Implementation of the E-Smart Inclusive Platform as a Website-Based Management Information System in Inclusive Schools

Rita Aryani[1], Erfan Kurniawan[2]

Abstract

This study is a continuation of earlier research by Purnamawati et al. (2023) conducted to create the E-Smart Inclusive Platform. This research aims to implement the development of the E-Smart Inclusive Platform as a website-based management information system in inclusive schools. This research method uses a qualitative approach. The stages carried out in this research include data collection, data processing, data presentation, and conclusion. This research involved special education teachers at two inclusive elementary schools, SD Negeri Cipete 4 and SD Labschool PGSD FIP UNJ. Based on the results of the research that has been carried out, the E-Smart Inclusive Platform can provide benefits for users in obtaining inclusive education information. Using the E-Smart Inclusive Platform is easy, and the language presented is easy to understand. The visual appearance is beautiful and modern. There is a detailed contact feature for us to use as input for the development of the E-Smart Inclusive Platform. Almost all the E-Smart Inclusive Platform features were of good quality at the time of implementation. It's just that the inclusive school data presented is still limited, so it is necessary to add additional inclusive school data.

Keywords: *E-Smart Inclusive, Management Information System, Website, Inclusive School.*

INTRODUCTION

Purnamawati et al. (2023) did a prior study whereby they designed and created the E-Smart Inclusive prototype, which serves as a management information system for inclusive schools and is implemented through a website platform. Management information systems (MIS) refer to the network methods for data processing designed and implemented within an organisation. These systems are authorised and utilised to furnish management with data and information, facilitating decision-making processes to accomplish organisational objectives (Rahman & Saudin, 2022). Implementing a management information system within an institution facilitates the efficient management of many institutional activities, including data management, transaction handling, and other related tasks (Nasution et al., 2022). According to Kim et al. (2023), utilizing management information systems can facilitate decision-making processes for organizational leaders. Within education, management information systems can furnish

---

[1] Economic Education, Faculty of Education, Panca Sakti University of Bekasi, Bekasi, Indonesia, ritaar1757@gmail.com

[2] Education Management, Faculty of Pascasarjana, State University of Jakarta, Jakarta, Indonesia, erfan.kurniawan25@gmail.com

school leaders with pertinent data and information, enabling them to make informed judgments (Sa'adah et al., 2021).

The Ministry of Education and Culture of the Republic of Indonesia (Kemendikbud RI) has developed an education management information system that may be accessible through the official website at https://dapo.kemdikbud.go.id/. Nevertheless, the current system needs educational data and information about inclusive education (Kurniawan et al., 2022) despite the pronouncement made by the President of the Republic of Indonesia (2021) regarding the prioritization of inclusive education by the Indonesian government. According to Alkhateeb et al. (2023), educational institutions that embrace inclusive practices are required to offer standard classroom services that effectively support the integration of students with special needs into the learning environment. According to Aryani et al. (2022), it is imperative for regular classrooms to ensure the active engagement of students in the implementation of inclusive education. In inclusive education, it is imperative to ensure equitable participation and remove barriers for students with disabilities by providing accessibility services in the learning environment (Törmänen & Roebers, 2018). According to Gibbs and Bozaid (2022), the extent of kids with special needs' full engagement is merely symbolic. According to Munchan and Agbenyega (2020), the lack of accessibility to learning resources is a significant barrier to achieving inclusive education, as it hinders the ability of individuals to participate in educational opportunities fully. An inclusive education management information system (EMIS) is a comprehensive tool for collecting, analyzing, and presenting data and information inside inclusive schools.

This system is designed to support decision-making processes by providing valuable references. Purnamawati et al. (2023) have developed a prototype for E-Smart Inclusive, a website-based management information system for inclusive schools. However, further study is required to apply this prototype effectively. This study's objective is to describe the deployment of the E-Smart Inclusive Platform as a management information system in two inclusive schools, namely SD Negeri Cipete 4 and SD Labschool PGSD FIP UNJ.

