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VIDYA KARYA

Technology-Based Assessment for Children with Special Needs: Improving Accessibility and Accuracy in Inclusive Education Environments

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Abstract. This study aims to evaluate the effectiveness of technology-based assessment applications in identifying and assessing the needs of learners with special needs in inclusive schools. Using a mixed methods design, this study involved 40 respondents consisting of teachers and parents of children with special needs in inclusive schools in Banjarbaru, with data collection through surveys, observations and in-depth interviews. The results showed that the technology-based assessment application made it easier to understand the needs of children with disabilities and plan more effective interventions, with 85% of respondents (teachers and parents) finding it easy to use. 78% of respondents felt that the app helped them to identify children's cognitive, emotional, social and physical abilities more accurately than manual methods. Use of the app also improved the efficiency of the learning process, with 70% of observations indicating regular use by teachers and 60% by parents. This study highlights the importance of additional training and improved technology infrastructure to maximize the benefits of this app. In conclusion, this study shows that technology can effectively overcome the challenges of assessing children with disabilities and support the development of inclusive education policies in Indonesia.
Keywords: accessibility; inclusive education; special needs; technology-based assessment

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INTRODUCTION

Children with special needs require special attention in the educational process. Proper identification and assessment are critical to understanding specific needs and providing effective interventions (Cakiroglu, 2015; Castro-Villarreal et al., 2016; Pesova et al., 2014). Traditional manual assessment methods are often time-consuming and only sometimes provide an accurate picture of a child's abilities and needs. Therefore, innovations in educational technology are needed to improve the effectiveness and efficiency of the assessment process for children with special needs (Boyle & Kennedy, 2019; Erdem, 2017; Olakanmi et al., 2020). Assessment of children with special needs is a crucial step in inclusive education (Jungjohann & Gebhardt, 2023; Suleymanov, 2015; Yuwono & Pasani, 2018). Children with special needs require proper identification and assessment to understand their needs Research conducted by Irvan (2020)

highlighted the importance of early identification to ensure effective and timely interventions that maximize the developmental potential of these children.

Traditional assessment methods are often less responsive to the individual needs of children with disabilities. According to Dewi (2018), manual assessments take a long time and often need to depict a child's abilities and needs accurately. Therefore, there is an urgent need to find more efficient and accurate alternatives. Previous research highlights the importance of early identification to ensure timely and effective interventions. Accurate assessments help design intervention programs that meet the child's needs. However, traditional methods often need more time to provide detailed and rapid data, leading to delays in providing the necessary support.

As technology develops, there is great potential to improve the assessment process through digital tools. Research by Kurniawan et al., (2018) showed that technology-based assessment applications can provide more in-depth and comprehensive real-time data. However, implementing this technology is still in its early stages and requires further development. Technology can improve accessibility for teachers, parents and students themselves. Web-based applications allow the assessment process to be carried out anytime, anywhere, speeding up identification and intervention. This is important to reduce delays in getting children with disabilities the support they need.

The development of technology offers great opportunities to improve the assessment process. Technology-based assessment applications can provide deeper and more comprehensive real-time data. With this ability, teachers and parents can immediately understand children's needs and plan more appropriate interventions. Research shows that these applications can improve the accuracy and efficiency of assessments, helping teachers and parents better understand children's cognitive, emotional, social, and physical abilities.

Children with disabilities have very different needs, which require a flexible and individualized approach to assessment (Binarani et al., 2021). Highlight the importance of a personalized approach to assessing children's socio-emotional development. Digital applications can be tailored to assess children's development more accurately.

One of the main advantages of technology is its ability to provide real-time feedback (Lampah & Setiawan, 2019). Developed an application that provides immediate reports to teachers and parents, allowing them to take necessary actions immediately. This increases the efficiency of the learning and intervention process. Manual methods are often prone to human error, which can affect the accuracy of assessment data. A well-designed digital assessment application can reduce such errors, ensuring the data collected is more accurate and reliable (Ashari et al., 2023). The use of technology in assessment not only improves accuracy but also accessibility. Web-based applications allow the assessment process to be carried out anytime, anywhere, speeding up identification and intervention. This is particularly important in inclusive education, where rapid and appropriate support is needed.

