

Pengalaman *Self-Determination* Siswa Taman Kanak-Kanak Rumah Citta Dalam Penerapan *Universal Design For Learning* (UDL)

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Abstrak

Abstrak. *Self-determination* mendorong individu agar secara aktif mengatur diri sendiri menuju pertumbuhan mengikuti motif, tujuan, serta nilai-nilai internalnya. Berdasarkan *Self-Determination Theory*, pemenuhan kebutuhan psikologis dasar (*autonomy*, *relatedness*, dan *competence*) adalah awal mula tumbuhnya *self-determination*. Penting untuk mempromosikan *self-determination* pada siswa sedini mungkin agar membantu dalam membuat pilihan dan keputusan yang mempengaruhi kehidupan mereka. Penelitian ini mengeksplorasi pengalaman *self-determination* siswa TK dan Pra-SD dalam penerapan *Universal Design for Learning* (UDL) di Sekolah Rumah Citta Yogyakarta. Melalui pendekatan kualitatif fenomenologi, data dikumpulkan melalui wawancara dengan siswa. Hasil menunjukkan bahwa penerapan UDL mendorong munculnya *self-determination* 4 partisipan dengan adanya pengalaman mengambil keputusan, pengalaman aksi, pemahaman pada diri sendiri, dan pemahaman pada keadaan sekitar.

Kata kunci: Self-determination, Siswa Taman Kanak-Kanak, Universal Design for Learning (UDL)

Abstract. *Self-determination encourages individuals to actively organize themselves towards growth and integrity following their motives, goals, and internal values. Based on Self-Determination Theory, fulfilling basic psychological needs (autonomy, relatedness, and competence) is the beginning of the growth of self-determination. It's important to promote self-determination in students as early as possible to help them make choices and decisions that affect their lives. This research explores the self-determination experiences of kindergarten and pre-primary students in implementing Universal Design for Learning (UDL) at Sekolah Rumah Citta, Yogyakarta. Using the qualitative phenomenological approach, this research's data was collected through interviews with students. The research results showed that the application of UDL encouraged the emergence of self-determination in 4 participants with experience in making decisions, experience of action, understanding of themselves, and understanding of the surrounding circumstances.*

Keywords: Self-determination, Early Childhood Education Students, Universal Design for Learning (UDL),