

**IMPLEMENTING UNIVERSAL DESIGN
FOR LEARNING AT EFL YOUNG
LEARNERS WITH AUTISM AND MENTAL
RETARDATION**

THESIS

**Submitted in Partial Fulfillment of the Requirements
for Gaining the Bachelor Degree of English Language
Education**



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2025**

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For Learning at EFL Young
Learners with Autism and
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ABSTRACT

Title : Implementing Universal Design For Learning at EFL Young Learners Disabilities with Autism and Mental Retardation
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This research aims to explain the implementation of Universal Design for Learning (UDL) on English language learning. This study used experimental research with a descriptive quantitative research design. The participants of this study were fifth grade students of MI Keji Ungaran in the academic year 2024/2025, and one English teacher. This research used data collection techniques in the form of pre-test, treatment, post-test, observation, interviews, and documentation. Data analysis used descriptive statistics analysis and qualitative analysis. The results showed that the implementation of UDL in English language learning can improve students learning outcomes. The engagement of students with disabilities in English learning with the implementation of UDL is able to follow the learning process well and get good grades. The range on pre-test scored 55 and the post-test scored 60. Average score of the pre-test was 43.8 and the post-test was 80. Standard deviation of the pre-test results was 14.5 and the post-test results were 20. UDL has three main principles, namely Multiple Means of Representation, students can choose how to learn according to their needs through text, images, and videos. Multiple Means of Action and Expression, students practice their skills. Multiple Means of Engagement, students choose topics that interest them.

Keywords: *Autism, EFL Students, Mental Retardation, Universal Design for Learning (UDL)*

MOTTO

﴿فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ۖ إِنَّ مَعَ الْعُسْرِ يُسْرًا ۖ فَإِذَا فَرَغْتَ فَانصَبْ﴾

“Then indeed with difficulties there is ease. Indeed, along with the difficulty there is ease. So when thou hast finished (of one business), keep working hard (for another)”
(QS. Al-Insyirah: 5-7)

“It's fine to fake it until you make it, until you do, until it true”
– Taylor Swift

“There is always a price in the process, just enjoy your fatigue. Expand that patience again. Everything you invest to make yourself the person you dream of being, may not always go smoothly. But, those waves that you will be able to tell later on”
– Boy Candra

DEDICATION

All praise to Allah SWT, the Most Compassionate, the Most Merciful, who has given His blessing to the author so that the author can complete the thesis.

This thesis is dedicated to my beloved parents, my younger brother, extended family, lecturers, English teachers, friends, and people who always provide endless support, motivation, and endless love to the author.

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thesis and never giving up. Thank you myself, I hope to remain humble, this is just the beginning of the beginning of life, keep your spirit you can do it.

The researcher realizes that, this thesis is still far from perfect. Researcher need suggestions from readers so that this thesis is more perfect. Researcher are happy to receive constructive criticism and suggestions for this thesis. Hopefully this thesis is useful for readers and other researcher who conduct similar research. Aamiin.

Semarang, 20 March 2025

The Researcher,

Astrid Aulia Rahma

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CHAPTER I

INTRODUCTION

This chapter discusses the research background, research questions, research objectives, research limitations, and pedagogical significance of the research.

A. Background of the Study

There are various learning models in Indonesia that refer to the learning model that will be used, one of which is the cooperative learning model. Cooperative learning model is a learning model that helps students in their groups to develop an understanding that is accepted in accordance with life in society so that by working together between group members will be successful. Teachers can now apply the universal design created by researcher at CAST (Center for Applied Special Technology) addition to cooperative learning in the classroom. Universal Design for Learning (UDL) was developed based on research in neurology, developmental psychology, and diverse ways of learning (Rose & Gravel, 2009). According to Slavin (Trianto, 2007), cooperative learning implies an attitude or behavior of working together to help others in groups, consisting of two or more people where the success of

group work is strongly influenced by the involvement of each individual in the group itself. Therefore, the cooperative learning model does not solely consider the success in the learning process to be successfully carried out by the teacher, but also involves other parties involved in the learning process. The factor that determines success is the learning process carried out (Jaelani, 2015).

Inclusion is an approach to build an environment that is open to anyone with different backgrounds and conditions, including characteristics, physical condition, personality, status, ethnicity, and culture. Inclusive education is a form of education that brings together children with special needs and normal children in general to learn. This is based on the idea that every student has the right to a decent, equal, and comprehensive education. The process of teaching students with special needs in regular classes together with their peers without special needs is known as inclusive education (T. Van der Bij et al., 2016).

There are many types of disabilities that affect students with special needs, including intellectual, learning, physical, emotional and sensory disabilities. As each student has different needs, inclusive education requires flexible and adaptable learning strategies. All students, including those with special needs, can have their needs

met through an inclusive learning model supported by the Universal Design for Learning model. This learning model provides the assistance and modifications students need to succeed in the general education curriculum. Students with special needs and mainstream students should receive support and opportunities for differentiated learning within an inclusive learning framework.

To meet the fundamental psychological needs mentioned above, an inclusive learning environment inclusive learning environments can use the UDL framework in planning lessons and provide autonomy to students (encouraging them to make their own decisions), promote competence (allowing students to experience meaningful learning and instruction aligned with their abilities), and attend to relationships (Dunn & Zimmer, 2020) (e.g., helping students' experiences related to different instructors and students). Teachers can support all of these by implementing instructional strategies such as team teaching, peer tutoring, and cooperative learning (Dan, 2019).

Many countries have implemented inclusive learning, including Sweden, Austria and several major countries in Europe. In Indonesia, inclusive learning refers to the UUD 1945 28H paragraph (2) which states that everyone has the

right to receive facilities and special treatment to obtain equal opportunities and benefits in order to achieve equality and justice (Sunanto, 2016). Creating and using inclusive learning models is one strategy to encourage inclusive learning. The purpose of inclusive education itself is to provide the widest possible opportunity for all students who have physical, emotional, mental and social abnormalities, or have special intelligence or talent potential to obtain quality education according to their needs and abilities.

In the learning process, teachers play a very important role in it. As the teachers job is to educate students involved in the learning process. Learning will take place if both parties interact with each other. With this research on inclusive cooperative learning, teachers are asked to give their opinions on how the learning model is when the learning process takes place. (Cicarini, 2022) found that teachers with special needs are at high risk of burnout, have low job satisfaction and low self-efficacy, and high levels of stress, an opinion similar to that expressed by (Jennett et al., 2003).

To create an inclusive learning paradigm for students with special needs, the findings of this research is applied. This research is very important as it is advance our

understanding of inclusive learning from the teachers perspective. For children with unique educational needs to succeed in school, it has been found that the effectiveness of the relationship between teachers and students is crucial (Roorda et al., 2011). In addition, collaboration between educators working with the same students or classes has been shown to be important for improving teacher-student interactions, especially EFL young learners where different teachers are responsible for teaching different subjects (Holmqvist & Lelinge, 2021). Communication skills do take time. It is impossible for a student to master them in an instant (Jaelani, 2015). They need time to understand. Therefore, teachers need to continue to train and train, until finally every student has the ability to become a good communicator.

Research from the past and present has largely focused on how students with special needs learn when some teachers are not prepared to do so. Therefore, learning what inclusive education demands of educators and students with special needs and, as a result, "how to look for and recognize inclusion in schools" is an important first step towards realizing this goal (V. Der Bij et al., 2017). There are many studies related to inclusive learning models based on teachers perspectives in several countries including

Vietnam. Various studies that have been conducted show that disabilities often occur in children are much higher in developing countries, for example Indonesia (Clampit & Nichols, 2004).

This research investigates the implementation of universal design for learning in English language learning process based on teachers perspective and to find out what inclusive cooperative learning strategies are considered beneficial for students for their language learning. The researcher will explored the learning model in the classroom and teachers practicing how the learning takes place. After that, what is the impact of the learning process on students, whether students understand the material delivered by using UDL framework in English learning process. A model that can be used to guide the implementation of inclusive learning practices in schools is developed after this research identifies the key elements that support inclusive learning for students with special needs.

Based on the explanation and the problem above, the researcher is interested in conducting a research entitled **“Implementing Universal Design For Learning at EFL Young Learners with Autism and Mental Retardation”**.

B. Reason for Choosing the Topic

The following are the reasons why researcher took this research, which are as follows:

1. Looking for new effective teaching methods in the classroom.
2. Investigate the implementation of inclusive learning at EFL young learners.
3. Explain what English teachers in secondary schools face in implementing Universal Design for Learning (UDL).

C. Research Questions

The statements of problem study of this research that the researcher is going to analyze are as follows:

1. How is the implementation of universal design for learning (UDL) at EFL young learners with autism and mental retardation?
2. How is student engagement of using universal design for learning (UDL) at EFL young learners with autism and mental retardation?

D. Objective of The Study

1. To explain the implementation of universal design for learning (UDL) at EFL young learners with autism and mental retardation.

2. To describe student engagement in following in universal design for learning (UDL) at EFL young learners with autism and mental retardation.

E. Limitation of The Research

To ensure the relevance and accuracy of the findings the scope of this study was limited to analyze inclusive learning in the English language classroom. This research focuses on the inclusive learning process in the English language classroom at MI Keji Ungaran for grade fifth. Madrasah Ibtidaiyah (MI) Keji is located in Keji Village, West Ungaran Sub-district, Semarang Regency, which opens an inclusive class with UDL framework for students with special needs. Later, researcher observed the inclusive learning process in the classroom and interviewed several teachers involved in the English class.

F. Significance of The Study

1. Theoretical Benefits

Researcher hopes that the results of this research can produce new insights into how inclusive cooperative learning models can be applied in language teaching and help strengthen evidence

about the importance of equitable inclusion in language education.

2. Practical Benefits

a. Student

Students are expected to gain a deeper understanding of the various inclusive cooperative learning strategies used by English teachers. This will help students to identify and understand various strategies in universal design for learning implemented by teachers at EFL young learners disabilities.

b. The Researcher

Researcher will gain a better understanding of experiences, perceptions, and how universal design for learning models implemented by teachers in elementary schools are beneficial for later life.

c. Other Researchers

With this research, I hope this research can be a reference for other researchers who are interested in conducting further research on the implementation of universal design for learning at

EFL young learners in language learning from the perspective of teachers in elementary schools.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter discusses previous research, theoretical reviews that are relevant to this research.

A. Previous Research

The following example of previous research on Implementing Universal Design for Learning at EFL Young Learners Disabilities:

1. Research title: “*Exploring online learning modules for teaching universal design for learning (UDL): preservice teachers’ lesson plan development and implementation*” (Lee & Griffin, 2021). This article focuses on the use of online modules to improve prospective teachers ability to develop and implement lesson plans based on UDL principles. Eight teacher candidates enrolled in a dual certification program in special education and general education were part of the study. After completing the modules, the pre-service teachers capacity to create and carry out lesson plans based on UDL concepts was greatly enhanced. This study

highlights how crucial it is to give educators the tools they need to use the UDL framework to address the various needs of all students, including those with disabilities. The use of rubrics to evaluate aspiring teachers capacity to plan and carry out courses based on UDL principles is also included in the study. This study examines changes in prospective teachers abilities and knowledge in creating and carrying out lesson plans utilizing UDL principles using a combination of quantitative and qualitative analysis. Through the use of an open-ended survey and a Likert scale, the study assessed the social validity of the online module. The teachers found the modules valuable and intended to incorporate UDL techniques into their teaching in the future, as shown by the mean social validity score. This study has similarities with the current study in that it focuses on developing teaching skills, particularly in the context of inclusive education and the importance of using assistive devices in learning. The difference is that this research uses online modules as the main tool.

2. Research title: *“Implementation Of Universal Design For Learning (UDL) Concepts On Learning In Higher Education”* (Yuwono et al., 2024). The application of the Universal Design for Learning (UDL) principle in higher education is the main topic of this research paper. Fourteen journal papers published between 2017 and 2023 were reviewed for this study, with a preference for those with Scopus indexes. To glean insights on the application of UDL principles in higher education settings, a selection of papers was examined and studied. The analysis's findings demonstrated how UDL principles should be applied consistently, with a focus on representation, action and expression, and engagement to improve learning. These guidelines are meant to give students with various needs and preferences a variety of learning opportunities. This study highlights how crucial it is to apply UDL principles to establish a welcoming and accessible learning environment. Although there are challenges such as lack of awareness and resources, training educators in UDL principles and fostering collaboration between institutions can help overcome barriers

and create more inclusive and effective learning environments for all students. Training educators in UDL principles and encouraging collaboration between institutions can assist overcome obstacles and create more inclusive and productive learning environments for all students, even in the face of obstacles like a lack of resources and awareness. The similarities in this research are that both aim to create a more inclusive and accessible learning environment for all students, including those with disabilities and focus on the importance of implementing UDL principles. The differences in the research here explicitly address challenges such as lack of awareness and resources, as well as the importance of collaboration between institutions, which may not be the main focus of the research.

3. Research title: *“Increasing Universal Design for Learning knowledge and application at a community college: the Universal Design for Learning Academy”* (Hromalik et al., 2024). The study conducted by Christopher D. Hromalik and his team involved the implementation of a four-day Universal Design for Learning (UDL) training

program at a college. In addition to teaching participants about the UDL framework, the training assisted them in creating learning interventions that adhered to UDL's tenets. To gauge the participants' understanding and application of UDL principles, pretest and posttest measures were employed. The test had to be completed by the participants without the use of outside resources, and the score standards for the various kinds of test items were different. Participants earned partial credit for accurately answering True/False statements and successfully sequencing actions in multiple-choice questions that were assessed as true or false. The lack of a control group in this study is a limitation. The goal of the training course was to increase participants' comprehension and use of UDL in their academic work. The findings demonstrated that after completing the program, lecturers and staff had a much higher level of understanding and application of UDL principles. This study demonstrates that fostering an inclusive learning environment in higher education requires both practical use of UDL concepts and hands-on

training. The similarity between this research and the research conducted is that, in collecting data, researcher use pre-test and post-test to measure students understanding. The difference is that this research focuses on the implementation of UDL in the college community.

