

Digital Accessibility Management For Students In an Inclusive School: A Case Study in Indonesia

Anisatul Maysaroh

Universitas Ahmad Dahlan, Indonesia
2308046056@webmail.uad.ac.id

Sukirman

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

Dian Hidayati

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

Abstract: Inclusive education in Indonesia still faces challenges in ensuring adequate digital accessibility for students with special needs. This study aims to identify digital accessibility management strategies in inclusive schools using the Planning, Organizing, Actuating, Controlling (POAC) management approach. The research was conducted at SD Al-Irsyad Al-Islamiyyah Jember using qualitative methods through semi-structured interviews and document analysis, which was processed with ATLAS.ti 9 software. The results showed that planning includes analyzing students' needs, organizing a special team, implementing digital training for teachers and students, and evaluation through student progress reports and regular meetings with parents. The findings reveal that the application of digital technology increases students' independence and motivation, although it still faces obstacles such as limited resources. This study recommends continuous training and policy support to strengthen digital accessibility in inclusive schools.

Keywords: Digital Accessibility; POAC Management; Inclusive Education.

INTRODUCTION

Education is a fundamental human right, yet many individuals still lack access. In Indonesia, inclusive education integrates children with special needs and typically developing children within a shared learning environment. This approach addresses the limitations faced by Special Schools and enables all children, regardless of ability, to learn together in schools that provide tailored programs according to their individual needs (Garnida & Sumayyah, 2015; Rusmono, 2020). According to data from the National Commission on Disability and the Directorate of Community Education and Special Education (PMPK) under the Ministry of Primary and Secondary Education (Kemdikdasmen), as of November 2024, there are approximately 341,414 children with disabilities in Indonesia. Of these, 162,038 are enrolled in Special Schools while 179,376 attend regular schools, as recorded in the national education database. Furthermore, the 2024 Education Statistics Report from

The Central Bureau of Statistics) reveals that 17.85% of persons with disabilities over five years have never received formal education. According to the Coordinator of the Inclusive Education Task Force at the Directorate of Community Education and Special Education under the Ministry of Education, Culture, Research, and Technology, only 64% of the estimated number of children with disabilities in Indonesia currently access education. The main contributing factors include financial barriers, learned helplessness, and school-level rejection.

According to Lambrecht et al. (2022), Inclusive education aims to involve children with special needs in regular classrooms, where teachers implement collaborative teaching approaches and apply diverse assessment methods. Inclusive education ensures that every student with special needs has equitable access to digital learning opportunities (Alzahrani, 2020). The digital era presents significant opportunities to strengthen inclusive education through various technologies tailored to students' diverse needs. The rapid advancement of digital technology has led to innovations such as adaptive learning software, notably Assistive Technology (AT), which supports children with special needs in acquiring knowledge, enhancing functional abilities, minimizing limitations, fostering social inclusion, and increasing participation in both education and daily life (Auliawati & Sartika, 2023; Lutfio et al., 2023; McNicholl et al., 2021). In addition, communication aids and online learning platforms have further enhanced educational accessibility for students with special needs (Auliawati & Sartika, 2023).