LITERATURE REVIEW

Management Information Systems

The field of study referred to as "Management Information Systems" (MIS) encompasses the utilisation of technology and information systems to support and enhance the management of organisations. MIS a system is a composite of several components, including elements, sub-systems, partials, and parts, which are interconnected and engage in mutual interactions to accomplish specific objectives (Sillitto et al., 2017). Information refers to a compilation of data acquired through diverse data collection methodologies that are accurate, reliable, and subject to scrutiny (Mingers & Standing, 2018). The veracity of a sound and responsible data-gathering process is in acquiring pertinent information (Bosancic & Matijevic, 2020). Users require this information in order to ascertain the diverse activities they engage in. Management can be conceptualised as a set of methodical operations encompassing planning, organising, implementing, monitoring, and evaluating, all aimed at attaining pre-established objectives (Setyabudi Indartono, 2019). The practical and efficient achievement of goals can be attained by implementing a sequence of methodical and well-executed operations.

Based on the provided definitions, it can be inferred that an information system is a cohesive system that exhibits integration and interactivity in information retrieval, aggregation, and presentation to optimise the utilisation of information technology (Migliore et al., 2021). Implementing a management information system within an institution facilitates the efficient management of many institutional activities, including data management, transaction handling, and other related tasks (Nasution et al., 2022).

Within the realm of education, management information systems can furnish a diverse range of information based on the preferences of institutional leaders, so they serve as a valuable resource for decision-making purposes (Bravo et al., 2021; Kim et al., 2023; Sa'adah et al., 2021). The primary objective of the management information system is to enhance institutional efficiency across a range of platform and website-based activities and programmes (Id CloudHost, 2019). In order to effectively utilise a management information system, it is vital to own essential physical equipment, like PCs, laptops, and smartphones, in addition to software and functionalities such as database, data search, data management, and administrative and operational systems (H.A Rusdiana & Moch. Irfan, 2018). All of the components above are intricately interconnected within a unified system, whereby they interact harmoniously to effectively fulfil their designated roles in the pursuit of the established objectives.

Website

The current era, known as Society 5.0, is witnessing significant technological advancements (Aryani, Kurniawan, et al., 2023). The utilisation of technology is pervasive among individuals worldwide in their day-to-day endeavours. Individuals frequently employ websites to enhance and streamline a wide range of activities. According to Waryanto (2021), a website can be characterised as a compilation of pages containing information that users can view using internet-connected devices such as laptops, PCs, and smartphones. Sari and Abdilah (2019) assert that websites offer diverse information, including text, photos, audio, and video content. The material in various formats can be accessed by the website address entered in the computer browser.

Websites can be characterised as information portals that encompass material driven by data, chat rooms, interactive elements, blogs, and inquiry features (Shoup et al., 2019). The information portal is a comprehensive compilation of interconnected digital sites tailored to meet users' specific requirements. It offers several formats, including audio, video, and graphic design, to ensure a direct and impactful user experience.

The information displayed on the website is given in diverse formats inside website features based on their respective functionalities. Within education, website components encompass several aspects, such as academic programmes, buildings and infrastructure, financial matters, student affairs, and alumni engagement (Karani et al., 2021). The E-Smart Inclusive website is a management information system inside inclusive schools, encompassing several sections such as the homepage, about us, inclusive education data, information, and contact details. Users can access various tools in order to acquire information about inclusive education.

