

Daftar Pustaka

- Banerjee, R., & Halder, S. (2021). Amotivation and influence of teacher support dimensions: A self-determination theory approach. *Heliyon*, 7(7).
- Baybayon, G. (2021). The use of Universal Design for Learning (UDL) framework in teaching and learning: A meta-analysis. *Academia Letters*. <https://doi.org/10.20935/al692>
- Benner, P. (1994). *The Tradition and Skill of Interpretive Phenomenology in Studying Health, Illness, and Caring Practices*. Thousand Oaks, CA: Sage
- Bevan, M. T. (2014). A method of phenomenological interviewing. *Qualitative Health Research*, 24(1), 136–144. <https://doi.org/10.1177/1049732313519710>
- Broström, S. (2012). Children's participation in Research. *International Journal of Early Years Education*, 20(3), 257–269. <https://doi.org/10.1080/09669760.2012.715407>
- CAST. (2018). Universal Design for Learning Guidelines version 2.2. <http://udlguidelines.cast.org>
- Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry and research design: Choosing among five approaches*. London: Sage publications.
- Dalton, E. M., Lyner-Cleophas, M., Ferguson, B. T., & McKenzie, J. (2019). Inclusion, Universal Design and universal design for learning in higher education: South Africa and the United States. *African Journal of Disability*, 8. <https://doi.org/10.4102/ajod.v8i0.519>
- Dewi, S. S., & Dalimunthe, H. A. (2019). The Effectiveness of Universal Design for Learning. *Journal of Social Science Studies*, 6(1), 112-123.
- Dhoka, F. A., Poang, F., Dhey, K. A., & Lajo, M. Y. (2023). Pendidikan Inklusi sebagai upaya Mengatasi Permasalahan Sosial bagi anak berkebutuhan khusus. *Jurnal Pendidikan Inklusi Citra Bakti*, 1(1), 20–30. <https://doi.org/10.38048/jpicb.v1i1.2109>
- Doi, Y., Ishihara, K., & Uchiyama, M. (2014). Reliability of the strengths and Difficulties Questionnaire in Japanese preschool children aged 4⁴–6

- years. *Journal of Epidemiology*, 24(6), 514–518.
<https://doi.org/10.2188/jea.je20140050>
- Ellen MCGuire-Schwartz, M., & Arndt, J. S. (2007). Transforming Universal Design for learning in early childhood teacher education from college classroom to early childhood classroom. *Journal of Early Childhood Teacher Education*, 28(2), 127–139. <https://doi.org/10.1080/10901020701366707>
- Evans, D., Andriana, E., Setiani, P., & Kumara, A. (2018). Building teachers' capacity to support all children in Gunung Kidul. In M. Best, T. Corcoran, & R. Slee (Eds.), *Who's in? Who's out? What to do about inclusive education* (pp. 71–88). Brill. https://doi.org/10.1163/97890_04391000_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>
- Galkiene, A., & Monkeviciene, O. (2021). *Improving inclusive education through Universal Design for Learning*. Springer International Publishing AG.
- Hammarberg, K., Kirkman, M., & De Lacey, S. (2016). Qualitative research methods: When to use them and how to judge them. *Human Reproduction*, 31(3), 498–501. <https://doi.org/10.1093/humrep/dev334>
- Haryono, S. E., Muntomimah, S., & Eva, N. (2021). Planting values through character education for early childhood. *KnE Social Sciences*.
<https://doi.org/10.18502/kss.v4i15.8194>
- Hughes, C., Cosgriff, J. C., Agran, M., & Washington, B. H. (2013). Student Self-Determination: A Preliminary Investigation of the Role of Participation in Inclusive Settings. *Education and Training in Autism and Developmental Disabilities*, 48(1), 3–17. <http://www.jstor.org/stable/23879882>
- Kahija, Y.L. (2017). *Penelitian Fenomenologis: Jalan Memaknai Pengalaman Hidup*. PT Kanisius, Yogyakarta.
- Kemendikbudristek Ajak wujudkan pendidikan Inklusi Yang Adil Dan Merata. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. (2023).