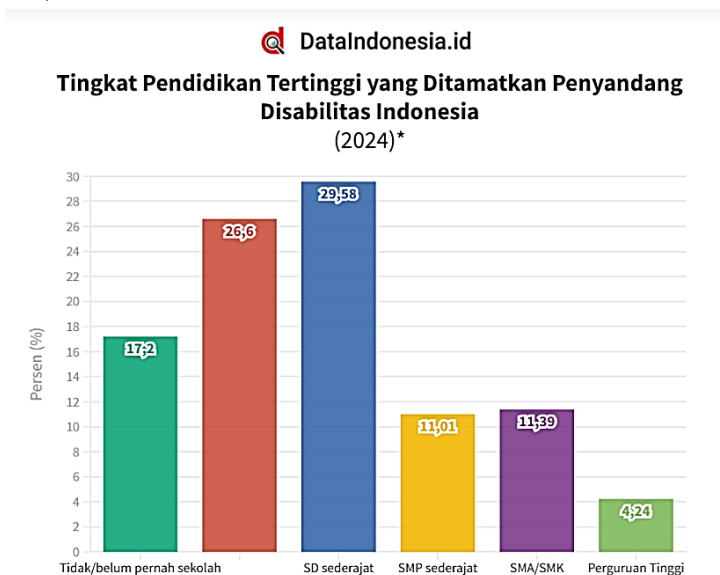


Figure 1. The Central Bureau of Statistics

Visualization by (Ridha Kusuma Perdana, 2024) Inclusive schools must establish digital accessibility systems that accommodate students' diverse needs. Such systems include implementing accessible software and hardware for students with special needs and teacher training in effectively using appropriate technologies (Zhang & Zhang, 2024). As part of the implementation of Law No. 8 of 2016 on Persons with Disabilities and the Ministerial Regulation of the Ministry of Education and Culture No. 70 of 2009 on Inclusive Education, schools are expected to implement digital accessibility management effectively. Digital accessibility management in inclusive schools aims to provide an equitable learning environment for all students, including those with special needs (Smith, 2009; UNESCO, 2021). According to the Planning, Organizing, Actuating, and Controlling (POAC) management theory, the administration of digital accessibility must follow four key stages: planning, organizing, implementing, and controlling (Aditama, 2020). These functions enable schools to design comprehensive strategies, manage resources effectively, implement adaptive programs, and evaluate program outcomes. With structured management, the integration of technology in inclusive education can bring significant benefits, including improved access, collaborative learning, and the development of problem-solving skills (Adriana, 2021; Azizah & Hendriyani, 2024; Hoogerwerf, Mavrou, and Traina, 2020).

However, in reality, many inclusive schools have not yet fully optimized the provision of adequate digital accessibility. The challenges faced include a lack of technological infrastructure, limited teacher training in using adaptive technology, and a shortage of disability-friendly digital learning devices (Arias et al., 2023; Bešić et al., 2020; Hunt, 2021; Isma et al., 2023; Pasiningsih, 2024). Choosing the right technology is important to adapt to the needs of children with special needs, making it an effective and efficient tool to support the learning process. Selecting the right technology is crucial for accommodating the needs of children with special needs, making it an effective and efficient tool to support the learning process (Azizah and Hendriyani 2024). According to the Indonesian Central Bureau of Statistics (BPS) in the Educational Statistics 2023 publication, inclusive schools still rely on conventional methods, with only a small portion able to fully utilize digital technology optimally.

Disparities in accessibility management within inclusive schools pose a challenge that may exacerbate the learning gap between students with special needs and their peers (Putri et al., 2024) and impact their academic performance and ability to integrate socially. Limited access to adaptive technology and assistive software often hinders students' ability to engage in digital-based learning processes fully. The lack of investment in inclusive technology within

educational environments can further widen the academic gap between students with special needs and regular students (Smith, 2009). Moreover, differences in digital literacy levels between teachers and students present a significant challenge (Sa'id et al., 2024). For instance, teachers not adequately trained in using adaptive technology devices often struggle to provide an equitable learning experience for all students. Furthermore, government policies that limit the procurement of inclusive technology exacerbate this inequality. As Beyene et al. (2023) explained, policies that do not prioritize digital accessibility can prolong cycles of disparity. Therefore, a systemic approach involving teacher training, the provision of adaptive technology, and policies supporting digital inclusion is needed to address this issue.

In Indonesia, there are many outstanding schools; however, not all schools accept inclusive students, nor are they all capable of organizing and facilitating the needs of students with special needs. Many schools have students with special needs but fail to provide adequate support, resulting in limited facilities for these students. Therefore, more comprehensive research is needed to identify effective management strategies for improving digital accessibility in inclusive schools. Thus, this article aims to examine and provide recommendations on the ideal digital accessibility management in inclusive schools, ensuring truly inclusive and equitable education.