Inclusive Education

Inclusive education refers to an educational framework that facilitates the integration of children with special needs into mainstream classrooms, enabling them to learn alongside their typically developing peers (Sahli Lozano et al., 2022). In inclusive education, it is imperative to ensure equal participation and remove barriers for students with disabilities by providing accessibility services in the learning environment (Törmänen & Roebers, 2018). In order to promote comprehensive engagement, it is imperative that students actively participate in the learning process through the utilisation of educational services that are specifically adapted to meet their individual needs (Aryani et al., 2022). Education has a crucial role as a foundational element of a nation (Reuge et al., 2021). Education must be readily accessible to all individuals without prejudice (Majoko, 2018). Consistent with the above viewpoint, the United Nations organisation known as UNICEF asserted that inclusive education encompasses a learning environment that accommodates all children within the same class and school (UNICEF, 2017). This educational platform has the ability to enable each child to maximise their individual interests, abilities, and potential.

Based on a range of perspectives on inclusive education, inclusive education refers to an educational framework that offers support and resources to students with special needs, facilitating their integration into mainstream classrooms for collaborative learning experiences. The educational services offered can be customised to accommodate students' needs, facilitating their ease of access to learning opportunities. Inclusive education refers to integrating students from diverse backgrounds into conventional classroom settings without discrimination (Hayes AM, 2017). According to Makoelle (2020), educational institutions that adopt inclusive practices offer support services to enable all students' full participation in classroom learning activities. Inclusive education aims to facilitate the optimal participation of both regular students and students with special needs in societal integration (Sukadari, 2019). The harmonious coexistence of individuals can foster a favourable environment for collaborative efforts in Indonesia's societal and governmental realms.

RESEARCH METHODOLOGY

The research methodology employed in this study is descriptive qualitative. The approach discussed in the study by Yusra et al. (2021) places significant emphasis on providing a comprehensive and meticulous description of the state of objects based on established events. The present study was conducted in SD Negeri Cipete 4 and SD Labschool PGSD FIP UNJ, encompassing educators specialising in special education from two distinct inclusive educational institutions. The research process encompasses several vital steps: data collecting, data processing, data presentation, and conclusion. During the initial phase, data was gathered by observation, interviews, and documentation. The process of data collecting by observation involves the direct observation of objects inside the designated research site (Syafnidawaty, 2020). The present study involved the direct observation of special education teachers at two educational institutions, namely SD Negeri Cipete 4 and SD Labschool PGSD FIP UNJ. In order to obtain precise and comprehensive data, the researchers conducted interviews with individuals with relevant expertise (Prasanti, 2018). This study utilised interviews with special education teachers from two inclusive schools as the primary sources of information. The completion of supporting files necessitates the execution of documentation by specific requirements. The subsequent phase involves data processing through the execution of data analysis. Following data analysis, the subsequent phase involves presenting the acquired data. The ultimate phase undertaken was the formulation of conclusions about the deployment of the E-Smart Inclusive platform as a web-based management information system within inclusive educational institutions.

RESULTS AND DISCUSSION

Results

This research was conducted in two inclusive schools at the elementary school level, namely SD Negeri Cipete 4 and SD Labschool PGSD FIP UNJ, involving special education teachers. Both inclusive schools accept students with special needs so they can study together with students in general in regular classes. One of the unique services schools provide to handle students with special needs is the provision of special education teachers. Even though he is still not a civil servant, the school has taken excellent and appropriate steps.

In order to support special education teacher facilities in inclusive schools. The E-Smart Inclusive Platform was implemented as an inclusive education management information system for special education teachers at SD Negeri Cipete 4 and SD Labschool PGSD FIP UNJ. Before implementing the E-Smart Inclusive Platform, several preparations must be made, such as a laptop or smartphone and a good internet network,

as well as understanding the procedures for using the E-Smart Inclusive Platform. After preparations, the next step is to implement the E-Smart Inclusive Platform. The results of the general implementation of the E-Smart Inclusive Platform with various existing features have helped inclusive education teachers create inclusive schools that are friendly to all students. The E-Smart Inclusive Platform can be more widely known by the Indonesian people so that inclusive education information can be accessed to meet information needs in implementing inclusive education.