Surveys show that teachers and parents strongly support using technology in assessment. They felt that it helped them to understand the needs of children with disabilities and to plan more effective interventions (Idhartono et al., 2023). This highlights the importance of training and skill development in the use of educational technology. This study was conducted in an inclusive school in Banjarbaru at the early childhood education level, based on the problematic implementation of assessment of children

with disabilities that has not been carried out optimally given the limitations of teachers in carrying out assessments using traditional assessment instruments that cannot display the results of comprehensive assessment analysis.

Innovations in educational technology, particularly through technology-based assessment applications, can effectively overcome traditional assessment methods' limitations. This approach will enable children with disabilities to receive an education that is better suited to their needs, ultimately improving their learning outcomes and quality of life. Hopefully, this research will encourage the wider development and implementation of educational technology in inclusive schools in Indonesia.

The results of this study have important implications for the development of inclusive education policies in Indonesia. With empirical evidence of the benefits of technology in assessment, it is hoped that the government and other stakeholders can develop policies that encourage the use of technology in inclusive education (Wibowo, 2022). The technology-based assessment developed in this study is an application that contains comprehensive cognitive assessment aspects that include cognitive, perceptual, language, motor, and social-emotional assessments. This will ensure that children with disabilities receive the support they need to develop optimally.

This research is entitled 'Technology-Based Assessment for Children with Special Needs: Improving Accessibility and Accuracy in Inclusive Education Environments'. This innovation aims to address gaps in traditional assessment methods and utilize technology to improve the quality of inclusive education at the early childhood education level in Banjarbaru. With this approach, it is hoped that children with disabilities can receive an education better suited to their needs, ultimately improving their learning outcomes and quality of life.

METHOD

This study used a mixed-method design by combining quantitative and qualitative methods in a sequential explanatory design, where the quantitative approach is conducted first, followed by a qualitative approach to explore the quantitative findings to gain a comprehensive understanding of the effectiveness of technology-based assessment applications. The research procedure consisted of implementing the assessment application, preparing research instruments, collecting data through surveys, observations and interviews, analyzing quantitative and qualitative data and integrating findings from both data types, and preparing a research report.

This research was conducted at an inclusive education provider school at the PAUD level in the Banjarbaru region that has students with special needs, namely PAUD Mutiara, PAUD Mustika, and PAUD IT Nurul Fikri (see Table 1).

Table 1 Research settings

School	Number of teachers	Number of children with special needs
PAUD Mutiara	12	3
PAUD Mustika	8	5
PAUD IT Nurul Fikri	23	2
Total	43	10

The subjects in this study consisted of 40 teachers and parents of children with special needs, 30 people consisting of randomly selected teachers and ten parents of children with special needs. The digital assessment application will be developed with main features, including

assessing children's cognitive, emotional, perceptual, language and motor development. The app is designed to be accessed through mobile devices. Experts in inclusive education and educational technology validated the app. Initial trials were conducted to ensure that the app functioned as intended and was easy for teachers and parents to use.

Data collection was done through surveys. Teachers and parents will complete an online survey to collect data on their perceptions of the app's effectiveness. Observation: Direct classroom observations will be conducted to see the app being used in the learning and assessment process. In-depth Interviews: Interviews with teachers, parents, and students will be conducted to get an in-depth view of the benefits and challenges of using the app.

The research instruments are a survey questionnaire containing closed questions on the app's ease of use, accuracy, and effectiveness, a structured observation guide to record the app's use in the classroom, and a semi-structured interview guide to explore users' experiences and perceptions.

Quantitative data from the survey will be analyzed using descriptive statistics, while qualitative data from observations and interviews will be analyzed using the Miles and Hubermana analysis model, which consists of data reduction, data presentation, and conclusion drawing.

RESULT AND DISCUSSION

A digital assessment application will be developed with key features that include assessing children's cognitive, emotional, perceptual, language, and motor development. The app is designed to be accessed through mobile devices. Experts in inclusive education and educational technology validated it and declared it fit for use. The ABC application can be seen in Figure 1.