RESEARCH METHODOLOGY

The research method used is qualitative. According to Creswell (2017), qualitative research is a study that explores and understands meaning from individuals or groups who experience social issues. The research was conducted at Elementary School Al-Irsyad Al-Islamiyyah Jember, a full-day school that has been an inclusive education provider since 2014. The school has implemented inclusive education practices, which are more effective in helping students with special needs better understand their lessons.

The research data consists of primary and secondary data. Primary data was obtained through interviews with relevant parties, including the principal, classroom teachers, and shadow teachers. Meanwhile, secondary data was collected from related documents or relevant literature (Karimah, Suyatno, and Sukirman 2025). Data was collected using semi-structured interviews to gain in-depth information on digital accessibility management in schools from multiple perspectives, including the principal, classroom teachers, and shadow teachers. Documentation involved gathering records, school profiles, and inclusive student data to complement the information obtained from the interviews, and the collected data was then processed using ATLAS.ti 9 software.

RESULTS AND DISCUSSION

Based on the data analysis obtained through semi-structured interviews and analyzed using the software ATLAS. Ti 9, the researchers identified efforts to improve digital accessibility for students with special needs at Elementary School Al-Islamiyyah Jember. The school implemented a management theory-based approach that includes planning, organizing, directing, and controlling to ensure that all students, particularly those with special needs, receive equal and quality educational services. Nevertheless, there are several challenges in implementing the program, along with the proposed solutions and the impact of technology integration on students with special needs. Here is the visualization of the data analysis results using the software ATLAS. Ti 9.

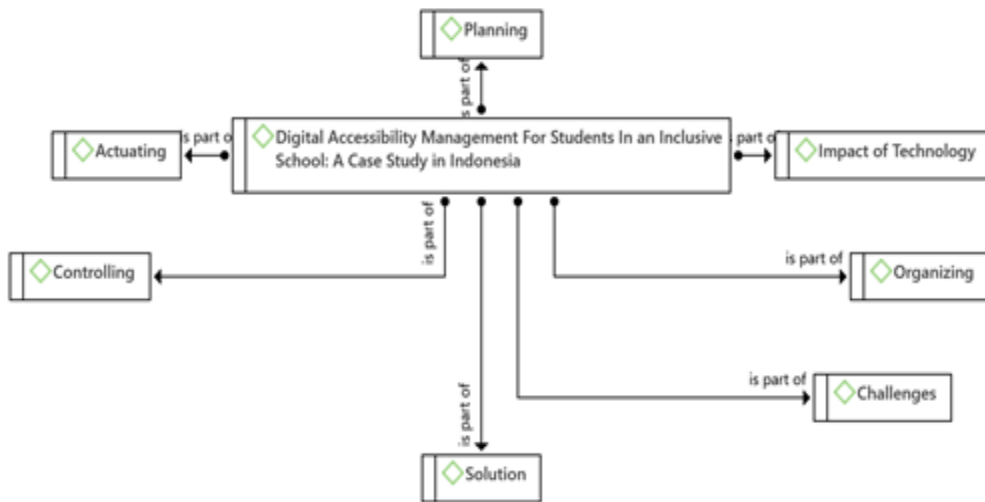


Figure 2. Data Analysis Result Using Atlas. ti 9

Based on the data analysis image above, the digital accessibility management implemented at Elementary School Al-Irsyad Al Islamiyyah Jember includes planning through student needs analysis, organizing by adjusting learning materials and digital tools, implementing by integrating technology into the learning process, and controlling through student development evaluations. This study will elaborate on the planning, organizing, actuating, and controlling processes to illustrate how the school optimally manages accessibility in an inclusive education environment. Below is an explanation of digital accessibility management at the elementary school in Al-Irsyad Al Islamiyyah, Jember.