4. Research title: *“Providing Multiple Means of Action and Expression in the Early Providing Multiple Means of Action and Expression in the Early Childhood Classroom Through a Universal Design for Learning Framework”* (Hovey et al., 2022). This article discusses various methods for implementing inclusive practices in early childhood education. Through the integration of diverse modes of behaving and expressing oneself, educators can establish a more accommodating atmosphere that caters to the unique requirements of every student. The authors stress how crucial it is to help diverse students in the classroom by implementing the Universal Design for Learning (UDL) framework. The strategies described in this article use both hands-on learning activities to involve students in active learning and promote skill development, as well as visual supports to

promote acceptable conduct in young children with autism and related disorders. The essay also emphasizes the use of visual schedules and game scripts to give kids structure and support in their everyday routines. Regardless of a student's ability or preferred way of learning, educators can establish a more inclusive and encouraging learning environment by implementing these strategies within the Universal Design for Learning (UDL) framework. In addition to helping kids with impairments, this method improves the educational experience for all students in elementary school. The similarity in the research conducted is that this research uses the Universal Design for Learning (UDL) framework as the basis with the focus of the research on students affected by autism and related disorders. While the difference is that this study uses visual schedules and game scripts. The focus of their research is on early childhood.

5. Research title: “*Universal Usability and Universal Design for Learning*” (Edyburn, 2021). The practical implementation of universal design for learning (UDL) in educational contexts is

examined in the study by Dave Edyburn. The goal of the research is to help teachers, parents, and students find universally usable tools, behaviors, and designs that support UDL practices in the classroom. It emphasizes the significance of comprehending what UDL looks like in order to measure its benefits successfully by highlighting three different sorts of examples: web-based curriculum, platform tools, and embedded assistance. Dave employed a mixed methods strategy to accomplish the research goals, integrating quantitative data analysis of student performance metrics with qualitative interviews with educators and administrators who had implemented UDL. Using purposeful sampling, participants with various viewpoints on UDL implementation were chosen. To find recurring themes and insights, semi-structured interviews were performed, audio-recorded, transcribed, and subjected to thematic analysis. A thorough knowledge of the effect of UDL on student learning outcomes was obtained by triangulating interview data with classroom observations and student performance data. This study attempts to

highlight the intricacy and subtleties of UDL implementation, including the difficulties faced by teachers, the obvious advantages of student involvement and achievement, and suggestions for enhancing UDL practices in classrooms by combining qualitative and quantitative data sources. Overall, the study's methodological approach allows for a thorough investigation of UDL in an educational setting, illuminating the real-world applications of universal design for learning and its capacity to establish inclusive, accessible learning environments for all students. The similarities in the research conducted are both trying to provide insights that can be applied to improve student learning outcomes by creating an inclusive learning environment. The difference is that this study emphasizes the importance of understanding what UDL looks like in order to measure its benefits successfully by highlighting three different types of examples, such as web-based curriculum, platform tools, and embedded assistance.

6. Research entitled: *“The Inclusion of Children with Special Needs in Early Childhood: Challenges and*

Dilemmas of Kindergarten Teachers” (Dan, 2019). A study that examines teachers perspectives on inclusion, it also looks at how inclusion affects their sense of professional efficacy and the themes that emerged from the data, including barriers, attitudes, cooperation with parents and other professionals, professional self-efficacy and resource availability. The difficulties and decisions kindergarten teachers face when integrating students with special needs into early childhood education are examined in this article. Content analysis and in-depth interviews were the study approaches used. The participants in the study were five kindergarten teachers in Northern Israel aged between 40-46 years. The article provides readers with a comprehensive overview of the practice of incorporating children with special needs into kindergarten classes, as well as the difficulties faced by teachers in overseeing this inclusion. The similarity between this research and the research conducted is that this research focuses on inclusive education for children. The role of the teacher here is needed to integrate children, especially those with special needs. The difference

is that this research refers to a comprehensive picture to readers regarding the practice of incorporating children with special needs into kindergarten classes, as well as the difficulties faced by teachers in supervising inclusiveness in the classroom.

7. Research entitled: “*Learning Through Play at School – A Framework for Policy and Practice*” (Parker et al., 2022). This research explores different ways and plans for bringing play-based learning into the classroom. It highlights how crucial it is for educators to apply play pedagogy skillfully by combining several forms of facilitation, including guiding, facilitating, and accompanying. It is recommended that educators design classes that are well-structured, frame conversations in light of students' past knowledge, and offer chances for introspection and group projects. Students can behave autonomously when they create the rules for the class, but learning can also be improved by providing scaffolding in the form of open-ended questions, knowledge sharing, and conversation monitoring. Furthermore, the research advocates for the integration of high-

quality early learning concepts into the school environment and emphasizes the necessity of a multidirectional transition process between preschool and the early years of primary school. The goal of this strategy is to guarantee that schools are ready to efficiently assist in the development of youngsters. Teachers are becoming more and more viewed as change agents who put policies into action. The similarity between this study and the current study is that both use play as the center of the learning process. The teacher is identified as an important facilitator in the learning process, either through direct teaching or by providing the necessary support. The difference in the research is that this study emphasizes the transition between preschool and the early years of primary school and the framework applied.

8. Research entitled: “*Student teachers’ attitudes towards cooperative learning in inclusive education*” (Völlinger & Supanc, 2020). This study demonstrates how important practical experience and knowledge are in forming pre-service teachers attitudes toward cooperative

learning in inclusive education. It also offers insightful information about these attitudes. Data for this study were gathered through quantitative research techniques. Participating in seminars and talks on inclusive education were student teachers from several universities. Questionnaires and knowledge assessments with an emphasis on inclusiveness and cooperative learning were used to gather data. The attitudes, knowledge, and intentions of study participants about the use of cooperative learning in inclusive settings were evaluated using a variety of measures and assessment tools. Most scales' internal consistency was deemed adequate, while the knowledge test's dependability was marginally worse. Theoretical considerations and previously utilized items from related investigations served as the foundation for the construction of the measurement instruments. The possible impact of social desirability on participants' questionnaire responses is a significant study limitation. Furthermore, rather than focusing on the practical implementation of cooperative learning, this study evaluated student instructors' intentions to use it. The similarities in

this study focus on the practical implementation of cooperative learning, this study evaluates student instructors' intentions to use it and provides a perspective on their experiences in the context of inclusive education. The difference in the research lies in the research objectives, namely in this study focusing on attitudes and intentions. There are also differences in the limitations of the research conducted, which focuses on inclusive learning in schools, while this study focuses on existing social desires.

9. Research entitled: *“Parents’ attitudes towards inclusive education and their perceptions of inclusive teaching practices and resources”* (Widyawati et al., 2022). This study explores parents' views on inclusive education, inclusive teaching practices and resources available for students with special needs. The research method utilizes a quantitative research design involving a nationally representative survey across Germany and a study involving The study examines parents' perspectives on inclusive education, inclusive teaching methods, and resources for students with special needs and collects data using a quantitative

research design. Specifically, 2,000 parents in Germany participated in digitally recorded semi-structured telephone interviews as part of a nationally representative survey. The main finding of the study was that parents' views towards children with academic or physical challenges were generally positive, but their views towards children with behavioral or mental health problems were more ambivalent. Compared to parents of children in regular classes, parents of students in inclusive classes felt that inclusive teaching approaches were more prevalent. The similarities in the research conducted with this study are that both discuss parents' attitudes towards inclusive education. In which, parents are the main role in supporting students. The difference lies in the parents' response to their children's mental health which is more ambivalent and this study was conducted with semi-structured interviews that were digitally recorded.

These studies show how inclusive learning models are implemented in different parts of the world. Students with 'special educational needs' are still

taught in separate schools or separate groups, sometimes with or without specialized guidance. Unfortunately, not all schools implement inclusive education. As (Magnússon et al., 2019) in his research, there is a gap between ideological and practical commitment to inclusive education in schools due to a lack of cooperation between scientists, politicians and school professionals. In addition, to proposed principles for educational practice vary widely; from simply calling for the integration of students with disabilities and learning disabilities, to define what constitutes a 'good education for all children'. In the learning process using the UDL framework, it is very important to use learning aids. However, in this application, there are still some barriers in terms of specialization, motivation and lack of awareness of knowledge or lack of supporting facilities and infrastructure. It is also worth re-emphasizing that teachers need to bring the classroom to life and implement play pedagogy. (Parker et al., 2022) To appreciate the power of play in children's learning, we need to experience it in teacher education. say that training is an action that can increase teacher knowledge, skills, and effectiveness. (Christopher,

2020) also makes the case that professional development or training at any level can positively influence teachers instructional strategies by helping them to better grasp the UDL framework and build their skills, which will enable them to incorporate UDL into course design. This is proven by research by (Hsiao et al., 2019) that educators who have participated in professional development or other specialized programs in delicate subjects like disabilities, special education law, and universal learning design (UDL) exhibit improved comprehension, adaptability, and open-mindedness in their instruction.

B. Literature Review

1. Universal Design for Learning

Universal Design for Learning (UDL) leads us to develop flexible learning environments to accommodate the diverse needs of all students (Sujathamalini et al., 2022). The goal of UDL is to lower learning obstacles that are institutional, cognitive, affective, and physical. Another objective of UDL is to design accessible and adaptable learning opportunities for all students. It also attempts to bring inclusive teaching methods

into the classroom. The foundation of techniques that accommodate all students is the UDL philosophy. UDL is based on the idea that everyone can learn well if information is presented in a variety of ways, student engagement in the classroom is fostered through a variety of teaching methods, and students have options to demonstrate student understanding.

In implementing Universal Design for Learning, teachers are expected to be able to create an effective environment, regardless of the individual differences of each student. In this case Universal Design for Learning is a design based on neuroscience research according to (Sujathamalini et al., 2022). UDL therefore provides more than one way to interact with learning materials. It identifies three neurological networks that impact a person's learning. They are the recognition network, the strategic network, and the affective network. To overcome the limitations and different needs of students, teacher skills are needed by (Suleymanov et al., 2022). Which is where teachers need to take several approaches in classroom teaching methods. Not only learning in

the classroom, when outside the classroom is also expected to be able to provide a deep approach to students.

2. Principles of Universal Design for Learning

The implementation of Universal Design for Learning (UDL) is based on several principles, according to Edyburn in (Basham et al., 2020), UDL has three principles, namely multiple means of engagement, multiple means of representation, and multiple means of action and expression, as follows:

a. Multiple Means of Engagement

This principle highlights how teachers should involve all students in the learning process in order to establish a positive learning environment in the classroom. This indicates that the key to implement this principle effectively is for teachers and students to actively participate in their interactions with one another in order to foster communication and facilitate effective learning. To foster a culture of excitement and learning motivation, every student participates actively in the educational process. Students may engage in

both solo and group projects as part of this direct participation. Giving students a choice, however, is a great way to train them and does not imply a change in expectations for their level of activity (Yandika Fefrian Rosmi & Muhammad Nurrohman Jauhari, 2023). Students may actively participate in group discussions that engage them visually, aurally, and kinesthetically. Additionally, educators and higher education institutions might offer digitally mediated instructional materials or learning aids to promote student participation.

b. Multiple Means of Representation

It is advised by the Representation Principle to provide information in several formats. According to (Dalimunthe et al., 2020) giving pupils a range of options for acquiring, processing, and integrating information and knowledge is a key component of the representation concept. In order to get around the issue of disparities in material delivery, the use of media in the classroom can inspire students to further investigate content in a variety of formats. These formats include text,

photographs, videos, audio, and ebooks. To make learning easier for pupils to understand, teachers and students can choose from a variety of learning styles and approaches, including in-person instruction, online instruction, lectures, discussions, exercises, physical activities, and the usage of articles. Additionally, it is tailored to each student's preferred learning style—visual, aural, or kinesthetic. This enables instructors to produce documents in a range of electronic forms (HTML, RTF, PDF, and so on) to accommodate students with different needs and learning preferences.

c. Multiple Means Action and Expression

Students' freedom of speech and labor in completing their academic assignments and final examinations is supported by principles of action and expression. freedom of expression to share ideas or knowledge in line with a student's preferred method of learning. This principle relates to the ability express the knowledge acquired by students. This is in accordance with the view that requires

teachers to give students the freedom to choose the expression of the skills and knowledge they acquire. Knowledge they have acquired. Students can use various ways to demonstrate their knowledge, through physical activities, software, oral and written, by developing their own final project. According to (Guan, 2021), the difference in the way of action and expression refers to the way of evaluating students' learning outcomes. According to (Novianti & Kareviati, 2021), students can be given opportunity to exhibit their understanding in a variety of ways, such as through quizzes, artwork, multimedia presentations, and digital recordings, in order to facilitate strategic learning. UDL urges educators to give students a variety of opportunities to show what they've learned and participate in activities that play to their skills and interests. Students can effectively exhibit their knowledge and abilities in ways that are meaningful and relevant to them thanks to Universal Design for Learning (UDL).