Discussion

Inclusive Education Management Information System

A system is a collection of elements, sub-systems, partials, and parts that are integrated and interact with each other to achieve goals (Sillitto et al., 2017). Information is a collection of data obtained through various data collection techniques that are correct, valid and accountable (Mingers & Standing, 2018). The truth of a valid and accountable data collection is the information needed (Bosancic & Matijevic, 2020). Users need this information to determine the various activities they carry out. Management can be defined as a series of systematic activities including planning, organizing, implementing, monitoring and evaluating in achieving predetermined goals (Setyabudi Indartono, 2019). So a management information system is a system that is integrated and interacts with each other in searching, collecting and presenting information that optimizes information technology (Migliore et al., 2021). With the existence of a management information system in an institution, it will be easier for all forms of institutional management activities and activities to manage data, transactions and other activities (Nasution et al., 2022).

Inclusive education is an education system that provides services to students and students with special needs to learn together in one class at school (Sahli Lozano et al., 2022). In the learning process carried out in regular classes that integrate students and students with special needs to study together, they must be able to guarantee full participation and eliminate obstacles for students with disabilities with accessibility services in learning (Törmänen & Roebers, 2018). This full participation must also ensure that students are active in learning with educational services tailored to student needs (Aryani et al., 2022) because education is crucial as one of the fundamental aspects of a nation (Reuge et al., 2021) so that everyone can access education easily without discrimination (Majoko, 2018). Different backgrounds in regular classes characterize inclusive education without discrimination (Hayes AM, 2017). Schools that provide inclusive education provide support services by facilitating all students to participate in all learning processes in class (Makoelle, 2020). Inclusive education aims to support the realization of maximum contribution for students and students with special needs to live together in society (Sukadari, 2019).

An inclusive education management information system is a system with various existing features, integrated and interacting with each other according to their function to search for data, collect data and present data in text, images, graphic designs and videos regarding inclusive education by optimizing technology. One of the inclusive education management information systems that has been successfully developed is website-based E-Smart Inclusive (Purnamawati et al., 2023). This E-Smart Inclusive platform can provide inclusive education management information to users according to their needs. The E-Smart Inclusive Platform can help special education teachers in inclusive schools to create inclusive schools that are friendly to all students.

Preparation for Using the E-Smart Inclusive Platform as a Management Information System in Inclusive Schools

Planning is the initial stage in the activities to be carried out (Aryani, Sarji, et al., 2023). Before using the E-Smart Inclusive Platform for special education teachers at SD

Negeri Cipete 4 and SD Labschool PGSD FIP UNJ. Preparations are needed, such as providing a laptop or smartphone, a good internet network, and understanding the E-Smart Inclusive Platform procedures. Laptop or smartphone specifications to access the E-Smart Inclusive Platform can be used without high laptop or smartphone specifications. The E-Smart Inclusive platform developed is website-based, so it only requires a browser available on a laptop or smartphone. Apart from a laptop or smartphone, you need good internet to connect to the laptop or smartphone—connectivity between a laptop or smartphone and the internet to access the E-Smart Inclusive Platform with the browser available.

The subsequent preparation is to understand the E-Smart Inclusive Platform's procedures. Using the E-Smart Inclusive Platform is very easy. Just use a laptop or smartphone connected to the internet with a good network by using a browser and entering the website address www.e-smartinclusive.com. There are several features that inclusive education teachers can access on the E-Smart Inclusive Platform, namely the homepage feature, about us, inclusive education data, inclusive education information, and our contact. However, all the features on the E-Smart Inclusive Platform must first be understood about their function and use by special education teachers at SD Negeri Cipete 4 and SD Labschool PGSD FIP UNJ.

Picture 1. Home feature

The Home feature is the front page feature on the E-Smart Inclusive Platform, which contains website information, inclusive education data, inclusive education information, sponsors who helped create the website, and our contacts. Everything on this homepage feature becomes the main headline for each of the other features that develop on the E-Smart Inclusive Platform.


