurnal Pendidikan Khusus)*, 16(1), 35–47. <https://doi.org/10.21831/jpk.v16i1.31285>.
- Toharudin, M., Florentinus, T. S., Ekosiswoyo, R., & Sutarto, J. (2018). The Increase in Child-Friendly Learning Management towards the Formation of Students' Character in Inclusive Elementary School. *Proceedings of the International Conference on Science and Education and Technology 2018 (ISET 2018)*. <https://doi.org/10.2991/iset-18.2018.69>.
- Yulius, M. (2020). Strategi Meningkatkan Mutu Pendidikan Melalui Manajemen Sarana Dan Prasarana Pada Smk Negeri 1 Singkawang. *Jurnal Ilmiah Kependidikan*, XIII(2), 246–255. <https://doi.org/http://dx.doi.org/10.30595/jkp.v13i2.6982>.
- Yusuf, M., & Yeager, J. L. (2011). The implementation of inclusive education for students with special needs in Indonesia. *Excellence in Higher Education*, 2(1), 1–10. <http://d-scholarship.pitt.edu/17628/>.