3. UDL Framework in Planning Learning

Teachers can use the stages of universal design in architecture to apply the UDL framework in the field of education in the following ways when they wish to do so (Schwanke, T.D., Smith, R.O., & Edyburn, 2001):

a. Advocacy

This advocacy stage is carried out by all parties, both from teachers and students. Persuasive communication is used to raise awareness among educators and students. It is anticipated that this advocacy stage will increase students self-awareness of their unique requirements and their desire to meet the same learning objectives.

b. Accomodation

In this instance, accommodations are highly beneficial for students who utilize wheelchairs or crutches as assistive technology. The purpose of this is to facilitate students' comprehension of the learning process.

c. Accessibility

In order to appropriately meet the learning needs of the pupils, this stage establishes a

designed learning environment with teacher support. As elucidated by Edyburn in (Basham et al., 2020) Basham, educators need to closely monitor these three concepts, which are as follows:

1) Affective Network

The affective networking is responsible for “why” we should learn this. Stimulating about why they should learn it, what is the relevance in their lives so as to build a sense of interest in learning and increase motivation to learn. a greater desire to learn and a greater interest in doing so. Teachers inspire students based on their interests and skills, as well as what they want to learn and what they currently know and don't know.

2) Recognition Network

We can acquire an idea of “what” we will learn thanks to the recognition network. To meet each learner's individual needs, potential, and challenges, the instructor must be able to convey the content in a variety of ways. Put differently, educators offer choices to students

regarding how they perceive, express, and handle the media that is used in the classroom.

3) Strategic Network

“How” we learn it is processed by strategic networks. In this situation, the instructor has to provide students the chance to demonstrate or communicate what they have learned in their own unique ways. By giving them a variety of options for their executive function, expression, and physical activity.

4. Inclusive Education

Empirically, the implementation of an inclusive education model for children with special needs in public schools always experiences challenges and obstacles. These challenges come from the internal and external environment of the school (and the surrounding community and local policy makers). The implementation of the inclusion model can hinder learning progress in regular classes (Efendi et al., 2022) because children with special needs in public schools are considered to be a burden on schools. The statement may be true that there is a significant difference, if only seen in terms of the productivity

of learning outcomes for children with special needs compared to regular children studying in the same regular school. Because every disability experienced by a student, either directly or indirectly, can have an impact on the development of their psychosocial aspects (Efendi et al., 2022), on the other hand, in India, barriers to inclusive education can be found in teachers anxiety and lack of professional development (Bhatnagar & Das, 2014). Meanwhile, according to UNESCO, inclusive education is seen as “a process of addressing and responding to the diverse needs of all students through increasing participation in learning, culture, and society and reducing exclusion from education and within education.” The aim is to facilitate the learning environment and the needs of students to achieve the same goals.

5. Autism

Autism or Autism Spectrum Disorder (ASD) is a behavioral and social interaction disorder caused by neurodevelopmental abnormalities in the brain. This condition makes it difficult to communicate, socialize, and learn. Autism is also defined as a heterogeneous

set of neurodevelopmental conditions, characterized by early social communication difficulties, and highly restricted and repetitive behaviors and interests (Lai et al., 2014). Autism can also be understood as a disorder that affects the development of communication, cognition, behavior, socialization, sensory, and learning. Some children with autism exhibit antisocial behavior, behavioral problems, and difficulties in gross motor skills, such as running without direction.

The cause of autism is not known for certain. However, there are several factors that are known to increase the risk of autism, such as family inheritance, premature birth, and other possible causes of autism. Nowadays, autism is increasingly accepted as something since the existence of humans (Houston et al., 2000). Research related to autism is still very rare according to (Bonnie, 2017), (Mitzi, 2014), therefore the researcher wants to conduct further research. In order to add insight for researcher and readers. Since then, research has begun to be carried out and developed. Which indicates that autism began to be recognized in several parts of the world in the 20th century. Autism is very diverse and very complex. Autism is not only manifested physically, but also

socially and culturally. As a result, theology, until recent years, has been very reluctant to engage with autism as a site of theological inquiry (Eilidh, 2021).

Based on this, the main feature of autism disorder according to (Klein, M. D., Cook, R. E., & Richardson-Gibbs, 2001) is the presence of significant barriers in the development of social communication. The child needs to show significant delays in social communication abilities and symbolic skills before reaching the age of three, and must show characteristics that include:

- a. Use of inappropriate language.
- b. Inability to establish reasonable social relationships and interactions.
- c. Exhibiting repetitive, obsessive, or ritualistic behaviors, such as spinning objects.

Although individuals with autism spectrum disorder (ASD) are as unique as anyone else, some common global characteristics exist within the population. A child with ASD may have specific difficulties in the areas of receptive and expressive language. Receptive language is the understanding of language (for example, following directions), while expressive language is the ability to express wishes and

thoughts to others. The behaviors of autistic children who have difficulty understanding receptive language are (Pratt, C., Hopf, R., & Larriba-Quest, 2017):

- a. Delayed vocabulary development
- b. Difficulty following directions
- c. Difficulty understanding abstract concepts
- d. Difficulty interpreting social language, such as sarcasm and jokes.

Based on the explanation above, it can be concluded that the characteristics of autistic children include difficulties in communicating with others. Although there are autistic children who can speak, they tend not to care about the social environment. Their play patterns are also different from children in general, and their emotions are often unstable. In their behavior, autistic children often show repetitive movements or even tend to be silent and do not do much activity.

In this study, autism students who have low or good motor skills can affect the development of their independent abilities. Autism students with low motor skills have difficulty in doing self-development activities. Therefore, in carrying out daily activities, they need help from others. During the learning

process, if these autistic students have experienced fatigue, they will be silent and choose to do things that they enjoy but do not interfere with other regular students in learning. Usually they will show the characteristics of hitting their head or putting their head on the table.

6. Mental Retardation

Every individual has the right to a proper education without discrimination. Both normal children and children with special needs have the right and deserve education. One of the children with special needs is the group of mentally retarded children (*tuna grahita*). Mental retardation, now known as intellectual disability (ID), is a neurodevelopmental condition that affects a person's ability to learn and perform daily activities. Mental retardation occurs because there are organs in the brain that cannot function properly and have below average intelligence (Kusmiyati, 2021).

Mental retardation is also called oligophrenia (oligo = less or few and fren = soul) or mental disability (Muhith, 2015). The term mental retardation or mentally impaired refers to a specific explanation for children who have below average intelligence. In addition, mental retardation can also be defined as

imperfect mental development. Patients with mental retardation are those whose normal intellectual growth stops at some time before birth, during the birth process, or in the early years of development (Ahmad Mir et al., 2022).

The classification of mental retardation in Indonesia according to (Nunung & Apriyanto, 2012) in accordance with PP 72 of 1991 is that mild mental retardation has an IQ of 50-70, moderate mental retardation has an IQ of 30-50, severe and very severe mental retardation has an IQ of less than 30. In this case, teachers must recognize more deeply that they have limitations in learning. Providing support both directly and indirectly that makes children with special needs feel valued and considered.

Based on The ICD-10 Classification of Mental and Behavioural Disorders, WHO, Geneva in 1994, mental retardation is divided into 4 groups, namely:

a. *Mild retardation* IQ 50- 69

Mild mental retardation is categorized as educable mental retardation. The child has language impairment but is still able to master it for daily communication with parents and peers. The main difficulty is usually seen in

academic school work, and many have problems in reading and writing.

b. *Moderate retardation* IQ 35-49

In this group, the child has delayed development of comprehension and language use, and his/her ultimate achievement is limited. Moderate mental retardation is categorized as trainable. Those with moderate retardation are able to take care of themselves even with close supervision.

c. *Severe retardation* IQ 20-34

Severe retardation is almost the same as moderate retardation. The difference here is that in severe retardation they cannot be trained and need other people to do things.

d. *Profound retardation* IQ <20

Profound retardation means that children are very limited in doing things and their ability to understand and follow special instructions. Children with profound retardation really need other people in their lives. They require complete supervision and care.

Based on the division of mental retardation, it is known that mental retardation has characteristics.

The following are the characteristics of children who have mental retardation:

a. Psychological

The psychological condition of children with mental retardation can affect various aspects of their behavior and abilities. Children with mental retardation often have difficulty focusing on a single task or activity. This can hinder their ability to learn and interact with their surroundings. These children may struggle with creative thinking or generating new ideas, which can limit their ability to innovate in different activities. In addition, they get frustrated easily and tend to stop activities or work if unsuccessful, get angry or offended easily, and are uncooperative (Kemmis & Ati, 2013).

Taken together, these psychological conditions can affect a child's ability to learn, interact socially and develop skills needed in daily life. The right approach and support from parents, teachers and mental health professionals is essential to help these children overcome the challenges they face (Kemmis & Ati, 2013).

b. Social

Social behavior is an activity that involves interacting with others, which includes thinking, feeling emotions, and making decisions. Children with mental retardation tend to have less dynamic personalities, are easily influenced, and lack insight. They have difficulty in understanding the norms in the surrounding environment, so they are often considered strange by society because their behavior is not in accordance with their age (Kemmis & Ati, 2013).

In this study, the behavior of students who have mental retardation is students who find it difficult to carry out learning activities like other regular students. However, these students are quicker to grasp the material than other friends or can understand more in some subjects. In the implementation of learning with other regular students, this child with mental retardation is still quite cooperative and does not bother other friends too much, and neither do other friends.

CHAPTER III

METHODOLOGY OF THE RESEARCH

This chapter contains information about the research design, population and sample, variable, research setting and time, research focus, instruments, data sources, procedures of data collection, and data analysis techniques used in the research. Each is presented in the following discussion.

A. Research Design

This study used experimental research with a descriptive quantitative research design. The experimental research method is a research method used to find the effect of certain treatments on others under controlled conditions (Sugiyono, 2022). According to (Arikunto, 2013) experimentation is a way to find a causal relationship between two factors that are deliberately caused by the researcher by eliminating or reducing or setting aside other factors that interfere. This study used one class as a sample. Pre-test, treatment, and post-test were used to the sample. The data for this study were obtained from interviews with regular students and English teachers related to Universal Design for Learning (UDL) at inclusive school. To strengthen the information, the

teacher implemented Universal Design for Learning (UDL) in English lessons. The design of this research as proposed by (Sugiyono, 2022) is as follows:

X1	Y	X2
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Table 3.1 Research Design

(Sugiyono, 2022)

Where:

X1: Pre-test

Y: Treatment use UDL at Classroom

X2: Post-test

B. Population and Sample

1. Population

Population is the totality of each element to be studied that has the same characteristics, it can be an individual from a group, event, or something to be studied (Handayani, 2020). The population in this study were fifth grade students of As'ad Syamsul Arifin in academic year 2024/2025 MI Ma'arif Keji Ungaran. The number of students in the fifth grade is 17 students with the total number of students from grade one to grade six is 207 students.

2. Sample

The sampling technique used in this study was purposive sampling. Purposive sampling is a data source sampling technique with certain considerations. Sampling technique is a technique to determine the sample to be used in research, there are several sampling techniques used (Sugiyono, 2022). Sampling is based on the idea that sample with more information will be selected for in-depth interviews. Five fifth grade students, consisting of three girls, two boys, and the English teacher to collect the data needed by the researcher. The five students selected are active students and some of them like English subjects at school. Meanwhile, in the implementation of UDL, researcher used the entire sample in one class, namely the fifth grade As'ad Syamsul Arifin class, both regular students and students with disabilities. This is driven by certain people who are considered to know more about the situation and conditions of the research setting, making it easier for researcher to carry out the research process.

C. Variable

This study consists of two variables, namely the independent variable and the dependent variable. The independent variable in this study is the implementation of UDL in the classroom. While the dependent variable in this study is the learning outcomes of students using UDL implementation in English lessons who get scores at the beginning (pre-test) and scores at the end (post-test).

D. Research Setting and Time

1. Setting

This research was conducted at MI Ma'arif Keji Ungaran. The school is built in a rural area on the slopes of Ungaran mountain in Central Java Indonesia. Located on Yudistira Raya Street, Keji, West Ungaran Sub-district, Semarang Regency, Central Java 50551. A formal Islamic school established in 1973. MI Ma'arif Keji has a vision of realizing a Qur'anic generation. MI Ma'arif Keji has declared itself to be an Inclusive *Madrasah* and has been a pioneer of Inclusive *Madrasah* in Central Java since 2011. Inclusive *Madrasah* is designed as a place to provide educational services that integrate educational services for regular

students and students with disabilities (PDBK). In the *madrasah* environment, students are taught not to discriminate in socializing and avoid bullying. They are also taught to empathize with others, including students disabilities.

In MI Ma'arif Keji there is also a *Tahfidz and Tahsin* Al-Qur'an program which aims to produce a generation of Muslim who are Qur'anic, accomplished and caring. Among them, there are students with disabilities who have memorized the Qur'an. As an inclusive madrasah, MI Ma'arif Keji also implements Islamic activities, such as *Istighotsah, Maulid Nabi, Dhuha, Dzuhur, Diniyah Madrasah* and also *Bumi Aji* Inclusive boarding school.

2. Time

This research was conducted after the Summative Assessment in the end of this semester at MI Ma'arif Keji which was adjusted to the research needs. In order to focus students on the research process. The research was conducted for one week. Two days for classroom observation, school observation and English teacher while teaching, two days for student and English teacher

interviews, two days for the implementation of Universal Design for Learning (UDL) by the researcher accompanied by an English teacher.