Picture 2. About Us feature

The About Us feature contains content regarding the E-Smart Inclusive Platform profile. Users who want to know about the E-Smart Inclusive Platform profile can access the About Us feature. Three main pillars form the profile of the E-Smart Inclusive Platform, namely "Be Smart, Be Inclusive, and Be Respect."

Picture 3. Inclusive Education Data Feature

The Inclusive Education Data Feature contains inclusive school data content, student data, group data, teacher data, employee data and school infrastructure data. Users searching for detailed inclusive data can access the inclusive education data feature.
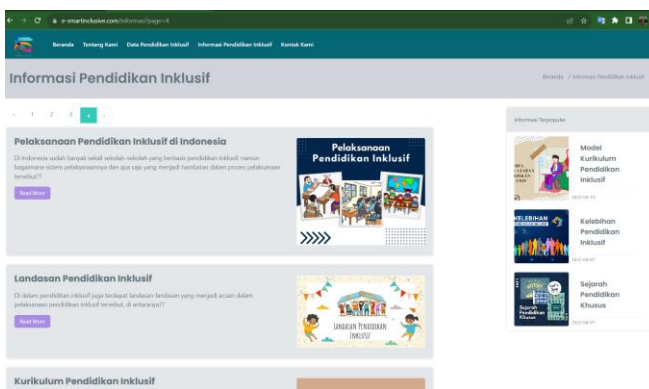
Picture 4. Inclusive Education Information Feature

The Inclusive Education Information Feature contains content regarding education news, articles, and various inclusive education implementation activities. Users can access this inclusive education information feature to read articles, news and inclusive education activities in text and images.

Picture 5. Our Contact Feature

The Our Contact Feature contains content regarding contact information that users can contact, such as cellphone numbers, emails, addresses and Google Maps. If there are messages in the form of input, criticism, suggestions and hopes, they can be conveyed via the contact listed.

Implementation of the E-Smart Inclusive Platform as a Management Information System in Inclusive Schools

The website-based E-Smart Inclusive Platform as a management information system was implemented at SD Negeri Cipete 4 and SD Labschool PGSD FIP UNJ as schools that provide inclusive education at the elementary school level. The E-Smart Inclusive Platform is implemented for special education teachers who focus on students with special needs so they can learn together with other students in regular classes. This implementation is carried out after all preparations in the previous stages have been fulfilled.

At this implementation stage, special education teachers access the E-Smart Inclusive Platform via the website address www.e-smartinclusive.com using a smartphone connected to the internet. After logging into the E-Smart Inclusive Platform, special education teachers explore the Platform, starting from the homepage feature as an initial display. The special education teacher from SD Negeri Cipete 4 believes the homepage feature provides sufficient information to present headlines from the E-Smart Inclusive Platform. Then, the special education teacher from SD Labschool PGSD FIP UNJ thought that the homepage feature presented an attractive initial appearance with a suitable colour composition, beautiful to look at, and attractive images with students with special needs as the main symbol. The suitable colour composition and selection of images that suit the chosen topic are advantages in website development (Kurniawan, 2020; Tarjiah et al., 2020). This can attract users to use the E-Smart Inclusive Platform.

After accessing the homepage feature, next is the About Us feature. Special education teachers from SD Negeri Cipete 4 and SD Labschool PGSD FIP UNJ believe that the E-Smart Inclusive Platform profile is sufficient to provide a clear, short and concise profile. This feature about us is only a glance at it. Then, it continues with the inclusive education data feature, which is one of the main features of the E-Smart Inclusive Platform. The special education teacher from SD Negeri Cipete 4 believes this feature can provide detailed indicators of inclusive education data. However, there are few notes regarding the presented inclusive school data, so it needs to be added more. A special education teacher also conveyed this similar thing from SD Labschool PGSD FIP UNJ. However, the data presented must still be supplemented with individual learning program documents and the curriculum used in inclusive schools. This document of individual learning programs in schools is essential for improving students' academic development and independent behaviour (Haryati et al., 2022). This individual learning program must also refer to the guidebook for preparing individual learning programs from the Indonesian Ministry of Education and Culture's Center for Curriculum and Books (Arriani et al., 2021).

