

Self-determination Siswa Sekolah Dasar Inklusif yang Menerapkan Pembelajaran Universal Design for Learning

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Abstrak. Penelitian terkait *self-determination* dan *Universal Design for Learning* (UDL) belum banyak ditemukan dalam konteks pendidikan inklusif di Indonesia. Urgensi *self-determination* berkaitan dengan kemampuan siswa menentukan metode pembelajaran sesuai dengan kondisi diri. Di sisi lain, UDL merupakan kerangka pedagogis kontemporer yang bersifat inklusif dan linear dengan dukungan terhadap *self-determination*. *Causal Agency Theory* merupakan acuan kontemporer dan inklusif dalam menilik *self-determination*. Penelitian ini bertujuan untuk mengeksplorasi dan menginterpretasi *self-determination* siswa tipikal maupun disabilitas ditinjau dari pengalaman melakukan pembelajaran UDL. Peneliti menggunakan pendekatan kualitatif fenomenologi dengan metode wawancara semi terstruktur dan observasi nonpartisipatif yang dianalisis menggunakan *Interpretative Phenomenological Analysis* (IPA). Partisipan adalah siswa SD dari Sekolah Rumah Citta yang telah mengikuti pembelajaran UDL lebih dari 1 tahun. Hasil penelitian menunjukkan bahwa *self-determination* dimaknai peneliti sebagai pengalaman partisipan dalam menentukan keputusan, pengalaman terkait tindakan nyata, serta pemahaman terhadap diri dan lingkungan. Penelitian ini dapat memberikan dukungan terhadap penelitian terkait *self-determination* dan peningkatan eskalasi penerapan UDL di Indonesia.

Kata kunci: *Self-determination, Causal Agency Theory, Universal Design for Learning (UDL), siswa, sekolah dasar*

Abstract. Research related to *self-determination* and *Universal Design for Learning* (UDL) is not extensively documented in the context of inclusive education in Indonesia. The significance of *self-determination* is linked to students' ability to determine learning methods according to their own conditions. On the other hand, UDL is a contemporary pedagogical framework that is inclusive and aligned with support for *self-determination*. *Causal Agency Theory* is the contemporary and inclusive reference for examining *self-determination*. This study aims to explore and interpret *self-determination* in typical and disabled students in the context of UDL learning experiences. The researcher utilized a qualitative phenomenological approach with semi-structured interviews and non-participatory observations analyzed through *Interpretative Phenomenological Analysis* (IPA). Participants were primary school students from Sekolah Rumah Citta who had undergone UDL learning for more than 1 year. The research findings indicate that *self-determination* is interpreted by the researcher as the participant's experience in making decisions, their involvement in tangible actions, and their understanding of themselves and their environment. This research can contribute to studies on *self-determination* and the increased implementation of UDL in Indonesia.

Keywords: *Self-determination, Causal Agency Theory, Universal Design for Learning (UDL), student, elementary school*