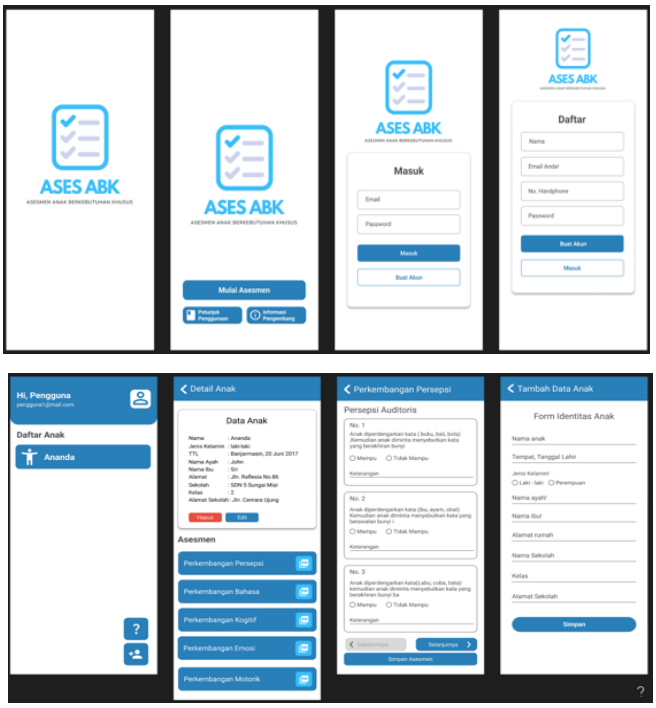

Figure 1 Asses ABK aplication

The results of an online survey completed by teachers and parents showed a positive response to the technology-based assessment

application. 85% of respondents stated that the app made it easier to understand the needs of children with disabilities and plan more effective interventions. Most respondents (78%) felt that the app helped them more accurately identify children's cognitive, emotional, social and physical abilities. The survey results showed that 85% of respondents (teachers and parents) felt that technology-based assessment applications made it easier for them to understand the needs of children with disabilities.

They can see real-time data on children's development, which gives them a clear picture of areas that need more attention. For example, teachers can quickly identify if a student is having difficulty in certain cognitive aspects, and parents can see their child's emotional development over time. A total of 78 per cent of respondents felt that the app helped them to plan more effective interventions. The app provides recommendations based on the collected assessment data, allowing teachers to design learning programs that better suit the child's needs. Parents also feel more confident supporting the learning process at home as they can access relevant information. The results of the application benefits are listed in Table 2.

Table 2 Application benefits

Aspects	Percentage of Respondents who Agree
Making it easier to understand the needs of children with disabilities	85%
Helping to Plan Effective Interventions	78%

The app's ease of use was one of the important factors highlighted in the survey. Eighty-two per cent of teachers and 88 per cent of parents stated that the app was easy to use and access. The diagram below illustrates the distribution of perceptions regarding the app's ease of use. The app's ease of use is highly valued by teachers, with 82 per cent stating that it is easy to use. Teachers felt the app's intuitive interface made entering and accessing assessment data easy. They can also quickly generate useful reports for meetings with parents or for school administration purposes. 88% of parents said the app is easy to access and use. They can download the app on their mobile devices and use it without the need for specialized training. This is particularly helpful for parents needing a more substantial educational or technological background.

The respondents also rated the digital assessment app as highly accurate and effective. Eighty per cent of teachers and 75 per cent of parents felt that the data generated by the app was more accurate than the manual assessment method. This is because the app can capture small details that may be missed in manual assessments, and data can be collected consistently without human bias. Table 3 below shows that respondents recognized the effectiveness of this app in supporting the learning process. The app allows for faster identification of needs and more appropriate customization of teaching strategies. Teachers can respond to students' needs more effectively and immediately, while parents feel more involved and informed about their child's development.