The next feature, which is the main feature of the E-Smart Inclusive Platform, is the inclusive education information feature. This feature contains article content, news and activities regarding inclusive education. The special education teacher from SD Negeri Cipete 4 believes this feature is good enough to provide educational information for users. The special education teacher from SD Labschool PGSD FIP UNJ also added that the article was complete. However, examples of curriculum modifications need to be added. Special education teachers need this content to modify the curriculum in inclusive schools. Curriculum modifications are carried out to optimize learning for students with special needs and other students according to learning characteristics in order to improve results and achievements (Rafikayati & Prawoto, 2022). The last feature is about us. Special education teachers at the two inclusive schools think that the contacts provided as a forum for input for development are pretty straightforward and detailed. Overall, the E-Smart Inclusive Platform can be implemented well because it is easy to use, the language presented is easy to understand, the graphic design is modern, and the information provided is complete.

CONCLUSION

The E-Smart Inclusive Platform, a website-based management information system in inclusive schools, has been implemented well. The special education teachers at SD Negeri Cipete 4 and SD Labschool PGSD FIP UNJ as schools that provide inclusive education, have implemented the E-Smart Inclusive Platform well because it is easy to use, the language presented is easy to understand, the graphic design is modern, and the information provided quite complete. All features presented, such as the homepage feature, about us, inclusive education data, education information, and our contacts, function well and are integrated. Although overall, the E-Smart Inclusive Platform received a good assessment from special education teachers at SD Negeri Cipete 4 and SD Labschool PGSD FIP UNJ, several notes need to be improved so that it can be even better. Recommendations for further research can be applied to the E-Smart Inclusive Platform in more and broader inclusive schools.

References

Alkhateeb, N., Alrubaian, A., & Tamakloe, D. (2023). A Dialogical Inquiry of Elementary School Teachers' Perspectives on Inclusive Education of Students With Special Education Needs and Disability (SEND). SAGE Open, 13(2), 1–11. https://doi.org/10.1177/21582440231162056

Arriani, F., Hidayah, F., Pramesti, F., Adawiyah, E., Wibowo, S., Widiyanti, R., Tulalessy, C., & Herawati, F. (2021). Panduan Penyusunan Program Pembelajaran Individual. In Pusat Kurikulum dan Perbukuan Badan Penelitian dan Pengembangan dan Perbukuan Kementrian Pendidikan, Kebudayaan, Riset, dan Teknologi. Pusat Kurikulum dan Perbukuan Kemendikbudristek RI. https://repositori.kemdikbud.go.id/24969/1/Panduan_PPI.pdf

Aryani, R., Kurniawan, E., & Supadi. (2023). Disrupsi Manajemen Pendidikan Di Era Society 5.0. Eureka Media Aksara.

Aryani, R., Purnamawati, S. N., & Kurniawan, E. (2022). Merdeka Belajar Curriculum Implementation in Inclusive Schools. Ta'dib: Jurnal Pendidikan Islam, 27(2), 109–120. https://doi.org/10.19109/td.v27i2.14412

Aryani, R., Sarji, Sodikin, Rohida, L., Sutomo, S., Wicaksono, D., Rahmawati, D., Fanisyah, E., Kurniawan, E., Mubinan, F., Sogalrey, F. A. M., Astuti, W., & Javlean, C. A. C. (2023). Manajemen Pendidikan: Teori dan Konsep Pengelolaan Pendidikan. Eureka Media Aksara.