- <https://www.kemdikbud.go.id/main/blog/2023/03/kemendikbudristek-ajak-wujudkan-pendidikan-inklusi-yang-adil-dan-merata>
- Khotijah, I. (2018). Peningkatan kemandirian anak melalui pembelajaran practical life. *Jurnal Golden Age*, 2(02), 127-140. <https://doi.org/10.29408/goldenage.v2i02.1100>
- Korstjens, I & Moser, A. (2018). Series: Practical guidance to qualitative research. Part 4: Trustworthiness and publishing. *European Journal of General Practice*, 24(1), 120–124. DOI: 10.1080/13814788.2017.1375092
- Little, C. (2020). Transitions in Education. In: Inclusive Education in Schools and Early Childhood Settings. Springer, Singapore. https://doi.org/10.1007/978-981-15-2541-4_13
- Mamahit, H. C., & Situmorang, D. D. (2017). Hubungan self-determination Dan motivasi Berprestasi Dengan kemampuan pengambilan Keputusan Siswa SMA. *Psibernetika*, 9(2). <https://doi.org/10.30813/psibernetika.v9i2.459>
- Margiyanto, M. (2022). Implementasi Pengelolaan Paud Inklusi di Kelompok bermain. *EDUKATIF : JURNAL ILMU PENDIDIKAN*, 4(5), 6956–6962. <https://doi.org/10.31004/edukatif.v4i5.3805>
- McNutt, L., & Craddock, G. (2021). Embracing Universal Design for Transformative Learning. *Studies in health technology and informatics*, 282, 176–182. <https://doi.org/10.3233/SHTI210394>
- Miller, R. M., Chan, C. D., & Farmer, L. B. (2018). Interpretative Phenomenological Analysis: A Contemporary Qualitative Approach. *Counselor Education And Supervision*, 57(4), 240–254. <https://doi.org/10.1002/Ceas.12114>
- Moustakas, C. (1994). *Phenomenological research methods*. SAGE Publications, Inc., <https://doi.org/10.4135/9781412995658>
- Mullin, A. (2023). Children, Social Inclusion in Education, Autonomy and Hope. *Ethics and Social Welfare*, 17(1), 20–34. <https://doi.org/10.1080/17496535.2022.2112409>
- Noon, E. J. (2018). Interpretive Phenomenological Analysis: An Appropriate Methodology For Educational Research? *Journal Of Perspectives In Applied Academic Practice*, 6(1), 75–83. <https://doi.org/10.14297/Jpaap.V6i1.304>

- Orkwis, R. (2003). *Universally designed instruction*. ERIC/OSEP Digest # E641. Arlington, VA: The ERIC Clearing house on Disabilities and Gifted Education.
- Pekince, P. (2018). Children's perspective on the right of self-determination. *International Electronic Journal of Elementary Education*, 10(4), 431–439. <https://doi.org/10.26822/iejee.2018438133>
- Pemerintah Indonesia. 2003. Undang-Undang No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional. Sekretariat Negara. Jakarta.
- 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. DOI: 10.14691/CPPIJ.20.1.7
- Rose, D. & Meyer, A. (2005) *The Universally Designed Classroom: Accessible Curriculum and Digital Technologies*. Harvard Education Press.
- Ryan, R. M., & Deci, E. L. (2017). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*. Guilford publications.
- Santrock, J. W. (2018). *A topical approach to lifespan development* (9th ed.). McGraw-Hill Education.
- Sekolah Rumah Citta – KB, TK, Pra-SD, SD*. (n.d.). <https://rumahcitta.sch.id/>
- Seri Universal Design for Learning. Program Guru Belajar Multi Seri. (2021). <https://ayogurubelajar.kemdikbud.go.id/seri-universal-design-for-learning/>
- Shogren, K. A. & Raley, S. K. (2022). *Causal Agency Theory: Defining self-determined actions in self-determination and causal agency theory: Integrating research into practice* (pp. 37–52). Springer International Publishing
- Shogren, K. A., & Wehmeyer, M. L. (2015). *Self-determination and inclusive education for students with intellectual disability*. In R. G. Craven, A. J. S. Morin, D. Tracey, P. D. Parker, & H. F. Zhong (Eds.), *Inclusive education for students with intellectual disabilities* (pp. 189–210). IAP Information Age Publishing.

- Shogren, K. A., Wehmeyer, M. L., Palmer, S. B., Rifenbark, G. G., & Little, T. D. (2015). Relationships Between Self-Determination and Postschool Outcomes for Youth With Disabilities. *The Journal of Special Education*, 48(4), 256-267. <https://doi.org/10.1177/0022466913489733>
- Smith, Jonathan A; Flowers, Paul & Larkin, M. (2009). *Interpretative Phenomenological Analysis*. In SAGE Publishers. SAGE Publications.
- Stockstill, Casey. (2021). Rich kids and poor kids face different rules when it comes to bringing personal items to school. *The Conversation*. <https://theconversation.com/rich-kids-and-poor-kids-face-different-rules-when-it-comes-to-bringing-personal-items-to-school-165519>
- Sugiyono. (2017). *Metode Penelitian Kualitatif Untuk Penelitian yang Bersifat: Eksploratif, Enterpretif, Interaktif, dan Konstruktif*. Alfabeta.
- Sugiyono. (2013). *Metode Penelitian Kuantitatif, Kualitatif, dan R & D*. Alfabeta.
- Tobin, T. T., & Behling, K. (2018). *Reach Everyone Teach Everyone : Universal Design for Learning in Higher Education*. First ed. Morgantown West Virginia: West Virginia University Press.
- Wells, M. (2022). Student perspectives on the use of universal design for learning in virtual formats in higher education. *Smart Learn. Environ*, 9(37). <https://doi.org/10.1186/s40561-022-00218-6>
<https://doi.org/10.1016/j.heliyon.2021.e07410>
- Willig, C. (2013). *Introducing qualitative research in psychology (3rd ed.)*. Open University Press.