Direct classroom observations show that teachers use the app effectively in the learning and assessment process. Teachers can easily access real-time data on student progress and adjust teaching strategies according to individual needs. The following table summarizes the findings from the classroom observations. Classroom observations show that the app is used frequently by teachers, with 70% of observations recording regular use of the app. Teachers use it to assess student development, design learning activities and track progress. Student use of the app is also quite frequent, with 60% of

observations showing students using the app to take assessments or interactive learning activities. The app helps students better understand their progress and what they need to work on further. Eighty percent of teachers felt that the app was very effective in supporting the learning process in the classroom. They can adjust teaching materials based on the data obtained, and students are more engaged in the learning process as they can see their progress directly. The results of the application's effectiveness are shown in Table 3.

Table 3 Application effectiveness

Observation Aspect	Frequency of Use	Effectiveness
Teacher use of the app	Often (70%)	Highly effective (80%)
Parents use of the app	Quite often (60%)	Effective (75%)
Teacher use of the app	Often (70%)	Highly effective (80%)

In-depth interviews with teachers and parents revealed that they found the app helpful in the assessment and intervention process. Teachers feel more confident in making decisions about teaching strategies, while parents feel more involved in their child's development. The following is an excerpt from an interview with one of the teachers and parents:

> *"Since using this app, I find it easier to identify the specific needs of each student. The data generated is very helpful in designing appropriate learning programs." -Inclusive Classroom Teacher.*

> *"I know the condition of my child's development by using this application." -NH (Parent)*

However, the interviews also revealed some challenges in using the app. Some teachers and parents mentioned that they need further training to maximize the app's use. In addition, some schools still face technical constraints, such as limited internet access.

> *"Initial guidance is needed to be able to use this assessment application optimally." -M (Parent)*

> *"The network that is sometimes less stable is one of the challenges in using this application." -NZ (Teacher)*

The main theme that emerged from the qualitative data was the app's ease of access and use. Teachers and parents found the app very user-friendly and accessible anytime and anywhere, which helped them in carrying out their assessment tasks more efficiently. Another significant theme was the accuracy of the assessment data. Respondents felt that the app provides more detailed and accurate data, which is crucial for designing effective interventions. The app enables faster and more timely identification of needs and interventions. Teachers and parents can immediately take necessary actions based on the data generated by the app. There is also a need for additional training for teachers and parents. Although the app is easy to use, some respondents felt that they need further training to utilize all the available features optimally.

The integration of quantitative and qualitative findings shows that technology-based assessment applications significantly improve the effectiveness of the assessment process for children with disabilities. Quantitative data showed improved accuracy and ease of use, while qualitative data supported these findings by providing an in-depth view of the benefits and challenges faced by users. The main findings of this study are shown in Table 4.

Table 4 Main findings

Aspects	Main findings
Teacher and Parent Perceptions	The majority were in favor of using the app and found it helpful in understanding the needs of children with disabilities.

Aspects	Main findings
Ease of Use	Most teachers and parents found the app easy to use.
Accuracy and Effectiveness	The app is more accurate and effective than manual methods
Use of the App in the Classroom	The app is used effectively by teachers in the learning process.
Challenge	Requires additional training and technology infrastructure upgrades.

This research provides strong evidence that technology can effectively overcome the challenges of assessing children with disabilities and improve the quality of inclusive education in Indonesia.

Technology-based assessment applications have shown advantages in data accuracy compared to manual methods. Dewi (2018) noted that traditional assessment methods are often less responsive to the individual needs of children with disabilities and take a long time. Traditional assessment methods are often less responsive to the individual needs of children with disabilities. In addition, manual methods are often prone to human error, which can affect the accuracy of assessment data. Manual assessments take a long time to complete and often need to depict a child's abilities and needs accurately. Meanwhile, assessment and identification are expected to be easily and quickly used by teachers to develop learning program for children (Nugroho & Minsih, 2021). Therefore, a well-designed digital assessment application can reduce such errors and ensure that the data collected is more accurate and reliable.

Children with disabilities have very different needs, so digital assessment apps must be designed to meet these needs. For example, apps should be able to assess children's cognitive, emotional, social, and physical development separately and provide specific recommendations for each area. Digital apps can be customized to assess children's development more accurately (Binarani et al., 2021).

