



Daftar Pustaka

- Andriana, E., & Evans, D. (2021). Voices of students with intellectual disabilities: Experiences of transition in “inclusive schools” in Indonesia. *British Journal of Learning Disabilities*, 49(3), 316–328. <https://doi.org/10.1111/bld.12411>
- Ashar, M.N. (2023) *Launching UDL, GTK Dikmen Diksus TV*. Available at: <https://www.youtube.com/watch?v=5DXp5kSKSww> (Accessed: 11 April 2024).
- Babakr, Z.H., Mohamedamin, P., & Kakamad, K. (2019). Piaget’s cognitive developmental theory: Critical Review. *Education Quarterly Reviews*, 2(3). <https://doi.org/10.31014/aior.1993.02.03.84>
- Ballesteros-Valdés, R. (2015). An Intervention Model to Create a Strong Sense of Meaning and Life Purpose in High School Students [Master’s thesis, University of Pennsylvania]. ScholarlyCommons. https://repository.upenn.edu/mapp_capstone/131
- Capp, M. J. (2018). Teacher confidence to implement the principles, guidelines, and checkpoints of Universal Design for Learning. *International Journal of Inclusive Education*, 24(7), 1–13. <https://doi.org/10.1080/13603116.2018.1482014>
- Center for Applied Special Technology (CAST) (2018). Universal Design for Learning Guidelines version 2.2. Retrieved September 15, 2023, from <http://udlguidelines.cast.org>
- Cobb, B., Lehmann, J., Newman-Gonchar, R., & Alwell, M. (2009). Self-determination for students with disabilities. *Career Development for Exceptional Individuals*, 32(2), 108–114. <https://doi.org/10.1177/0885728809336654>
- Coyne, K. (2016). Self-determination in elementary school: Learning self-awareness, self-advocacy, choice making, and goal setting [Master’s thesis, California State University, Sacramento]. Sac State Scholars. <https://hdl.handle.net/10211.3/171237>
- Coyne, P., Evans, M., & Karger, J. (2017). Use of a UDL literacy environment by middle school students with intellectual and developmental disabilities. *Intellectual and Developmental Disabilities*, 55(1), 4–14. <https://doi.org/10.1352/1934-9556-55.1.4>
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative Inquiry and Research Design Choosing Among Five Approaches* (4th Edition). California: Sage Publications, Inc., Thousand Oaks.
- Denny, E., & Weckesser, A. (2022). How to do qualitative research?: Qualitative research methods. *BJOG: an international journal of obstetrics and gynaecology*, 129(7), 1166–1167. <https://doi.org/10.1111/1471-0528.17150>
- ECCD RC Yogyakarta. (n.d.). Sekolah Rumah Citta Sekilas Profil. <https://eccdrc.or.id/sekolah-rumah-citta-sekilas-profil/>
- Elevri, P.A. (2023) *Launching UDL, GTK Dikmen Diksus TV*. Available at: <https://www.youtube.com/watch?v=5DXp5kSKSww> (Accessed: 11 April 2024).



- Evans, D., Andriana, E., Setiani, P. A., & Kumara, A. (2018). Universal design for learning to support learning in Gunung Kidul. *Who's In? Who's Out?*, 71–88. https://doi.org/10.1163/9789004391000_010
- Firdaus, N. R. (2020). Determinasi Diri Siswa Berkebutuhan Khusus di Sekolah Inklusi: Tinjauan sistematis. *Psikologika : Jurnal Pemikiran Dan Penelitian Psikologi*, 25(2), 271–290. <https://doi.org/10.20885/psikologika.vol25.iss2.art8>
- Haydon, T. F., & Masthay-Bermudez, A. (2021). Self-determination in elementary students: A conversation with dr. Michael L. Wehmeyer. *Intervention in School and Clinic*, 57(5), 359–363. <https://doi.org/10.1177/10534512211032905>
- Irdamurni. (2019). *Pendidikan Inklusif: Solusi dalam Mendidik Anak Berkebutuhan Khusus*. Prenadamedia Group, Jakarta.
- Kahija, Y.L. (2017). *Penelitian Fenomenologis: Jalan Memaknai Pengalaman Hidup*. PT Kanisius, Yogyakarta.
- Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi (Kemendikbudristek) (2021, September 12). *Program Guru Belajar dan Berbagi seri Universal Design for Learning (UDL)*. <https://ayogurubelajar.kemdikbud.go.id/seri-universal-design-for-learning/>
- Klinke, M.E., & Fernandez, A.V. (2023). Taking phenomenology beyond the first-person perspective: conceptual grounding in the collection and analysis of observational evidence. *Phenom Cogn Sci* 22, 171–191. <https://doi.org/10.1007/s11097-021-09796-1>
- Lee, S. Y., Palmer, S. B., & Wehmeyer, M. L. (2009). Goal setting and self-monitoring for students with disabilities. *Intervention in School and Clinic*, 44(3), 139–145. <https://doi.org/10.1177/1053451208326053>
- Little, T. D., Snyder, C. R., & Wehmeyer, M. (2006). The agentic self: On the nature and origins of personal agency across the lifespan. In D. K. Mroczek & T. D. Little (Eds.), *Handbook of personality development* (pp. 61–80). Mahwah: LEA.
- Logeswaran, S., Hollett, M., Zala, S., Richardson, L., & Scior, K. (2019). How do people with intellectual disabilities construct their social identity? A Review. *Journal of Applied Research in Intellectual Disabilities*, 32(3), 533–542. <https://doi.org/10.1111/jar.12566>
- Lowy, R., Lee, C. E., Abowd, G. D., & Kim, J. G. (2023). Building causal agency in autistic students through Iterative Reflection in collaborative transition planning. *Proceedings of the ACM on Human-Computer Interaction*, 7(CSCW2), 1–26. <https://doi.org/10.1145/3610037>
- Palmer, S. B., Wehmeyer, M. L., & Shogren, K. A. (2017). The development of self-determination during childhood. In M. L. Wehmeyer, K. A. Shogren, T. D. Little, & S. J. Lopez (Eds.), *Development of self-determination through the life-course* (pp. 71–88). Springer Science + Business Media. https://doi.org/10.1007/978-94-024-1042-6_6
- Pietkiewicz, I.J., & Smith, J.A. (2014). A practical guide to using Interpretative Phenomenological Analysis in qualitative research psychology.