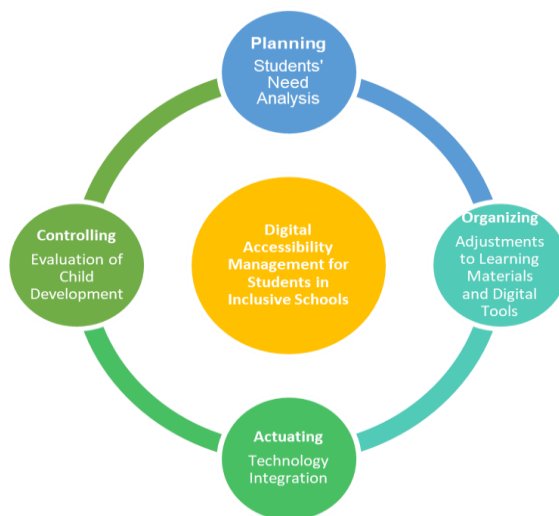


Figure 3. Digital Accessibility Management in an Inclusive School

Planning

In the planning stage, according to Terry (2021), planning serves as the initial step in management. The first planning phase at Elementary School Al-Irsyad Al-Islamiyyah Jember was conducted through a student needs analysis to understand the difficulty level, diversity of abilities, and individual needs within the inclusive environment. Findings from interviews with the principal, classroom teachers, and shadow teachers indicate that identifying students' specific needs is the foundation for designing strategies for using adaptive digital tools and learning materials. As stated by the principal:

“In terms of planning, we always begin by understanding the needs of the children first. We conduct an initial assessment to determine each student's intellectual abilities, potential in using technology, and any challenges they may face. Based on this, we develop a plan for providing inclusive technology devices, such as tablets equipped with educational applications designed to be accessible for children with special needs.”

The statement from the classroom teacher also supports this:

“In the planning stage, our role is significant because we frequently interact with the children in the classroom. We assess students' needs, working closely with therapists and the principal.”

The shadow teacher added:

“During the planning stage, I collaborate with the classroom teacher and educational therapists to understand each child's specific needs.”

Organizing

In the organizing stage at Elementary School Al-Irsyad Al-Islamiyyah Jember, the first step was establishing clear task divisions among classroom teachers, IT staff, and shadow teachers to support students' learning process. As explained by the principal:

“During the organizing stage, we formed an exceptional team of classroom teachers, IT staff, and shadow teachers for students with special needs. This team manages the devices and ensures they are accessible to all students.”

This statement is reinforced by the explanation from the classroom teacher regarding task distribution:

“The shadow teacher and I usually divide tasks. I focus on teaching content, while the shadow teacher helps children who experience technical difficulties.”

During the organizing stage, emphasis is also placed on aligning learning materials and digital tools with the needs of inclusive students. Analysis results indicate that learning materials have been adapted into interactive digital formats accessible to students with various ability levels. As stated by the classroom teacher:

“We also provide input on the types of applications or digital tools that match the abilities and interests of the children. This is essential to ensure that our technology truly supports their learning rather than being just a complicated tool they struggle to understand.”

The shadow teacher added:

“I also help adjust digital materials to make them easier to comprehend, such as simplifying the interface or selecting applications with engaging visuals that are not overly complex. In the organizing stage, I ensure that each child gets a device that suits their needs.”

The school also implements a rotating schedule for the use of digital devices to ensure fair access for all students. The principal emphasized this:

“We also arrange a schedule for digital device usage on a rotating basis so that all students have equal opportunities.”

The classroom teacher echoed this:

“During the organizing stage, we create a daily schedule that allows all children to access the devices alternately, according to their individual needs.”

Followed by the statement from the shadow teacher:

“For instance, some children can only focus for short periods, so I organize a more flexible device usage schedule for them.”

