Utilization of Assistive Technology-Based Learning Resources in Distance Learning for Special Needs Children

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ABSTRACT

Assistive technology-based learning resources have low, middle, and high types. Each type can be designed and used for distance learning according to students' assessments during Covid-19 pandemic. In fact, there is no specific type of assistive technology for special schools as a basis to design functional and contextual learning resources. This research aimed to identify the needs and types of assistive technology-based learning resources for special needs children. The research was survey research in which the subjects fill out questionnaires and open questionnaires. The research subjects were 160 teachers from 80 special schools in Yogyakarta. The research used quantitative descriptive statistics to analyze the data by presenting percentages in tables and graphs. The results showed that the availability of assistive technology for visual impairment is 23.6% for low technology types such as braille books, styluses, and braille boards. For children with intellectual disabilities, 91.6% took advantage of the low technology type like printed books and pictorial instructions. 86.7% children with physical disabilities used middle technology type such as wheelchairs and crutches. Based on open questionnaires, it showed 82% teachers need skills to design learning resources based on high type assistive technology that is accessible and can accommodate special needs children.