Bosancic, B., & Matijevic, M. (2020). Information as a construction. Journal of Librarianship and Information Science, 52(2), 620–630. https://doi.org/10.1177/0961000619841657

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

Gibbs, K., & Bozaid, A. (2022). Conceptualising inclusive education in Saudi Arabia through conversations with special education teachers. Improving Schools, 25(2), 101–113. https://doi.org/10.1177/13654802211021756

H.A Rusdiana & Moch. Irfan. (2018). Sistem Informasi Manajemen (B. A. Saebani (ed.); 2nd ed.). CV Pustaka Setia.

Haryati, T., Winata, W., & Suryadi, A. (2022). PENGEMBANGAN PROGRAM PEMBELAJARAN INDIVIDUAL BAGI SISWA SLOW LEARNER DI SD LAB SCHOOL FIP UMJ. Jurnal Instruksional, 4(1), 34–61. https://doi.org/https://doi.org/10.24853/instruksional.4.1.%25p

Hayes AM, B. J. (2017). Characteristics of Inclusive Education. Https://Www.Ncbi.Nlm.Nih.Gov/. https://www.ncbi.nlm.nih.gov/books/NBK554622/box/bc/?report=objectonly

Id CloudHost. (2019). Sistem Informasi Manajemen : Pengertian, Fungsi, Tujuan, Manfaat, dan Contohnya. Idcloudhost.Com. https://idcloudhost.com/sistem-informasi-manajemen-pengertian-fungsi-tujuan-manfaat-dan-contohnya/

Karani, A., Thanki, H., & Achuthan, S. (2021). Impact of University Website Usability on Satisfaction: A Structural Equation Modelling Approach. Management and Labour Studies, 46(2), 119–138. https://doi.org/10.1177/0258042X21989924

Kim, D., Yagi, H., & Kiminami, A. (2023). Exploring information uses for the successful implementation of farm management information system: A case study on a paddy rice farm enterprise in Japan. Smart Agricultural Technology, 3(September 2022), 100119. https://doi.org/10.1016/j.atech.2022.100119

Kurniawan, E. (2020). Magical Science Sebagai Media Pembelajaran IPA Berbasis Website untuk Siswa Tunarungu. Universitas Negeri Jakarta. http://repository.unj.ac.id/3875/

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

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

Mingers, J., & Standing, C. (2018). What is information? Toward a theory of information as objective and veridical. Journal of Information Technology, 33(2), 85–104. https://doi.org/10.1057/s41265-017-0038-6

Munchan, L., & Agbenyega, J. (2020). Exploring early childhood educators' experiences of teaching young children with disability. Australasian Journal of Early Childhood, 45(3), 280–291. https://doi.org/10.1177/1836939120944635

Nasution, W. R. H., Nasution, M. I. P., & Sundari, S. S. A. (2022). 9 Pendapat Ahli Mengenai Sistem Informasi Manajemen. Jurnal Inovasi Penelitian, 2(1), 180–197. https://doi.org/https://doi.org/10.47492/jip.v3i6.1966

Prasanti, D. (2018). Penggunaan Media Komunikasi Bagi Remaja Perempuan Dalam Pencarian Informasi Kesehatan. LONTAR: Jurnal Ilmu Komunikasi, 6(1), 13–21. https://doi.org/10.30656/lontar.v6i1.645

Presiden, S. (2021). Podcast Hardiknas 2021 Presiden Jokowi dan Mas Menteri Nadiem Makarim, 2 Mei 2021. https://www.youtube.com/watch?v=36Q3-BQIi4A

Purnamawati, S. N., Aryani, R., Tarjiah, I., & Kurniawan, E. (2023). Development of a Website-Based Education Management Information System in Inclusive Schools. Indonesian Journal Of Educational Research and Review, 5(3), 554–563. https://doi.org/10.23887/ijerr.v5i3.56659

Rafikayati, A., & Prawoto, E. C. (2022). Implementasi Modifikasi Kurikulum untuk Meningkatkan Hasil Belajar Mahasiswa Berkebutuhan Khusus. Jurnal Ortopedagogia, 8(1), 74–79. https://doi.org/http://dx.doi.org/10.17977/um031v8i12022p74%20-%2079