Actuating

In the actuating stage, teachers and students first receive digital skills training using learning applications and online communication tools. This was conveyed directly by the principal:

“Additionally, we provide training for teachers to use this technology effectively and offer guidance to parents so that children can continue learning at home. We also provide simple digital skills training sessions to help students feel confident using the devices. The shadow teacher is always in the classroom to assist children with technology difficulties.”

The classroom teacher also emphasized the importance of such training:

“We regularly participate in training to improve our effectiveness in using digital devices.”

Teachers continue using conventional methods in classroom learning while gradually integrating technology into lessons. This includes presenting learning materials in digital formats, such as interactive videos and educational applications, to enhance student understanding. This aligns with the principal's statement:

“In practice, we strive to make technology an integral part of the teaching and learning process. For example, we use interactive learning applications to help children with intellectual disabilities grasp basic concepts such as counting, reading, and religious studies.”

The classroom teacher further elaborated:

“Additionally, we prepare learning materials in digital formats, such as interactive videos or educational games installed on devices. We aim to make technology a natural part of the learning experience. For instance, for children with intellectual disabilities who struggle with reading, we use applications that can read text aloud. We also incorporate game-based activities to improve attention and concentration.”

Controlling

Based on the results of the analysis, digital accessibility monitoring and evaluation at Elementary School Al-Irsyad Al-Islamiyyah Jember are conducted through monthly evaluation reports, which include student progress assessments and parent meetings. As stated by the principal:

“We conduct monthly evaluations to assess the effectiveness of this program. Teachers and assistants report students' progress, including how well they can use the technology and its impact on their learning. Additionally, we hold meetings with parents to gather feedback on their children's experiences at home. If challenges arise, we promptly revise the program or the devices used.”

Student progress reports are obtained through daily observations of students' behavior and their development in using digital tools to complete tasks. These observations are recorded in teachers' daily journals and later shared with parents. As explained by the classroom teacher:

"In the controlling stage, we conduct daily monitoring and weekly evaluations. We record student progress, such as how often they use the devices, whether they show improvement in understanding the material, or if they experience frustration. We immediately discuss issues with the shadow teacher, parents, or the principal to find solutions."

The shadow teacher also emphasized the importance of observation and provided recommendations for more suitable digital tools based on student needs:

"During the controlling stage, I observe students' daily behavior and progress. We maintain a daily journal to document their ability to use the devices, including whether they can complete tasks within the applications or need additional assistance. I regularly share these evaluations with classroom teachers and parents so that we can collaboratively seek solutions if challenges arise. Moreover, I recommend whether specific devices or applications must be replaced or adjusted".

DISCUSSION

The research findings on implementing digital accessibility management at Elementary School Al-Irsyad Al-Islamiyyah Jember reveal how planning, organizing, actuating, and controlling enhance digital accessibility in education for students in inclusive schools. The planning stage at Elementary School Al-Irsyad Al-Islamiyyah Jember highlights the importance of individual needs analysis as the foundation for developing digital accessibility management strategies. This student-centered planning reflects the school's commitment to understanding the diversity of student abilities within an inclusive environment. The initial assessment conducted by the principal, classroom teachers, and shadow teachers is essential in identifying the students' challenges. It also ensures that the tools and learning materials are relevant and inclusive, allowing students with special needs to access education more effectively. This aligns with the research conducted by Ayibah & Andari (2022) and Maftuhatin Luluk (2014), which states that a student-friendly learning process is carried out through planned and systematic observation and assessment. Assessment is essential for evaluating children's basic abilities, including their strengths, weaknesses, learning barriers, and potential for development. By integrating this approach into digital accessibility management, Elementary School Al-Irsyad Al-Islamiyyah Jember ensures that every student, especially those with special needs, receives targeted support that enhances their learning experience in an inclusive environment.