E. Research Focus

The focus of experimental research is to reach people within predetermined boundaries. The focus of this study is that the researcher explored how English teacher, especially in grade fifth, evaluate students in the classroom, and whether teacher applied inclusive learning models in accordance with applicable standards in Indonesia. In addition, to the researcher also explained the extent to which students understood the material taught by using inclusive learning models in the classroom.

F. Research Instrument

1. Observations

The following are interview questions related to the **“Implementation of Universal Design for Learning in Young EFL Learners With Autism and Mental Retardation”**. The questions are based on the researcher own thoughts which were developed during the interview. The questions to be asked contain personal information and information related to the implementation of UDL in English. How schools and

teachers implement it to their students. The researcher also modified the questions so that later the researcher could carry out the interview in accordance with the interview question guidelines that the researcher had prepared earlier. Other than interview guideline, the researcher also prepared observation guideline which was used by the researcher during classroom observation.

The following is an organized set of questioning	
Teacher Information	
1.	What is your name?
2.	How long have you been teaching here?
3.	What subjects do you teach?
4.	How many classes do you teach now?
5.	What is the most memorable experience you have had while teaching?
6.	Are you a new teacher or an experienced teacher? If so, where have you taught before?
7.	Where did you complete your studies before teaching?
Interview Guideline	
1.	How has this school implement UDL principles in English language learning?
2.	What challenges do you face in implementing UDL in English classes?
3.	What role does an inclusive learning environment play in supporting the successful implementation of UDL?
4.	What is the role of collaboration between you as a teacher and parents in ensuring the successful implementation of UDL?

<ol style="list-style-type: none"> 5. What strategies can you use to increase the motivation and engagement of diverse students in UDL-based English learning? 6. How can UDL increase students' motivation and engagement in English learning? 7. How can early childhood learning needs be met through the implementation of UDL? 8. How can UDL support early childhood cognitive, social and emotional development in the context of English language learning? 9. How do you ensure that all students, including those with disabilities, can actively participate in English language learning? 10. How do you create an inclusive and supportive learning environment for all students? 11. How do you adapt UDL to meet the individual needs of diverse students, especially in the dynamic context of English language learning?
<p style="text-align: center;">Observation Guideline</p> <ol style="list-style-type: none"> 1. Observing the school environment. 2. Observing the condition of the facilities in the classroom. 3. Observing the teaching and learning process of students in the classroom. 4. Observing the teacher in the learning process. 5. Observing student activities both inside and outside the classroom. 6. Observing books used by teachers and students in the learning process. 7. Observing the learning media used in the learning process.

Table 3.2 Teacher Interview Guideline

2. Learning Outcome Test

In addition to instruments in observations and interviews, researcher also used pre-test and post-test instruments to collect data for this study,

namely picture sheet tests and multiple choice tests about professions. The purpose of the test is to determine the increase in students' understanding. The form of the test used was 5 picture and written questions for regular students, 3 picture and written questions for students with disabilities. The test was given in two parts. The pre-test is intended to determine the initial knowledge of learners and is carried out before treatment, learners are given a picture sheet and asked to choose several professional pictures to answer, while the post-test is given after treatment by doing multiple choice questions.

G. Source of Data

The type of data in this study is the learning experience of fifth grade students of MI Keji Ungaran in following the English learning process in the inclusion class. The data source in this research are the subject from which the data are obtained. Data were obtained from students and one English teacher who provided information, gave responses or arguments, and answered questions given by the researcher. Data collection in this study used observation, interviews

with one teachers who teach English, and research documentation. The data sources in this research are:

1. Research participants
2. International journal of English language education
3. Research results

H. Technique of Data Collection

The instrument in this study is a list of questions for participants that are made and designed by the researcher. After preparing the research instrument, the researcher prepared the data collection technique. The data collection techniques in this study are:

1. Pre-Test

This pre-test is given to students before treatment. Pretest is an activity that aims to assess students' concept understanding before they get prior knowledge information. This pretest aims to find out how the implementation of Universal Design for Learning (UDL) at EFL young learners. The instrument used in the pre-test is in the form of pictorial questions that show a person's profession.

2. Treatment

The researcher used three UDL principles applied in the classroom as a treatment for learners using the material “Is Your Mother a Teacher?”. The treatments were: the researcher introduces and explains about the professions around the learners, the researcher asks the learners related to the profession and what ideals the learners want, the researcher provides a picture of the profession and the learners can choose the profession they like, the researcher provides pictorial material that the learners like, after being given the material the learners work on the questions carefully. Based on the material taught by the researcher, learners discuss professions. After that the researcher invites students to review the material by asking participants to come forward and students choose 3 pictures and mention what profession is chosen from the picture, finally students get a reward from the researcher because they have successfully answered and are not embarrassed to be in front of their classmates. The activity aims to motivate learners to be more courageous to speak in public and express their opinions.

3. Post-Test

Post-test is an activity carried out to measure the knowledge of students after they receive certain treatments. After the treatment, the post-test was given to the students to measure the extent to which the students understood the treatment or the implementation of UDL in the English class. The post-test instruments used were pictorial and written multiple choice questions totaling five for regular students and three multiple choice questions for students with disabilities. The results of the post-test were calculated to find out whether the students had improved before and after the treatment in the English class regarding the implementation of UDL.

4. Observation

This research begins with observation by identifying the place that was used as the object of research, and then the researcher got an overview of the research objectives. Observation is an active approach to a process or object with the intention of understanding it and then drawing conclusions from previous observations and understandings in order to

obtain the necessary information to carry out an investigation (Anggraeni, 2021). In this study, the observation used is structured observation in which the researcher has systematically arranged what was observed, when the research was carried out and where the research site is.

By using observation in this study, researcher gained experience and knowledge. Observation can be done directly and indirectly, while in this study the observation was done directly. In the observation stage, researcher did not play an active role in the classroom but only participate in learning to get accurate information briefly related to the research topic to be studied.

5. Interview

After conducting research observations in class the fifth with an inclusive learning model, the researcher started interviews with English teachers, principals and curriculum sections. (Anggraeni, 2021) argues that an interview is a conversation between a researcher and an informant someone who is assumed to have important information about an object is a data collection method used to obtain information directly from the source. (Sugiyono, 2022) said that

interviewing provides the researcher a means to gain a deeper understanding of how the participant interprets a situation or phenomenon than can be gained through observation. So with in-depth interviews, the researcher found out more in-depth things about participants in interpreting situations and phenomena that occur, where this cannot be found through observation.

With in-depth interviews conducted by researcher, the question and answer process between researcher and informants is also carried out using tools such as books and recording devices to strengthen answers to information obtained from informants. Interviews were conducted verbally to informants. Because the purpose of the interview is to obtain valid information, before conducting an interview, researcher must understand good interview techniques, such as introducing themselves, creating a good and relaxed relationship (Poerwandari, 1998). Researcher conducted the first interview with the fifth grade English teacher in the headmaster room. Interviews with teacher revealed that they felt an increase in student motivation and engagement. While interviews with students were conducted on the same day and

place with different times. Researcher asked directly and gave interview questions to students one by one in order to get valid information and easily understood by students.

6. Documentation

Documentation is the process of collecting data obtained through documents in the form of books, records, archives, letters, newspaper magazines, journals, research reports, and others according to (Anggraeni, 2021). Documentation is a complement to the use of observation and interview methods in qualitative research (Sugiyono, 2022). Documentation studies are very helpful in this research process.

Documentation is used to obtain data directly from the research site. The documentation presented in this study is data from research instruments, such as observation results, interviews and teaching modules used in the learning process. Researcher also obtained the number of fifth grade As'ad students to support the research process used by researcher in assessing pre-test and post-test. To clarify where the information was obtained, researcher immortalized it in the form of photographs and data relevant to the research. The documentation is in the form of observation photos of

the learning process, photos during interviews with teachers and students, and photos when implementing UDL in As'ad fifth grade.

I. Technique of Data Analysis

Data analysis techniques in this study used descriptive statistical and qualitative analysis following the approach of (Miles Huberman, 2014), which involves data reduction, data presentation, and conclusions. The results of the pre-test and post-test were collected and then compared to make data. Comparing the two values whether there is a difference between the values obtained between the pre-test value and the post test value. This is explained by the following steps:

1. Descriptive Statistic Analysis

Descriptive statistical data analysis is a statistic used to analyze by describing or describing the data that has been collected as it is during the research process (Sugiyono, 2022). The steps in preparing through this analysis are as follows:

a. Mean

$$\bar{x} = \frac{\sum_{i=1}^n x_i}{n} \text{ (Arif, 2008)}$$

b. Range

Determine the range value, namely the largest data minus the smallest data:

$$J = X_{\max} - X_{\min}$$

c. Percentage

$$P = \frac{f}{N} \times 100\%$$

Where:

P : Number percentage

f : The frequency that the percentage is looking for

N : The number of sample respondents

In this analysis, researchers determine the level of students' ability to master the subject matter in accordance with the procedures launched by (*Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional*, 2003), namely:

Score	Category
96-100	Excellent
86-95	Very good
76-85	Good
66-75	Fairly good
56-65	Fair
36-55	Poor
0-35	Very poor

2. Qualitative Analysis

a. Data Reduction

In this process, researcher selected data that is suitable for using in research. Data reduction carried out by researcher here by summarizing, conducting research by means of classroom observations, interviews and other necessary data (Abdul, 2020). Researcher also noted specific things that might be the topic of research then reinterpreted so as not to be misinterpreted. The data that has been collected is then selected according to each category so that it is more detailed and can be processed. The researcher sorted out the data in the form of understanding of students learning outcomes in the learning process, students engagement in the implementation of UDL in the classroom, as well as the results of observations and interviews. The data obtained is complex data.

b. Data Presentation

Data presentation includes analysis after data reduction. Analyzing data involves gathering

accurate information. Analysis of data that has been obtained from sources related to all research questions is then completed as needed before being submitted. The presentation in this study follows the recommendations of (Miles Huberman, 2014) where researcher presented data using tables, diagrams and bar charts. Because according to them using the narrative method is considered less relevant. So that researcher here used tables for observation results, interviews with informants, pre-test and post-test results.

c. Conclusion

At this stage the research draws conclusions based on existing data. The conclusion here is the researcher interpretation of the observations and interviews that have been conducted. After drawing conclusions, the researcher conducted a review of the data collection and presentation process to ensure that no errors occurred. In the research that has been carried out starting from observation, interviews with informants, and conducting pre-test and post-test in English language learning, so as to find out the learning outcomes of students before and after the

implementation of UDL in English language learning.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter discusses the research findings regarding the implementation of Universal Design for Learning in Young EFL Learners with Autism and Mental Retardation.

A. FINDINGS

The findings of the research conducted at MI Ma'arif Keji Ungaran, Semarang Regency. The participants of fifth graders in the academic year of 2024/2025, specifically As'ad class, showed significant findings related to the implementation of learning. To achieve the objectives of this study, data had been taken and collected through various methods of analysis in accordance with established procedures. The data sources include the results of teacher observations, student observations in the classroom, analysis of learning documents, pre-test, post-test and interviews with teachers and students. The observation, interview, and document study process provided information that supported this research. The findings from the observation showed that students actively participated in learning activities, while interviews with teachers revealed that they felt an increase in student motivation and engagement. In addition, the analysis of learning

documents showed that there was an adjustment of materials according to students' needs, which contributed to better understanding. As a whole, the results of this study provide a clear picture of the effectiveness of the learning methods implemented in As'ad class and their impact on students learning experiences.

1. The Implementation of Universal Design for Learning (UDL) at EFL Young Learners Disabilities

a. The Result of Pre-Test

In this study, the pretest is in the form of an assessment of creative thinking skills which is included in the category of test instruments with a multiple choice question format. Each question is designed to measure the achievement of one of the creative thinking indicators (Arikunto, 2013). Thus, a pretest is a very useful tool in the learning process. By providing an initial overview of students' knowledge, educators can design more effective and relevant learning experiences. In addition, the pretest also serves as a motivation for students to be more active in learning and understanding the material to be taught. The following is a table of pretest results of fifth grade students of MI Ma'arif Keji Ungaran.

No	Students Name	Score
1.	S-1	50
2.	S-2	50
3.	S-3	30
4.	S-4	50
5.	S-5	50
6.	S-6	30
7.	S-7	50
8.	S-8 (RM B)	30
9.	S-9 (A)	85
10.	S-10	30
11.	S-11	50
12.	S-12	50
13.	S-13 (RM)	30
14.	S-14	30
15.	S-15	30
16.	S-16	50
17.	S-17	50

Table. 4.1. Result of Pre-Test

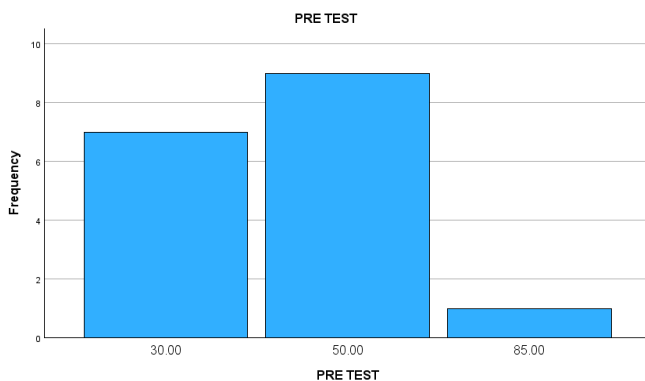


Diagram 4.1. Diagram of Pre-Test

Based on the results of the Pre-Test given before learning began to As'ad fifth grade students in UDL-based English learning, it shows that regular students understand the instructions given less than students with disabilities. Some of them felt less focused when listening so they did not get good results at the beginning. In contrast, student with disabilities (autism) are very enthusiastic, active and excited in listening and very responsive in answering questions. Student with disabilities (autism) became an example for the other students not to be afraid to ask questions about things they did not know.