The use of digital assessment apps in the classroom positively impacts the learning process's effectiveness. Teachers can quickly identify areas where students need additional help and adjust teaching strategies accordingly (Ediyanto et al., 2021). A teacher can see that students need more practice in a particular cognitive skill and provide additional material accordingly. Research by (Binarani et al., 2021) highlights the importance of a personalized approach to assessing the socio-emotional development of children with disabilities, which digital applications can facilitate. Children with disabilities have very different needs that require flexible and individualized approaches to assessment (Hamzah et al., 2020). Digital applications can be tailored to assess children's development more accurately.

While most respondents found the app easy to use, some challenges were faced. Some teachers and parents indicated they needed further training to get the most out of the app. In addition, limited internet access in some schools was a barrier to implementation. These challenges show that although the technology has great potential, adequate infrastructure support and training are essential for successful implementation (Fauzi et al., 2021). Some teachers and parents mentioned that they needed further training to maximize the use of the app. In addition, some schools still face technical constraints, such as limited internet access. Technical constraints such as limited internet access in some schools indicate that the development of technological infrastructure is crucial. Government and other stakeholders must invest in improving internet access and providing the necessary equipment to ensure that all-inclusive schools can use this technology. Some schools still face

technical constraints, such as limited internet access.

One of the main advantages of using digital assessment applications is the ability to provide real-time feedback, allowing teachers and parents to take immediate action (Asakir & Mahmudah, 2022). For example, if a student shows signs of difficulties in emotional aspects, teachers can immediately provide appropriate interventions (Tarjiah et al., 2022). This is crucial in reducing delays in providing the necessary support to children with disabilities (Lampah & Setiawan, 2019). Developed an application that provides immediate reports to teachers and parents so that they can take the necessary action immediately. Technology can improve accessibility for teachers, parents, and students as the assessment process can be done anytime and anywhere, allowing teachers and parents to monitor children's development and speed up identification and intervention (Panyahuti & Yadi, 2022).

The survey showed that teachers and parents were very supportive of the use of technology in assessment. They felt that the app helped them understand the needs of children with disabilities and plan more effective interventions. This positive response shows that users well receive technology and can be a valuable tool in the inclusive education process.

To maximize the benefits of digital assessment apps, it is important to provide training and skills development for teachers and parents. This training should include how to use the app, interpret the data generated, and design effective interventions based on the data. With appropriate training, teachers and parents can be more confident and effective in using this technology. The survey shows that teachers and parents support using technology in assessment. They feel the app helps them understand their children's needs and plan more effective interventions.

In-depth interviews revealed that teachers and parents find the app helpful in assessing and intervening. They feel more involved in their child's development and more confident in making decisions about teaching strategies and the support needed. Since using this app, I have found it easier to identify the specific needs of each student. The data generated is very helpful in designing appropriate learning programs. - Inclusive classroom teacher.

With the right support and effective interventions, children with disabilities can reach their full potential and have a better quality of life. Digital assessment applications can play an essential role in ensuring that children with disabilities receive the support they need, which in turn will improve their learning outcomes and quality of life. Digital assessment applications can also improve collaboration between teachers and parents. With equal access to a child's developmental data, teachers and parents can work together more effectively to design and implement necessary interventions. This can create a more supportive learning environment for children with disabilities. The apps allow teachers and parents to take immediate action, improving the efficiency of the learning and intervention process (Lampah & Setiawan, 2019).

CONCLUSION

The results of this study show that technology-based assessment applications have great potential to improve the accessibility, accuracy and effectiveness of assessments for children with special needs. With the right support, these apps can be an invaluable tool in the inclusive education process, helping children with disabilities reach their full potential and have a better quality of life. This research also provides relevant recommendations for policymakers to encourage the use of technology in inclusive education in Indonesia. The

findings have important implications for inclusive education policy development in Indonesia. With empirical evidence of the benefits of technology in assessment, it is expected that the government and other stakeholders can develop policies that encourage the use of technology in inclusive education. Based on the findings of this study, some recommendations include: 1) Provide additional training for teachers and parents to maximize the use of applications; 2) Improve the technology infrastructure in inclusive schools to support the use of the app; 3) Continue to develop the app to meet the more specific needs of children with disabilities.

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