In the organizing stage, according to Akbar et al. (2021), collaboration among several individuals is implemented through task distribution and the formation of work units to carry out their duties and functions. The organizing stage at Elementary School Al-Irsyad Al-Islamiyyah Jember emphasizes precise task distribution and establishing a specialized team to support the implementation of the digital accessibility program. Active participation and collaboration among various stakeholders are necessary to create effective and conducive learning while supporting inclusivity (Azizah & Hendriyani, 2024; Rusmono, 2020). An effective organizational structure is reflected in the cooperation between classroom teachers, IT staff, and shadow teachers, each fulfilling specific roles. This ensures that all management aspects, including adjustments to digital materials and scheduling device usage, function efficiently. The alignment of digital tools with student needs, such as interactive learning applications and material adaptations, is also a critical component of this stage. These efforts ensure that inclusive students receive digital support to enhance their learning experiences.

Actuating is a management function aimed at realizing the outcomes of planning and organizing (Faiz et al., 2024). This stage involves aligning activities and fostering collaboration across all sectors to ensure organizational goals are achieved smoothly and efficiently. At Elementary School Al-Irsyad Al-Islamiyyah Jember, technology is actively integrated into daily learning. Both teachers and students receive digital skills training, a foundation for optimizing technology use. Innovative learning methods, such as interactive learning applications and educational videos, enhance students' understanding of the material and boost their motivation. Previous research has demonstrated that interactive teaching modules are highly effective in improving literacy and numeracy skills (Kurniawan & Badiah, 2022) and in enhancing students' motivation and academic performance in inclusive schools (Daniati, Ismanto, and Luhsasi, 2020; Lanya et al., 2023). Through structured actuating, Elementary School Al-Irsyad Al-Islamiyyah Jember ensures that technology is not merely an auxiliary tool but a key component in fostering an inclusive, engaging, and effective learning environment for students with special needs.

Monitoring and evaluation play a crucial role in assessing the effectiveness of digital accessibility management. According to Koonzt (dalam Faiz et al., 2024), *"controlling is the measuring and correcting objectives of subordinates to assure that events conform to plans,"* meaning that supervision involves measuring and correcting goal achievements to ensure activities align with the planned objectives. At Elementary School Al-Irsyad Al-Islamiyyah Jember, monitoring and evaluation are conducted regularly to assess the effectiveness of the digital accessibility program through student progress reports and routine parent

meetings. Evaluation is a preventive measure to minimize errors in organizational execution (Ayibah & Andari, 2022), enabling the school to identify obstacles and quickly implement solutions. Daily observations carried out by classroom and shadow teachers are essential for evaluating how much technology has supported students in their learning. Recommendations for adjustments in devices or learning methods also reflect the school's commitment to continuously enhancing digital accessibility for inclusive students. This structured evaluation ensures that digital tools remain relevant, effective, and beneficial, allowing students with special needs to receive an equitable and optimized learning experience.

However, implementing this management system is not without challenges, applied solutions, resulting impacts, and emerging expectations for the future. During the execution phase, several obstacles and difficulties were encountered by the school, one of which was the diversity of students' abilities, as children have varying levels of comprehension, requiring a specialized approach. According to research by Tarnoto (2016), teachers found that 35.29% of issues related to students in inclusive schools stem from students with special needs facing different challenges and requiring distinct interventions. Additionally, limited resources and digital devices remain significant obstacles, including the lack of adequate digital tools and other technical difficulties, such as internet connectivity issues and low technical skills among teachers and students. Without sufficient accessibility, students with physical disabilities struggle with free movement, which can ultimately affect their learning outcomes (Pujiaty, 2024). Another challenge is that students tend to get bored quickly, especially when digital learning is not designed to be engaging and interactive.

In addressing these challenges, various solutions have been designed and implemented. Collaborative problem-solving involves cooperation between the principal, teachers, and parents to overcome technical and non-technical obstacles. Pujiaty (2024) also stated that building strong collaboration between schools and parents creates a more supportive environment for inclusive students. A well-coordinated team is essential, with a dedicated group at school responsible for managing devices, resolving technical issues, and adapting learning methods. Additionally, adjustments to digital learning materials are made to align with the individual needs and abilities of students. Differentiated teaching is one of the strategies schools implement to accommodate diverse student needs (Pujiaty, 2024). Teachers also actively conduct daily observations and routine evaluations of student progress, allowing challenges to be quickly identified and addressed. This continuous monitoring ensures that digital accessibility remains effective in supporting inclusive learning.