- Czasopismo Psychologiczne – Psychological Journal*, 20(1), 7–14. <https://doi.org/10.14691/CPPJ.20.1.7>
- Ramani, G. B., & Brownell, C. A. (2013). Preschoolers' cooperative problem solving: Integrating play and problem solving. *Journal of Early Childhood Research*, 12(1), 92–108. <https://doi.org/10.1177/1476718x13498337>
- Reed, D. K., & Lynn, D. (2016). The effects of an inference-making strategy taught with and without goal setting. *Learning Disability Quarterly*, 39(3), 133–145. <https://doi.org/10.1177/0731948715615557>
- Reeve, J. (2012). A self-determination theory perspective on student engagement. In S. L. Christenson, A. L. Reschly, & C. Wylie (Eds.), *Handbook of research on student engagement* (pp. 149–172). Springer.
- Reid, D. H. (2000). Enhancing the applied utility of functional assessment. *Journal of the Association for Persons with Severe Handicaps*, 25(4), 241–244. <https://doi.org/10.2511/rpsd.25.4.241>
- Ryan, R. M., & Deci, E. L. (2017). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*. The Guilford Press. <https://doi.org/10.1521/978.14625/28806>
- Sari, Z. P., Sarofah, R., & Fadli, Y. (2022). The implementation of inclusive education in Indonesia: Challenges and achievements. *Jurnal Public Policy*, 8(4), 264. <https://doi.org/10.35308/jpp.v8i4.5420>
- Schoffstall, S., Cawthon, S. W., Tarantolo-Lepo, R. H., & Wendel, E. (2015). Developing consumer and system-level readiness for effective self-advocacy: Perspectives from vocational rehabilitation counselors working with deaf and hard of hearing individuals in post- secondary settings. *Journal of Development and Physical Disabilities*, 27, 533–555. <https://doi.org/10.1007/s10882-015-9435-3>
- Shogren, K. A., Wehmeyer, M. L., & Khamsi, S. (2017). Self-initiation and planning. *Development of Self-Determination Through the Life-Course*, 209–217. https://doi.org/10.1007/978-94-024-1042-6_16
- Shogren, K. A., & Raley, S. K. (2022). Autonomy-supportive environments. *Self-Determination and Causal Agency Theory*, 77–84. https://doi.org/10.1007/978-3-031-04260-7_7
- Shogren, K. A., & Raley, S. K. (2022b). Supporting self-determination in childhood. *Self-Determination and Causal Agency Theory*, 113–122. https://doi.org/10.1007/978-3-031-04260-7_10
- Shogren, K. A., & Raley, S. K. (2022c). Causal agency theory: Defining self-determined actions. *Self-Determination and Causal Agency Theory*, 37–52. https://doi.org/10.1007/978-3-031-04260-7_4
- Shogren, K. A., Wehmeyer, M. L., & Palmer, S. B. (2017). Causal agency theory. *Development of Self-Determination Through the Life-Course*, 55–67. https://doi.org/10.1007/978-94-024-1042-6_5
- Simplican, S. C., Leader, G., Kosciulek, J., & Leahy, M. (2015). Defining social inclusion of people with intellectual and developmental disabilities: An ecological model of social networks and community participation. *Research in Developmental Disabilities*, 38, 18–29. <https://doi.org/10.1016/j.ridd.2014.10.008>



- Smith, J. A., & Fieldsend, M. (2021). Interpretative phenomenological analysis. In P. M. Camic (Ed.), *Qualitative research in psychology: Expanding perspectives in methodology and design* (pp. 147–166). American Psychological Association.
- Smith, J. D., & Wehmeyer, M. L. (2012). *Good blood bad blood: Science, nature and the myth of the Kallikaks*. American Association on Intellectual and Developmental Disabilities.
- Sugiyono. (2016). *Metode Penelitian Kuantitatif, Kualitatif, dan Kombinasi (Mixed Methods)*. Bandung: Alfabeta.s.
- The Arc. (2019, April 7). Self-Advocacy Position Statement. <https://thearc.org/position-statements/self-advocacy/>
- Wehmeyer, M. L. (1992). Self-determination and the education of students with mental retardation. *Education and Training in Mental Retardation*, 27(4), 302–314.
- Wehmeyer, M. L., Cheon, S. H., Lee, Y., & Silver, M. (2021). Self-determination in positive education. In M. L. Kern & M. L. Wehmeyer (Eds.), *The Palgrave handbook of positive education*, 225–249. https://doi.org/10.1007/978-3-030-64537-3_9
- Wehmeyer, M. L., & Shogren, K. A. (2017). The development of self-determination during adolescence. In M. L. Wehmeyer, K. A. Shogren, T. D. Little, & S. J. Lopez (Eds.), *Development of self-determination through the life-course* (pp. 89–98). Springer Science + Business Media. https://doi.org/10.1007/978-94-024-1042-6_7
- Willig, C. (2013). *Introducing qualitative research in psychology (3rd ed.)*. Open University Press.