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Self-determination Siswa dalam Penelitian tentang Kesejahteraan Psikologis di Sekolah Inklusi
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Abstract. This study examines the self-determination of students with both typical development and disabilities in inclusive schools during the period of readjustment to face-to-face learning after the pandemic in Indonesia. Self-determination is considered to be related to students' academic achievement as well as their psychological well-being at school. Data were collected through observations and interviews, and analyzed using thematic analysis with a coding reliability approach. The findings indicate that levels of self-determination vary among students with different developmental profiles; however, self-awareness was found across all participants. These results provide recommendations for addressing adaptation challenges that can support students, schools, and parents in the post-pandemic learning process.

Keywords: *inclusive school, self-determination, psychological well being*

Abstrak. Penelitian ini mengkaji soal *self determination* siswa dengan perkembangan tipikal dan disabilitas di sekolah inklusi selama adaptasi ulang pada pembelajaran tatap muka pasca pandemi di Indonesia. *Self determination* siswa berkaitan dengan masalah capaian akademik dan taraf kesejahteraan psikologis mereka di sekolah. Penulis menggunakan metode observasi dan wawancara dalam mengumpulkan data penelitian dan menganalisis data tersebut menggunakan analisis tematik tipe *coding reliability*. Hasil yang muncul menunjukkan taraf *self determination* yang beragam di berbagai siswa dengan tipe perkembangan yang berbeda namun kepemilikan kemampuan *self-awareness* muncul di semua siswa yang menjadi partisipan penelitian. Hasil penelitian ini memberikan rekomendasi penyelesaian masalah adaptasi yang membantu siswa, sekolah dan orangtua.

Keywords: *sekolah inklusi, self-determination, kesejahteraan psikologis*