The use of technology in education has brought significant positive impacts, especially for inclusive students. Technology helps students learn more independently by providing access to educational resources that match their abilities and learning styles while boosting their self-confidence (Suwahyo, Setyosari, and Praherdhiono 2022). Several previous studies have shown that digital media strongly supports the learning process in inclusive schools (Arifah, Rakhmat, and Mulyadi 2023). However, for digital technology to be implemented effectively, educators must undergo specialized training (Ariyanto Dedy, 2017; Tanjung et al., 2024). Additionally, technology enhances students' enthusiasm for learning through interactive features that capture their attention. In the long term, digital tools enable technology integration into the curriculum, introducing new learning methods such as simulations and educational applications. Teachers and shadow teachers utilize technology as an assistive tool to provide more effective guidance for students, particularly in helping them understand complex concepts.

However, implementing this management system is not without challenges, applied solutions, resulting impacts, and emerging expectations for the future. During the execution phase, several obstacles and difficulties were encountered by the school, one of which was the diversity of students' abilities, as children have varying levels of comprehension, requiring a specialized approach. Research by Tarnoto (2016) highlights several issues related to government involvement in the implementation of inclusive schools, such as Lack of government attention and concern for inclusive schools (24.64%), Limited training on inclusive education for teachers (18.84%), Low government support for professionals assisting inclusive schools, both in terms of numbers and welfare (10.87%), Absence of specialized institutions providing training for supporting children with special needs (0.72%). Additionally, Ainscow (as cited in Pujiaty, 2024) states that teachers who receive training in inclusive education are better equipped to manage classrooms effectively for students with special needs. This program is expected to develop sustainably, with innovations tailored to students' future needs. Moreover, a more potent collaboration between schools and parents remains a significant goal, ensuring consistent support so digital learning can continue at home.

CONCLUSION

The implementation of digital accessibility management at Elementary School Al-Irsyad Al-Islamiyyah Jember follows a management approach consisting of the planning, organizing, actuating, and controlling stages to ensure inclusive and high-quality education for students, especially those with special needs. In the planning stage, an individual needs analysis is conducted

through initial assessments involving the principal, classroom teachers, and shadow teachers to design strategies for using relevant and inclusive digital tools and materials. The organizing stage focuses on precise task distribution among classroom teachers, IT staff, and shadow teachers, as well as aligning learning materials and digital tools with the needs of inclusive students. This includes a rotating device usage schedule to ensure equitable access. In the implementation stage, technology is actively integrated into learning by providing digital skills training to teachers, students, and parents while leveraging interactive learning applications and educational videos to improve students' comprehension and motivation. Routine evaluation is conducted in the and controlling stage, involving student progress reports through daily observations, teacher journals, and parent meetings to assess program effectiveness and recommend adjustments to digital tools or learning methods if necessary. Nevertheless, implementing this management faces various challenges, such as the diversity of student abilities, limitations of digital devices, and a lack of technical skills. To address these challenges, the recommended direct implementation strategies include enhancing ongoing digital training for teachers, students, and parents, optimizing the use of digital resources through a digital library containing inclusive materials, collaborating with external parties to support the development of digital tools for inclusive students, and conducting periodic monitoring and evaluation to adjust teaching methods according to the assessment results of student development. Moreover, strengthening technological infrastructure through a special budget allocation for hardware and software and developing an integrated student management information system (SMIS) can be strategic steps to ensure the sustainability of digital accessibility programs. Increasing awareness of digital inclusion through socialization for all school stakeholders will support creating a more inclusive and adaptive educational environment in response to technological developments.■

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