The results of the Pre-Test given before the learning started showed that regular students in As'ad fifth grade class in Universal Design for Learning (UDL)-based English learning had some difficulties in understanding the instructions given. They also tend to be less focused when listening to instructions, so they do not get good results at the beginning.

On the other hand, students with disabilities in the same class showed high enthusiasm and activity in listening and answering questions. They are also not shy to ask questions about things they don't know, which sets an example to other students. The results of

this Pre-Test show that UDL-based English learning can help increase the engagement and motivation of students with disabilities. However, it also shows that regular students need additional support to understand instructions and improve their focus. So, the distribution of pre-test scores can be seen in the bar chart.

Based on the results of this Pre-Test, some recommendations that can be given are:

- 1) Increase support for regular students: Teachers can provide additional support to regular students to understand instructions and improve their focus.
- 2) Using diverse learning strategies: Teachers can use diverse learning strategies to meet the needs of different students.
- 3) Increasing the engagement of students disabilities: Teachers can increase the engagement of students with disabilities by giving them opportunities to ask and answer questions.

b. The Result of Post-Test

In this study, the post-test aims to assess the extent to which students creative thinking skills are achieved after the treatment is applied. In addition, the post-test also allows to determine the effect of

learning by comparing pre-test and post-test results. The instrument used in this test is in the form of multiple choice questions (Arikunto, 2013). By measuring students achievement after treatment, educators can assess the effectiveness of teaching and provide useful feedback for students. In addition, the post-test also helps in planning the next learning steps to improve the quality of education. The following is a table of post-test results of fifth grade students of MI Ma'arif Keji Ungaran.

No	Students Name	Score
1.	S-1	60
2.	S-2	60
3.	S-3	80
4.	S-4	80
5.	S-5	100
6.	S-6	100
7.	S-7	60
8.	S-8 (RM B)	40
9.	S-9 (A)	100
10.	S-10	100
11.	S-11	60
12.	S-12	100
13.	S-13 (RM)	60
14.	S-14	100
15.	S-15	100
16.	S-16	80
17.	S-17	80

Table 4.2. Result of Post-Test

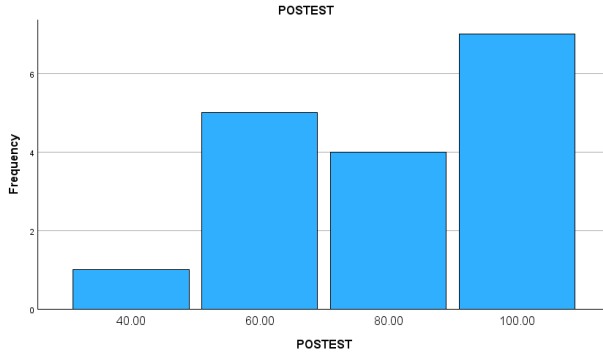


Diagram 4.2. Result of Post-Test

The results of the Post-Test given to As'ad fifth grade students on UDL-based English language learning showed that some students got perfect scores. This shows a significant improvement in their understanding of the material taught. The improvement in students understanding can be seen from the Post-Test results which show that they can answer the questions more accurately and completely. This shows that the explanation given by the researcher about the material taught has helped improve their understanding. UDL-based English learning applied in this study is a new learning method for students. However, the Post-Test results show that they can quickly understand and master the material taught

using this method. So, the distribution of post-test scores can be seen in the bar chart.

This Post-Test result has positive implications for English language learning in the classroom. It shows that UDL-based English learning can help improve students understanding and English language skills.

Based on the results of this Post-Test, some recommendations that can be given are:

- 1) Implement UDL-based English learning more widely: UDL-based English learning can be applied more widely in the classroom to help improve students understanding and English language skills.
- 2) Improving the explanation of the material taught: Explanations of the material being taught can be improved to help increase students understanding.
- 3) Using diverse learning methods: Diverse learning methods can be used to help improve students English comprehension and skills.

c. Descriptive Statistic

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
PRE TEST	17	55.00	30.00	85.00	43.8235	14.52685
POSTEST	17	60.00	40.00	100.00	80.0000	20.00000
Valid N (listwise)	17					

Table 4.3. Descriptive Statistics of Pre-Test and Post Test

Based on the results of descriptive analysis using SPSS 30.0, it is known that the results of the Pre-test and Post-test show significant results. Range in the pre-test gets a value of 55 and the post-test gets a value of 60. Range is obtained from the results of the maximum and minimum values between the pre-test and post-test. While the average value shows that the pre-test results are 43.8 and the post-test results are 80. Then for the results of the standard deviation in descriptive statistics shows that the pre-test results are 14.5 and the post-test results are 20.

d. Multiple Means of Engagement

This indicates that the key to implement this principle effectively is for teachers and students to actively participate in their interactions with one another in order to foster communication and facilitate effective learning. Students may engage in both solo and group projects as part of this direct participation. Giving students a choice, however, is a great way to train them and does not imply a change

in expectations for their level of activity (Yandika Fefrian Rosmi & Muhammad Nurrohman Jauhari, 2023). Students may actively participate in group discussions that engage them visually, aurally, and kinesthetically.

The results of the observation and implementation of UDL in English language learning for regular students and students with disabilities showed significant results. In this case, the researcher assisted by the teacher involved all students in the learning process. Students can choose topics that they interest. As in the classroom, students have different preferences in the learning process. Students actively participate in class, both when asked by the teacher and peers. For example, one learner asked “Why are we learning English today”.

Observation results show that all learning tools used for the learning process have been arranged by the madrasah. The curriculum has used the latest curriculum, namely the independent curriculum. In this case, at the beginning of each semester the teacher and the academic department make a syllabus and teaching modules that are used for the next semester. So that later, the material taught is

according to planning and directed. In addition, the teacher also has a timeline when in class to determine the extent to which students understand the material at each meeting.

When all students in class feel involved and do not feel there are differences. In the classroom, the researcher used real or everyday stories that stimulate students to think about what they will learn today. This can help students feel more connected to the material and more motivated to learn.

e. Multiple Means of Representations

Multiple Means of Representations giving pupils a range of options for acquiring, processing, and integrating information and knowledge is a key component of the representation concept (Dalimunthe et al., 2020). In order to get around the issue of disparities in material, the use of media in the classroom can inspire students to further investigate content in a variety of formats. These formats include text, photographs, videos, audio, and ebooks. To make learning easier for pupils to understand, teachers and students can choose from a variety of learning styles and approaches, including in-person instruction, online instruction, lectures,

discussions, exercises, physical activities, and the usage of articles.

The results obtained from this research are that students understand and like the learning content implemented in the English class. Students can choose how they learn. With that in mind, the researcher provided pictorial and visual content that excited them. For example, when the pre-test was conducted, students were enthusiastic about the pictures they saw. One by one, they liked the color pictures. Students were eager to answer the pictures initially held by the researcher and they asked for the pictures after the lesson to take home, especially students with disabilities (autism). The learner set an example to other students by actively answering and asking questions related to the profession taught in class.

Researcher provide representative and supportive facilities assisted by the *madrasah* and English teacher by displaying LCD Projectors and sound systems in the classroom. In addition to using textbooks, teacher can show material through PowerPoint and YouTube videos. Madrasah provides accessibility or ease for all students to achieve

things, access information, and participate in social life in *madrasah*.

f. Multiple Means of Action and Reaction

This principle relates to the ability to express the knowledge acquired by students. This is in accordance with the view that requires teachers to give students the freedom to choose the expression of the skills and knowledge they acquire. Knowledge they have acquired. Students can use various ways to demonstrate their knowledge, through physical activities, software, oral and written, by developing their own final project. According to (Novianti & Kareviati, 2021), students can be given the opportunity to exhibit their understanding in a variety of ways, such as through quizzes, artwork, multimedia presentations, and digital recordings, in order to facilitate strategic learning.

The results show that students can effectively demonstrate their knowledge and abilities in ways that are meaningful and relevant to them thanks to Universal Design for Learning (UDL). In this case, researcher and teacher try to provide various ways of action and expression to support students learning. The researcher provided opportunities for students to

show their understanding through presentations in front of the class. Students are asked to come forward to the front of the class by choosing 3 pictures that have been provided by the researcher in the form of pictures of professions that are around the students. For example, students choose a picture of a female teacher, then students are asked to answer in front of their friends what picture they have chosen.

In addition to pictorial media made directly, researcher also facilitate images through Power Point media, which contains several explanations about professions and professional images. This makes students show more expression and reaction when the learning process takes place. Students can effectively demonstrate their knowledge and abilities in ways that are meaningful and relevant to them thanks to Universal Design for Learning (UDL).

g. Learning Tools

Learning tools are a set of guidelines used to assist teachers in the process of teaching and learning activities. Based on the results of observations that have been made, the learning tools available at MI Ma'arif Keji are the curriculum, modules, and syllabus used in the teaching process. The basis of

education lies in the curriculum and cannot be separated, because the curriculum is one of the main components in formal education (Dewi Rahmadayani, 2022). The curriculum is a set of plans and also arrangements regarding the objectives, content, and teaching materials and the methods used are as a guide in organizing activities in learning to achieve a national education goal (Law No. 20 of 2003). The curriculum used at MI Ma'arif Keji is the independent curriculum.

The independent curriculum is a curriculum with diverse intracurricular learning where content will be optimized so that students have enough time to explore concepts and strengthen competencies. Teachers have the flexibility to choose various teaching tools so that learning can be tailored to the learning needs and interests of students (kemendikbud.go.id).

The difference between the independent curriculum and the previous curriculum is the teaching tools. Previously, schools used indicators, but now they have switched to learning outcomes (CP). In addition, what used to use the Learning Implementation Plan (RPP) has now been replaced

by modules as a teaching method or system from the 2013 Curriculum to the Independent Curriculum. Learning tools have also changed, becoming CP, CP analysis, objectives (ATP), and modules (Zakso, 2023).

Based on the observation, it is also known that other learning tools used are modules and syllabus. The modules and syllabus used by the teacher as a guide for teaching in class are modules and syllabus made by the teacher himself. Regarding the modules and syllabus used in learning can be seen in the appendix. It is known that the model used in learning listed in the module is discovery learning.

Discovery Learning is a learning strategy that is widely recommended because this method can improve the way students learn (Haidir et al., 2024). Meanwhile, the syllabus is part of the learning process planning. Planning for the learning process includes a syllabus and lesson plans that contain at least learning objectives, teaching materials, learning methods, learning resources, and assessment of learning outcomes (PP No. 19 of 2005 article 20).

h. Learning Procces

The learning process is an activity that involves interaction between teachers and students, as well as two-way communication that occurs in an educational context to achieve learning objectives (Permendikbud No. 22 of 2016). Based on the results of observations made in the learning process, it is known about the initial learning activities, presentation of learning materials, learning methods, use of time, use of language, how to motivate students, asking techniques, use of learning media, use of textbooks used, and end of learning activities.

In the early activities of learning, it is known that the teacher opens the lesson with an opening greeting and the class leader leads the prayer, the teacher checks the attendance of the students, the teacher asks the condition of the students, whether they are ready to start learning, the teacher reviews a little material on the previous week's meeting, the teacher asks questions related to the previous material before entering the new material, the teacher gives a little explanation about the new material to be taught, the teacher explains what topics will be discussed and the learning objectives and the teacher provides motivation at the beginning of learning so

that students are interested in participating in learning until the end.

In early learning activities, teachers play an important role in creating a conducive atmosphere and preparing students to learn. Opening the lesson with greetings and prayers creates a warm and familiar atmosphere. Checking attendance not only serves to record attendance, but also to build relationships between teachers and students. Then by asking about the students' condition, the teacher shows empathy and concern for the students' welfare. Reviewing previous material helps students remember and relate the knowledge they have learned. This is especially important for EFL students, as repetition and reinforcement of concepts can help them understand and remember the vocabulary and language structures that have been taught.

Then asking questions related to the previous material, questions asked by the teacher can stimulate critical thinking and encourage students to actively participate. It also provides an opportunity for students to demonstrate their understanding and identify areas that may still be confusing.

Furthermore, the activity of providing an initial explanation of the new material helps students prepare for the upcoming learning. Teachers can use various methods of representation, such as pictures or videos, to explain new concepts, so that they are more easily understood by students with disabilities.

The learning process in other early activities is explaining the topic and learning objectives that will be learned. Doing so helps them understand what is expected of them and how they can achieve those goals. For students with disabilities, a clear understanding of the learning objectives can increase their motivation and focus. The next activity observed in the early learning process is providing motivation at the beginning of learning. Motivation at the beginning of learning is very important to attract students' interest. Teachers can use various strategies, such as inspirational stories or real-life examples, to show the relevance of the material to students' daily lives. This can help students feel more connected to the material and more motivated to learn.

Based on the observation of the second learning process activity, namely the presentation of

learning materials. The teacher explains the material in detail, from the beginning to the end of the lesson. When the teacher provides a detailed explanation of the material from the beginning to the end of the lesson, there are several important aspects that need to be considered to ensure that the learning process runs effectively, especially for English as a Foreign Language (EFL) students with disabilities. The things that must be considered are the clear structure of the material, the use of various kinds of learning methods, the teacher must be able to have interaction involvement between students, then provide examples and use UDL so that the presentation process can be well received and understood by students.