Rahman, W., & Saudin, L. (2022). Bahan Ajar Sistem Informasi Manajemen (N. S. Wahyuni (ed.); Pertama). Widina Bhakti Persada Bandung. https://repository.penerbitwidina.com/media/publications/356473-bahan-ajar-sistem-informasi-manajemen-636e8b51.pdf

Reuge, N., Jenkins, R., Brossard, M., Soobrayan, B., Mizunoya, S., Ackers, J., Jones, L., & Taulo, 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

Sa'adah, F. N. H., Nisrokha, & Ibad, A. Z. (2021). Sistem Informasi Manajemen Pendidikan (SIMP) Kepala Sekolah Dalam Pengambilan Keputusan Di SMK Islam Al-Khoiriyah. Tarbawi Ngabar: Jurnal of Education, 2(2), 190–208. https://doi.org/10.55380/tarbawi.v2i2.130

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

Sari, A. O., & Abdilah, A. (2019). Buku Web Programming I berisikan materi belajar mengenai dasar- dasar pemrograman web . Buku ini direkomendasikan bagi pemula belajar pemrograman web . Buku ini menjelaskan bagaimana belajar dasar-dasar pemrograman web dengan mudah , praktis dan cepat dis (1st ed.). Graha Ilmu.

Setyabudi Indartono. (2019). Pengantar Manajemen. In Fakultas Ekonomi UNY (Vol. 8, Issue 5). Fakultas Ekonomi UNY.

Shoup, J. A., Narwaney, K. J., Wagner, N. M., Kraus, C. R., Gleason, K. S., Albright, K., & Glanz, J. M. (2019). Social Media Vaccine Websites: A Comparative Analysis of Public and Moderated Websites. Health Education and Behavior, 46(3), 454–462. https://doi.org/10.1177/1090198118818253

Sillitto, H., Godfrey, P., & Mckinney, D. (2017). Defining " System " : a Comprehensive Approach Defining " System ": a Comprehensive Approach (Issue July). https://www.researchgate.net/publication/318601827_Defining_System_a_Comprehensive_Approach/link/597282b3458515e26dfd9517/download

Sukadari, H. (2019). Model Pendidikan Inklusi Dalam Pembelajaran Anak Berkebutuhan Khusus (1st ed.). Kanwa. http://repository.upy.ac.id/1915/1/PENDIDIKAN INKLUSI.pdf

Syafnidawaty. (2020). Observasi. Universitas Raharja. https://raharja.ac.id/2020/11/10/observasi/

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

Törmänen, M. R. K., & Roebers, C. M. (2018). Developmental outcomes of children in classes for special educational needs: results from a longitudinal study. Journal of Research in Special Educational Needs, 18(2), 83–93. https://doi.org/10.1111/1471-3802.12395

UNICEF. (2017). Inclusive Education, Including children with disabilities in quality learning: what needs to be done? In UNICEF For Every Child (Issue September). https://www.unicef.org/. https://www.unicef.org/eca/sites/unicef.org.eca/files/IE_summary_accessible_220917_brief.pdf

Waryanto. (2021). Pengertian Website Lengkap dengan Jenis dan Manfaatnya. Niaga Hoster. https://www.niagahoster.co.id/blog/pengertian-website/

Yusra, Z., Zulkarnain, R., & Sofino, S. (2021). Pengelolaan Lkp Pada Masa Pendmik Covid-19. Journal Of Lifelong LearningYusra, Z., Zulkarnain, R., & Sofino, S. (2021). Pengelolaan Lkp Pada Masa Pendmik Covid-19. Journal Of Lifelong Learning, 4(1), 15–22. Https://Doi.Org/10.33369/Joll.4.1.15-22, 4(1), 15–22. https://doi.org/10.33369/joll.4.1.15-22