The next process is known during the observation that the teacher uses lectures, discussions, games, and watching videos in the learning process. The various activities used in this learning are able to support the learning process in which not only regular students but there are students who need special attention. Teachers give time to students to watch videos on smart TV to understand the English material being studied.

Furthermore, another process is that the time used is quite effective. Time between the opening of learning, core learning and closing learning. In the observation, it was observed that the division of the learning process given by the teacher to students was quite in accordance with the module delivered so that the material could be conveyed properly. The next learning process is the language used, namely English and Indonesian. The use of mixed language here is to facilitate students who have not really mastered English. When teaching, the teacher uses English and then translates it into Indonesian. Sometimes, English is used for certain instructions, such as “please, repeat after me or can you say/see this?”, etc.

In the learning processes it was also observed that teachers motivate students at the beginning of the lesson and give appreciation to students who want to ask and answer the questions given. Furthermore, the process also showed that the teacher asked general and basic questions at the beginning of the lesson. Then the teacher points to one of the students who might be able to answer the question given. In addition, the teacher also asked

questions to students who sometimes played alone or chatted with their classmates. The teacher also provides opportunities for students who want to ask questions. So, in the question and answer process here, there is reciprocity between teachers and students.

Teachers use learning media in the form of laptops, sound systems, and LCD projectors to display material in Power Point and Youtube, also with the help of textbooks for teachers and students. A smart TV and LCD projector have been provided by the madrasah in As'ad fifth grade classroom. With the existence of this learning media, the teacher is good enough to utilize it. By displaying power points and YouTube channels. The use of electronic media is only for distraction so that students do not feel bored. The main source of learning in As'ad fifth grade is the student worksheet (LKS) provided from the madrasah. At the end of learning, the teacher asks students to provide conclusions from the material that has been learned together. Then the teacher reinforces the conclusion with language that is easily understood by students, and this activity ends with a closing greeting

i. Student Behavior

Learning behavior or attitude refers to a series of actions and reactions shown by individuals during the learning process. According to (Asrori, 2020), learning behavior is an attitude that arises from students in response to various learning activities, which reflects whether they show enthusiasm and a sense of responsibility for existing learning opportunities. Student learning behavior can be recognized both through the process and the results. The learning process occurs when individuals feel a need within themselves that cannot be met through reflex or habitual means. This encourages the individual to change existing behavior in order to achieve the desired goal.

Student behavior is a reflection of a variety of interacting factors. Understanding these behaviors is important for educators and parents to create a positive learning environment and support student development. By recognizing and classifying students' behaviour, we can more easily identify their needs and provide appropriate support. Based on observations related to learner behavior and

learner responses in the learning process, it shows that students provide positive behavior and responses to teachers who teach. Students are quick and responsive when asked by the teacher. They respect someone who is speaking in front of the class. Although it does not rule out the possibility of some students talking to their own friends.

2. Student Engagement of Using Universal Design for Learning (UDL) at EFL Young Learners Disabilities

Inclusive education is an educational concept that emphasizes openness and acceptance of all students, regardless of their background or abilities. It focuses on integrating all students in one learning environment, regardless of differences in abilities and backgrounds. The goal of inclusive education is to provide opportunities for every individual to obtain equal and quality education. This concept provides opportunities for every individual to obtain an equal and quality education. However, creating an inclusive learning environment that is responsive to the needs of every student presents challenges.

Universal Design for Learning (UDL) is an approach to education that aims to improve the accessibility and participation of all students in the learning process. UDL seeks to convey information, interact with each other and create differentiated learning. UDL is a framework developed to improve access and participation of all students in the learning process (Hall et al., 2015).

Universal Design for Learning (UDL) is a framework derived from the field of architecture, which aims to meet the needs of various users of physical spaces (Katz & Sugden, 2013). The concept has been applied in education, particularly to address inclusive classrooms that must meet the diverse needs of students (McGhie-Richmond & Sung, 2012).

The main goal of UDL is to reduce barriers to learning that can affect students ability to achieve learning objectives. In its application, UDL is very flexible and effective for students. UDL can help reduce barriers to learning and improve students ability to achieve learning objectives. UDL is very flexible and effective for students. Regardless of the different abilities or special needs of each students.

Universal Design for Learning (UDL) has three main principles, namely Multiple Means of Representation where students can choose how to learn according to their needs and we provide learning content through various means. Such as through text, images and videos. Then Multiple Means of Action and Expression is where students practice their skills in front of the class using English. So, they are free to express what they understand and feel during the learning process. It also makes students independent and not shy when speaking in public.

The last principle is Multiple Means of Engagement, students choose topics that interest them. In this principle, teachers should involve all students in every learning process to create a positive and inclusive learning environment. By using digital technology such as Smart TV and LCD Projector. The key to the success of this principle is the communication between teachers and students. Teachers and students must be equally communicative so that the atmosphere in the classroom is fun and not boring.

Based on the results of observations and interviews, the researcher found the engagement of students using

universal design for learning (UDL) at EFL young learners with disabilities in the fifth grade As'ad MI Ma'arif Keji. Madrasah minimize barriers and provide various ways of engagement and representation for students, especially students with disabilities. This promotes an inclusive learning environment and enables all students to understand the material with the application of UDL. Student engagement with the application of UDL in English learning can enhance their learning experience. Student active participation and sense of community encourage them to respect each other without discrimination.

The engagement of students in As'ad Syamsul Arifin's class V is very influential in their learning process. All students followed the learning process well. In the learning process, the researcher implemented and observed how they could follow English lessons by applying UDL. As explained by CAST (Center for Applied Special Technology) who developed the UDL framework to create an inclusive learning space that can be accessed by all regular student and student with disabilities. UDL is able to train students ability to speak English, and develop their learning process in the classroom.

In general, the engagement of As'ad Syamsul Arifin fifth grade in following and using UDL in English language learning showed quite good results. This can be seen from their increased motivation and active participation in learning activities. The application of Universal Design for Learning (UDL) principles has had a positive impact on the way students interact with the subject matter. By providing a variety of options in learning methods, students can choose the way that best suits their learning style, thus improving understanding and retention of information. In addition, using the UDL approach helps students understand the material better and accommodates the various learning styles present in the classroom.

Thus, student engagement in the implementation of UDL for students with disabilities in the classroom is essential to improve learning success. By engaging students in the learning process, we can increase students learning motivation, learning success, and student engagement in the learning process.

B. DISCUSSIONS

In this study, researcher discussed the results of research that focused on the research objectives. The purpose of this

study is to describe the implementation of UDL to students and the involvement of students in following UDL in students with disabilities. To describe the implementation of UDL in English lessons in As'ad Syamsul Arifin fifth grade, the researcher used observation, interviews and practice in the classroom.

1. The Implementation of Universal Design for Learning (UDL) at EFL Young Learners Disabilities

The implementation of Universal Design for Learning (UDL) in English as a foreign language (EFL) learning for children with disabilities can provide several benefits, such as improving learning quality, increasing learning motivation, and increasing student engagement. Therefore, the implementation of UDL in EFL learning for children with disabilities is highly recommended. Based on the results of the study, it is known that the implementation of universal design for learning (UDL) at EFL young learners with disabilities is known that students follow the researcher direction in implementing UDL in classroom learning. UDL encourages the use of various teaching methods to overcome various learning barriers. So that all students have equal opportunities in learning in the classroom. Researcher conducted pre-test and post-test to measure students

understanding by using different types of questions. This is in line with research conducted by (Hromalik et al., 2024).

UDL is considered a learning design that supports a wide range of students diversity, especially students with disabilities. UDL is a framework for planning learning that can reduce barriers to learning for students with diverse learning needs, including those with special needs (National Center on Universal Design for Learning, 2010). The implementation of UDL in English language learning for students with disabilities involves an approach that provides a variety of options in material delivery, engagement and expression. By using UDL principles, teachers can create a learning environment that is inclusive and responsive to the unique needs of each student. UDL approach in English Language Learning has several objectives namely:

a. Flexibility in Material Delivery

UDL encourages the use of various teaching methods, such as multimedia, project-based learning, and group discussions. This allows students with varying abilities to understand the material in a way that suits them best.

b. Student Engagement

Strategies to increase student engagement may include the use of assistive technology, educational games, and interactive activities. In this way, students can actively

participate in the learning process, which is especially important for children with special needs.

c. Expression and Assessment

UDL provides students with various ways to express their understanding, such as through presentations, creative projects, or portfolio-based assessments. This allows students to demonstrate their abilities in a way that is most comfortable for them.

In addition, UDL in English language learning also has benefits. The following are the benefits of UDL for students with special needs, namely:

a. Reduction of Learning Barriers

By designing a curriculum that considers student variability, UDL helps identify and reduce barriers that students with special needs may face in learning English.

b. Increased Accessibility

UDL ensures that all students, including those with disabilities, have equal access to learning materials and can participate in classroom activities.

c. Development of Independence

UDL supports the development of students' independence by giving them choices in how to learn and express themselves, which can increase their confidence and motivation. By implementing UDL in English language

learning, it is expected that students with special needs can learn more effectively and feel more involved in their educational process. The implementation of Universal Design for Learning (UDL) in As'ad Syamsul Arifin fifth grade class is one of the effective ways to meet the needs of diverse students. UDL emphasizes the importance of providing multiple ways to access information, and participate in the learning process. In the classroom, teachers start by providing learning materials in various media, such as pictorial and written media. In this way, students find it suitable for their different learning styles. This increases their engagement and understanding of the material being taught.

Univsersal Design for Learning (UDL) also encourages the use of tools and technology that support learning. In the research conducted, teachers utilize interactive applications such as power point as well as lectures that allow students to learn. Students are given two ways of learning to compare their understanding. By providing two ways of learning, students feel more motivated and responsible for their learning process. It also helps to create an inclusive classroom environment where every student feels valued and supported.

The learning process in a Universal Design for Learning (UDL) context needs to be flexible and diverse. Teachers use the discovery learning model to demonstrate their understanding. With this, teachers not only assess students learning outcomes but also assess students learning process. Universal Design for Learning (UDL) has effectiveness in the learning process. The effectiveness here is proven by the UDL principles that are applied in several inclusive schools. By applying UDL principles, teachers can improve students learning experience, that they have the same opportunity to learn.

Universal Design for Learning (UDL) increases interest in learning for regular students. By using different ways of learning methods, sometimes teachers adjust the learning methods that students like. This is shown by the improvement of students learning outcomes after the implementation of UDL. The implementation of UDL for students with special needs is flexible. Flexibility here encourages students learning styles and provides benefits for each learner. In this study, students with special needs, especially autism, showed that they could follow the learning process provided. Teachers provide equal opportunities for both in the learning process.

The use of Universal Design for Learning (UDL) in English language learning for students with special needs has significant implications in creating an inclusive learning environment. By applying UDL principles, teachers can design flexible teaching materials and methods. Students not only learn cognitively, but also practically. It is important to develop their speaking skills. Another implication is the collaboration between parents, teachers and other assistants in designing an effective learning process. All parties can contribute in creating better learning strategies that are more responsive to students needs. Thus, the use of UDL in English learning is not only beneficial for students with special needs but also creates a more productive and harmonious learning atmosphere in the classroom.

2. Student Engagement of Using Universal Design for Learning (UDL) at EFL Young Learners Disabilities

Inclusive education implemented in Indonesia faces various problems, including policies implemented by principals, interactions between teachers and students, and teachers lack of ability to implement inclusive programs. Teachers knowledge, awareness, skills and experience greatly affect the effectiveness of implementing inclusive programs in schools, especially in the classroom (Wahyuni

et al., 2025). One alternative to address the needs of diverse students lies in the concept of Universal Design for learning (UDL). UDL is a pedagogical framework that aims to make learning more inclusive for all students by more proactively planning for diversity in today's classrooms, including various backgrounds, abilities and learning preferences.

Based on the results regarding the involvement of regular and special needs students during English language learning in the classroom using UDL, it is known that students are helped in the learning process. Research shows that UDL principles help reduce learning barriers for students with special needs by offering multiple ways of representation, engagement and expression. This approach allows teachers to adapt their teaching strategies to meet a variety of needs, thus promoting an inclusive classroom environment. This is in line with the research conducted by (Wahyuni et al., 2025) that modules using the UDL concept can contribute to creating an inclusive learning environment, supporting diversity, and increasing tolerance among students, especially towards children with disabilities.

Judging from the results of observations and interviews conducted during the research that students with special needs are able to learn according to class hours in general,

but there are some students who still want to be in their old class because they don't want to think too hard. During the learning process that is given material with the UDL model, it is known that students feel the difference in the delivery of material and understanding of the new foreign language vocabulary they get.

UDL provides a flexible learning environment that accommodates individual learning differences, ensuring that students with special needs can engage with the curriculum effectively. UDL encourages collaboration between students allowing those with different abilities to work together and learn from each other. This collaborative approach not only improves social skills but also builds a sense of community in the classroom. For example, the class has students with autism and mental retardation. Where they do not always understand what is conveyed by the students. They need help from teachers and friends to learn when in class. That way students feel involved with each other in the learning process.

UDL emphasizes the importance of flexible assessment methods, which allow students with special needs to demonstrate their understanding in different ways. This flexibility can result in a more accurate representation of their knowledge and skills, ultimately supporting their

academic growth. Based on the pretest and post-test results, it is also known that students are more engaged in learning English designed with UDL. In addition, UDL also helps students' understanding of English to increase significantly. So that it can increase the motivation to learn English.

Based on the pretest and post-test results, it can also be analyzed that the learning program designed based on the UDL concept can increase the involvement of regular and disabled students in learning English. Then students are more engaged when they choose the way of learning that suits their needs and abilities. Furthermore, students are also more eager to continue learning English with more flexible and efficient models and approaches. Universal Design for Learning (UDL) has proven to be a highly effective framework in improving educational outcomes at the primary school level. UDL principles, which include providing multiple avenues for engagement, representation, and action and expression, create a flexible and inclusive learning environment that can meet the diverse needs of students in primary schools. By applying these principles, teachers can adjust teaching methods to accommodate different learning styles and abilities, thus creating a more equitable and supportive classroom (Hall, T. E., Meyer, A., & Rose, 2012). This is also in line with research conducted

by (Almeqdad et al., 2023) that UDL is quite effective in the learning process.

However, UDL is a relatively new perspective that aims to promote and facilitate teaching for all students (GONÇALVES⁴, 2019). UDL still has to be developed and adapted for research that is effectively applied to analyze the real impact of applying UDL principles in school environments and the inclusion of students with disabilities, so as to support the practice of teaching professionals.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the observation and interviews with English teacher and regular students conducted at MI Keji on the implementation of UDL in English learning for regular students and students with special needs, they gave a positive response when the class used UDL. In the learning process, students feel valued and involved with the implementation of UDL. Strategies used to increase students' motivation and involvement include using diverse learning methods and representations that suit the needs of each student. *Madrasah* has created a safe and friendly learning environment by providing accessibility for all students. The results increased the engagement and motivation of students with special needs, but also showed that regular students needed additional support to increase their focus on learning. The results of descriptive analysis using SPSS 30.0, it is known that the Pre-test and Post-test results show significant results. The range on the pre-test gets a value of 55 and the post-test gets a value of 60. While the average value shows that the

pre-test is 43.8 and the post-test is 80. Then for the results of the standard deviation on descriptive statistics shows that the pre-test results are 14.5 and the post-test results are 20.

B. SUGGESTION

The researcher tried to provide information about the implementation and students engagement in UDL-based English language learning. Although this research was conducted in a short period of time, the researcher hopes that this research can provide sufficient information about the shortcomings and advantages that exist during the research process. Therefore, there are some suggestions that researcher can convey:

1. For the Researcher

The first research conducted by researcher, hopefully, can motivate subsequent researcher. Existing shortcomings can be corrected so that the quality of feasibility is better and can conduct further research.

2. For the student

The research that has been conducted provides information to students about UDL-based learning methods applied in the classroom in

learning English. The hope of the researcher is that students can share their experiences and knowledge with other students who are not familiar with UDL.

3. For the teacher

This research provides information to English teachers about the implementation of UDL in English learning. With UDL that can be applied in various subjects, the researcher hopes that learning development will improve.

4. For the next researcher

For the next researcher, who examines the same topic should be able to develop the results of this study as a reference. The researcher also suggested to utilize the research time well and in a long period of time to get better and relevant results.

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APPENDICES

A. Research Permission Letter

	KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG FAKULTAS ILMU TARBIYAH DAN KEGURUAN Jl. Prof. Dr. Hamka Km 2 (024) 7601295 Fax. 7615387 Semarang 50185 Website: http://frik.walisongo.ac.id
Nomor : 5336/Un.10.3/K/KM.00.11/12/2024	Semarang, 02 Desember 2024
Lamp : -	
Hal : Izin Riset/Penelitian	
 Kepada Yth. Kepala Madrasah Ibtidaiyah Keji Ungaran di Kab.Semarang	
Assalamu'alaikum Wr.Wb.	
Diberitahukan dengan hormat, dalam rangka memenuhi tugas akhir skripsi pada mahasiswa Prodi Pendidikan Bahasa Inggris (PBI) Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang, bersama ini kami sampaikan bahwa mahasiswa tersebut di bawah ini:	
Nama	: Astrid Aulia Rahma
NIM	: 2103046028
Semester	: VII
Judul Skripsi:	IMPLEMBENTING UNIVERSAL DESIGN FOR LEARNING AT EFL YOUNG LEARNERS DISABILITIES (AUTISM / MENTALLY DISABLED)
Dosen Pembimbing:	Dr.Hj. Siti Mariam, M.Pd.
untuk melakukan riset/penelitian di Madrasah Ibtidaiyah Keji Ungaran yang Bapak/Ibu pimpin. Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas, yang akan dilaksanakan pada tanggal 9 - 14 Desember 2024.	
Demikian, atas perhatian dan terakbulnya permohonan ini disampaikan terima kasih.	
Wassalamu'alikum Wr.Wb.	
	
Dekan, Kepala Bagian Tata Usaha Khotimah	
Tembusan : Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang	

B. Research After Letter



LEMBAGA PENDIDIKAN MA'ARIF NU
MADRASAH IBTIDAIYAH (MI) KEJI UNGARAN BARAT
TERAKREDITASI A

NSM : 111233220137

NPSN: 60712907

Alamat : Jl. Yudhistira Raya Desa Keji Kec. Ungaran Barat 50551 Phone (024)76914575

e-mail: mi_keji@gmail.com, website : www.mimaarifkeji.sch.id

SURAT KETERANGAN

Nomor : 021/B/MI_Keji/II/2025

Yang bertandatangan di bawah ini:

Nama : Muchlisin, S.Pd.I
NIP. : 197101192006041012
Jabatan : Kepala Madrasah Ibtidaiyah (MI) Keji
Unit Kerja : Madrasah Ibtidaiyah (MI) Keji
Kec. Ungaran Barat Kab. Semarang

Dengan ini menerangkan bahwa :

Nama : Astrid Aulia Rahma
NIM : 2103046028
Fakultas/ Prodi : Ilmu Tarbiyah dan Keguruan/Pendidikan Bahasa Inggris

Telah melakukan penelitian di lembaga kami MI Keji Ungaran Barat Kab. Semarang dengan judul Skripsi **"IMPLEMENTING UNIVERSAL DESIGN FOR LEARNING AT EFL YOUNG LEARNERS DISABILITIES (AUTISM/MENTALLY DISABLED)"**.

Demikian surat keterangan ini dibuat dengan sesungguhnya dan dapat dipergunakan sebagaimana mestinya.



Ungaran Barat, 1 Februari 2025

Kepala Madrasah

Muchlisin, S.Pd.I

NIP. 197101192006041012

C. Observation Guideline

Classroom Observation

Date :

Time :

Place :

Observed Aspect	Description of Observations
A. Learning Tools	
1. Curriculum	
2. Teaching moduls	
3. Syllabus	
B. Learning Process	
1. Core Activities	
2. Presentation of learning materials	
3. Learning methods	
4. Use of time	
5. Use of language	
6. How to motivate students	

7. Questioning technique	
8. Learning media	
9. Use of textbooks	
10. Closing activities	
C. Students Behavior	
1. Students behavior	
2. Students responses	

D. The Result of Observation

Classroom Observation

Date : 25-26 November 2024

Time : 08.00 WIB

Place : MI Ma'arif Keji

Observed Aspect	Description of Observations
A. Learning Tools	
1. Curriculum	The curriculum used is the Kurikulum Merdeka.
2. Teaching moduls	The modules used are made by the teacher.
3. Syllabus	The syllabus used is made by the teacher.
B. Learning Process	
1. Core Activities	1. The teacher opens the lesson with an opening greeting and the class leader leads the prayer.

	<ol style="list-style-type: none"> 2. The teacher checks the students' attendance. 3. The teacher asks the students if they are ready to start learning. 4. The teacher reviews a little material from the previous week's meeting. 5. The teacher asks questions related to the previous material before going into the new material. 6. The teacher gives a little explanation about the new material that will be taught.
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	<p>7. The teacher explains what topics will be discussed and the learning objectives.</p> <p>8. The teacher provides motivation at the beginning of the lesson so that students are interested in following the lesson until the end.</p>
2. Presentation of learning materials	The teacher explains the material in detail, from the beginning to the end of the lesson.
3. Learning methods	The teacher uses discussions, games and watching videos in the learning process.

4. Use of time	The time used is very effective. Time between the opening of learning, the core of learning and closing learning.
5. Use of language	The language used is English and Indonesian. The use of English and Indonesian in the classroom are used by the teacher to make it easier for students to understand what the teacher is saying and understood the material to be learned, and little by little enter into their daily lives.
6. How to motivate students	The teacher motivates students at the beginning of the lesson and gives

	appreciation to students who want to ask and answer the questions given.
7. Questioning technique	The teacher asks general and basic questions at the beginning of the lesson. Then the teacher points to one of the students who might be able to answer the question given. In addition, the teacher also asks questions to students who sometimes play alone or chat with their classmates. The teacher also provides opportunities for students who want to ask questions. So, in the

	question and answer process here there is reciprocity between teachers and students.
8. Learning media	Teachers use learning media in the form of laptops, sound systems, and LCD projectors to display material in Power Point and Youtube, also with the help of teacher and student textbooks.
9. Use of textbooks	The teacher uses the LKS textbook from Semarang district.
10. Closing activities	At the end of the lesson, the teacher asks students to provide conclusions from the material that has been learned

	together. Then the teacher reinforces the conclusion with language that is easily understood by students, and this activity ends with a closing greeting.
C. Students Behavior	
1. Students behavior	The behavior of students during the learning process is good, following the learning process from beginning to end. Although there are some students who play alone and chat with their classmates.
2. Students responses	Students response in the learning good proces. Some students are diligent in asking

	<p>questions related to material that they have not understood. And their response when asked is also fast and responsive.</p>
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E. Teacher Interview Guideline

The following is an organized set of questioning
Teacher Information <ol style="list-style-type: none">1. What is your name?2. How long have you been teaching here?3. What subjects do you teach?4. How many classes do you teaching now?5. What is the most memorable experience you have had while teaching?6. Are you a new teacher or an experienced teacher? If so, where have you taught before?7. Where did you complete your studies before teaching?
Interview Guideline

1. How has this school implemented UDL principles in English language learning?
2. What challenges do you face in implementing UDL in English classes?
3. What role does an inclusive learning environment play in supporting the successful implementation of UDL?
4. What is the role of collaboration between you as a teacher and parents in ensuring the successful implementation of UDL?
5. What strategies can you use to increase the motivation and engagement of diverse students in UDL-based English learning?

6. How can UDL increase students' motivation and engagement in English learning?
7. How can early childhood learning needs be met through the implementation of UDL?
8. How can UDL support early childhood cognitive, social and emotional development in the context of English language learning?
9. How do you ensure that all students, including those with disabilities, can actively participate in English language learning?
10. How do you create an inclusive and supportive learning environment for all students?
11. How do you adapt UDL to meet the individual needs of diverse

students, especially in the dynamic context of English language learning?

Observation Guideline

1. Observing the school environment.
2. Observing the condition of the facilities in the classroom.
3. Observing the teaching and learning process of students in the classroom.
4. Observing the teacher in the learning process.
5. Observing student activities both inside and outside the classroom.
6. Observing books used by teachers and students in the learning process.
7. Observing the learning media used in the learning process.

F. The Result of Interview English Teacher

Name : Ida Ubaidah Hidayati
Class teach : Fifth Grade As'ad Syamsul Arifin
Date : Jum'at, 13 Desember 2024
Time : 07.30 WIB
Place : MI Ma'arif Keji

No.	Question	Answer
1.	How has this school implemented UDL principles in English language learning?	Madrasah integrates various strategies for the needs of all students.
2.	What challenges do you face in implementing UDL in English classes?	In the use of UDL, access to content and materials must be ready.

3.	What role does an inclusive learning environment play in supporting the successful implementation of UDL?	Support differentiated learning in various discussion and play groups.
4.	What is the role of collaboration between you as a teacher and parents in ensuring the successful implementation of UDL?	Ensure the material is well conveyed in UDL learning in the classroom.
5.	What strategies can you use to increase the	Teachers use differentiated learning and representation.

	motivation and engagement of diverse students in UDL-based English learning?	
6.	How can UDL increase students' motivation and engagement in English learning?	<ul style="list-style-type: none"> - UDL can be used for group discussions. - Accommodate students in various needs.
7.	How can early childhood learning needs be met through the implementation of UDL?	<ul style="list-style-type: none"> - Creating a safe and friendly learning environment. - Accessibility of content and materials.
8.	How can UDL support early	<ul style="list-style-type: none"> - Presence of examples or

	<p>childhood cognitive, social and emotional development in the context of English language learning?</p>	<p>illustrations of all tasks.</p> <ul style="list-style-type: none"> - Incorporates various assessment formats. - Material content that is easily accessible by both teachers and students.
9.	<p>How do you ensure that all students, including those with disabilities, can actively participate in English language learning?</p>	<p>It conveys the material easily in one format.</p>

10	How do you create an inclusive and supportive learning environment for all students?	The teacher uses discussion groups with all students without discriminating.
11	How do you adapt UDL to meet the individual needs of diverse students, especially in the dynamic context of English language learning?	<ul style="list-style-type: none"> - Allows students to work in diverse groups. - Provides students with choice in classroom learning activities.

G. Students Interview Guidelines

Students Interview

Students 1 :

Students 2 :

Students 3 :

Students 4 :

Students 5 :

Date :

Class :

Time :

Place :

No.	Question	Students Answer 1	Students Answer 2	Students Answer 3	Students Answer 4	Students Answer 5
1	Do English-based lessons make you more active and creative?					

2	Do you think learning English in class is really fun?					
3	Does your classroom environment support the English learning process?					

4	Do you think English lessons are interesting?					
5	What facilities are available in the learning process?					

6	What methods are used in the learning process?					
7	Do you feel that English lessons help you speak English more often?					

8	There are any difficulties during the learning process?					
9	Do you feel like there is English material that you don't understand?					

1	What do you do if you find it difficult to learn English material?					
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H. The Results of Students Interview

1. Students Answer 1

No.	Question	Students Answer 1
1.	Do English-based lessons make you more active and creative?	Yes, sometimes.
2.	Do you think learning English in class is really fun?	Learning quite fun.
3.	Does your classroom environment support the English learning process?	Yes, support because there is a smart TV.
4.	Do you think English lessons are interesting?	Moderately interesting.
5.	What facilities are available in the learning process?	There are books, Smart TV, videos, and picture questions books.
6.	What methods are used in the learning process?	Watching videos via Smart TV.
7.	Do you feel that English lessons help you speak English more often?	Yes, it was quite helpful because I got a lot of new vocabulary.

8.	There are any difficulties during the learning process?	Yes, there is because it is not Indonesian so it is difficult to understand.
9.	Do you feel like there is English material that you don't understand?	Yes, there are usually those who tell them to interpret it themselves.
10.	What do you do if you find it difficult to learn English material?	Asked the teacher.

2. Students Answer 2

No.	Question	Students Answer 2
1.	Do English-based lessons make you more active and creative?	Enough to make active in class.
2.	Do you think learning English in class is really fun?	Learning quite fun.
3.	Does your classroom environment support the English learning process?	Yes, support because there is a smart TV.
4.	Do you think English lessons are interesting?	Moderately interesting.
5.	What facilities are available in the learning process?	Books and Smart TV.
6.	What methods are used in the learning process?	Explained on the blackboard, using pictures via Smart TV, using videos.
7.	Do you feel that English lessons help you speak English more often?	Quite helpful but sometimes confused because I forget the vocabulary that I have learned.
8.	There are any difficulties during the learning process?	Yes, I have difficulties because sometimes I don't

		understand what the buguru is explaining.
9.	Do you feel like there is English material that you don't understand?	There is a section on sorting words into sentences.
10.	What do you do if you find it difficult to learn English material?	Asked for re-explanation by the teacher.

3. Students Answer 3

No.	Question	Students Answer 3
1.	Do English-based lessons make you more active and creative?	Enough to help to be active in class.
2.	Do you think learning English in class is really fun?	Learning so difficult, a quite headache because it's not a daily language.
3.	Does your classroom environment support the English learning process?	Yes, support because there is a smart TV.
4.	Do you think English lessons are interesting?	Slightly interesting.
5.	What facilities are available in the learning process?	Books and Smart TV.
6.	What methods are used in the learning process?	Singing along on YouTube that is shown, explained the blackboard.
7.	Do you feel that English lessons help you speak English more often?	Quite helpful because we use English only during learning and not in daily activities.

8.	There are any difficulties during the learning process?	Yes, sometimes it is difficult because I don't understand the new vocabulary.
9.	Do you feel like there is English material that you don't understand?	There are parts of professional material that have a lot of vocabulary, sometimes I forget the meaning.
10.	What do you do if you find it difficult to learn English material?	Asked the teacher.

4. Students Answer 4

No.	Question	Students Answer 4
1.	Do English-based lessons make you more active and creative?	It helps to be active in class.
2.	Do you think learning English in class is really fun?	Learning so fun.
3.	Does your classroom environment support the English learning process?	Support to learn English because there is a Smart TV.
4.	Do you think English lessons are interesting?	Interesting.
5.	What facilities are available in the learning process?	Books and Smart TV.
6.	What methods are used in the learning process?	Explained by the teacher on the blackboard, given a video on the screen.
7.	Do you feel that English lessons help you speak English more often?	Quite helpful but sometimes confused because the vocabulary is too much.

8.	There are any difficulties during the learning process?	Yes, sometimes I don't understand what the teacher means.
9.	Do you feel like there is English material that you don't understand?	Yes, they usually tell me to interpret it myself.
10.	What do you do if you find it difficult to learn English material?	Asked friends who understood.

5. Students Answer 5

No.	Question	Students Answer 5
1.	Do English-based lessons make you more active and creative?	Enough to help to be active in class.
2.	Do you think learning English in class is really fun?	Learning so fun, because learning new vocabulary.
3.	Does your classroom environment support the English learning process?	Very supportive because there is a smart tv that helps learning.
4.	Do you think English lessons are interesting?	Moderately interesting due to foreign language.
5.	What facilities are available in the learning process?	Books, Smart TV and teaching video YouTube.
6.	What methods are used in the learning process?	Watching a teaching video, using a lks book.
7.	Do you feel that English lessons help you speak English more often?	Quite helpful because it adds new vocabulary and must memorize the previous vocabulary.

8.	There are any difficulties during the learning process?	Yes, there is because it is not Indonesian so it is difficult to understand.
9.	Do you feel like there is English material that you don't understand?	There is a section on sorting words into sentences.
10.	What do you do if you find it difficult to learn English material?	Asked for re-explanation by the teacher.

I. Pre-Test Questions Picture



He is a Teacher



She is a Doctor



She is a Police



He is a Pilot



He is a Army



She is a Lawyer



He is a Architect



She is a Nurse



He is a Headmaster



They are Police

J. The Result of Pre-Test

No	Students Name	Score
1.	S-1	50
2.	S-2	50
3.	S-3	30
4.	S-4	50
5.	S-5	50
6.	S-6	30
7.	S-7	50
8.	S-8 (RM B)	30
9.	S-9 (A)	85
10.	S-10	30
11.	S-11	50
12.	S-12	50
13.	S-13 (RM)	30
14.	S-14	30
15.	S-15	30
16.	S-16	50
17.	S-17	50

K. Post-Test Questions

Regular Student's Pre-Test "Is Your Mother a Teacher"

Name :

Class :

1. What is the meaning of the question: Is your mother a teacher?
 - a. Apakah ibumu seorang polisi?
 - b. Apakah ibumu seorang pengacara?
 - c. Apakah ibumu seorang guru?
 - d. Apakah ibumu seorang perawat?
2. Complete the dialogue:

A: "Is your father a teacher?"

B: "Yes, he ___ a teacher."



- a. is
- b. was

c. am

d. are

3. “My mother is a teacher. She teaches _____.”



a. clipboard

b. parents

c. patients

d. students

4. Is your mother a doctor?



The correct answer is:

a. Yes, he is.

b. Yes, she is.

c. No, she is not.

d. No, I am not.

5. A: “What does your mother do?”

B: “She is a _____.”



a. doctor

b. teacher

c. nurse

d. police

Disabilities Student's Pre-Test "Is Your Mother a Teacher"

Name :

Class :

1. What is the meaning of the question: Is your mother a teacher?
 - a. Apakah ibumu seorang polisi?
 - b. Apakah ibumu seorang pengacara?
 - c. Apakah ibumu seorang guru?
 - d. Apakah ibumu seorang perawat?
2. "My mother is a teacher. She teaches _____."



- a. clipboard
- b. parents
- c. patients
- d. students

3. A: “What does your mother do?”

B: “She is a _____.”



- a. doctor
- b. teacher
- c. nurse
- d. police

L. The Result of Post-Test

No	Students Name	Score
1.	S-1	60
2.	S-2	60
3.	S-3	80
4.	S-4	80
5.	S-5	100
6.	S-6	100
7.	S-7	60
8.	S-8 (RM B)	40
9.	S-9 (A)	100
10.	S-10	100
11.	S-11	60
12.	S-12	100
13.	S-13 (RM)	60
14.	S-14	100
15.	S-15	100
16.	S-16	80
17.	S-17	80

M. Teaching Modul

MODUL AJAR

UNIT 3: IS YOUR MOTHER A TEACHER?

(PROFESSION)

INFORMASI UMUM

A. IDENTITAS SEKOLAH

Nama Penyusun	-
Satuan Pendidikan	MI Ma'arif Keji
Tahun Pelajaran	2024
Jenjang Sekolah	Madrasah Ibtidaiyah (MI)
Kelas	V (Lima)
Alokasi Waktu	2JP (2 x 30 Menit)
Fase	C
Materi	Is your mother a teacher (Profession)

B. PENGETAHUAN AWAL

Setelah menyelesaikan pembelajaran peserta didik mampu untuk:

1. Peserta didik mampu memahami instruksi asking and giving information about profession.
2. Peserta didik mampu menambah kosakata tentang profesi.

3. Peserta didik mampu melafalkan kalimat tentang profesi sesuai dengan konteks.

C. DIMENSI P5

1. Beriman, bertakwa kepada Tuhan YME, dan berakhlak mulia
2. Mandiri
3. Bergotong-royong
4. Berkebhinekaan global
5. Bernalar kritis
6. Kreatif

D. SARANA PRASARANA

1. Prasarana:
 - Power Point
 - Buku pegangan siswa (Bahasa Inggris MI Kelas V)
 - Gambar Profesi
2. Sarana:
 - Smart TV
 - LCD Proyektor
 - Laptop
 - Papan tulis dan spidol

E. TARGET PESERTA DIDIK

Siswa kelas V As'ad Syamsul Arifin

F. MODEL PEMBELAJARAN

1. Metode pembelajaran: Diskusi dan tanya jawab.
2. Model pembelajaran: *Discovery Learning*.

G. PROSES PEMBELAJARAN

A. CAPAIAN PEMBELAJARAN

Pada akhir Fase C, peserta didik memahami dan merespon teks lisan, tulisan, dan visual sederhana dalam bahasa Inggris. Mereka menggunakan bahasa Inggris sederhana untuk berinteraksi dan berkomunikasi dalam situasi yang familiar/lazim/rutin. Peserta didik memahami hubungan bunyi huruf pada kosakata sederhana dalam bahasa Inggris dan menggunakan pemahaman tersebut untuk memahami dan memproduksi teks tulisan dan visual sederhana dalam bahasa Inggris dengan bantuan contoh.

B. TUJUAN PEMBELAJARAN

Melalui model pembelajaran dengan menggunakan Discovery Learning peserta didik diharapkan mampu memahami instruksi lisan dan tulisan yang melibatkan kata, frasa, dan kalimat sederhana (asking and giving information about profession), peserta didik juga diharapkan mampu melafalkan dan menulis kata, frasa, dan kalimat sederhana dengan memperhatikan fungsi sosial dan unsur kebahasaan yang benar sesuai dengan konteks (asking and giving information).

C. PEMAHAMAN BERMAKNA

Profesi merupakan pekerjaan yang membutuhkan pelatihan dan penguasaan terhadap sesuatu yang dilandasi dengan keahlian dan pendidikan tertentu. Profesi hanya dilakukan oleh seseorang yang ahli di dalam bidangnya. Materi “Is your mother a Teacher (Profession)” bertujuan untuk memberikan informasi terkait profesi dalam Bahasa Inggris.

D. PERTANYAAN PEMANTIK

1. Apakah kalian mengetahui apa itu profesi?
2. Apa saja profesi yang kalian ketahui?
3. Apakah ibumu seorang guru?

E. KEGIATAN PEMBELAJARAN

PERTEMUAN 1

Langkah Pembelajaran	Tahapan/ Sintaks	Deskripsi Kegiatan	Alokasi Waktu
	Stimulation	1. Guru mempersiapkan perlengkapan	

<p>KEGIATAN AWAL</p>		<p>dan media pembelajaran yang digunakan selama proses pembelajaran, seperti: laptop, LCD proyektor, handphone, lembar kerja peserta didik dan picture sheet.</p> <ol style="list-style-type: none"> 2. Guru memeriksa kesiapan siswa. 3. Guru mengucapkan salam dan menyapa peserta didik. 4. Peserta didik berdoa sebelum pembelajaran dimulai. 5. Guru memeriksa kehadiran peserta didik. 6. Peserta didik diingatkan kembali dengan materi sebelum dan yang 	<p>10 Minutes</p>
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		<p>akan diajarkan.</p> <p>7. Guru memberikan instruksi kepada peserta didik.</p> <p>8. Peserta didik diminta untuk menjawab picture sheet yang diberikan.</p> <p>9. Guru memberikan picture sheet satu persatu untuk mengetes kemampuan mereka sebelum memulai materi baru.</p>	
KEGIATAN INTI	Sintaks/ Tahapan Model <i>Discovery Learning</i>		
	Permasalahan (<i>Problem Statement</i>)	<p>1. Peserta didik dikenalkan dengan tema pembelajaran terkait “<i>Unit 3: Is Your Mother a Teacher (Profession)</i>”.</p>	

		<ol style="list-style-type: none"> 2. Guru menanyakan pertanyaan pemantik pada peserta didik terkait profesi. 3. Peserta didik diminta menyebutkan profesi yang mereka ketahui. 4. Guru memulai materi baru “<i>Is your mother a teacher?</i>” yang disampaikan melalui <i>Power Point</i>. 5. Guru menjelaskan materi dengan <i>Power Point</i>. 6. Guru menjelaskan apa yang dimaksud dengan profesi dan beberapa jenis profesi. 7. Guru meminta peserta didik untuk 	60 Minutes
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		<p>menirukan profesi yang diucapkan seperti gambar yang ada di Power Point.</p> <p>8. Setelah dijelaskan materi “<i>Is your mother a Teacher?</i>”, guru meminta peserta didik untuk mengingat-ingat kembali profesi apa saja yang sudah dipelajari.</p> <p>9. Guru memberikan lembar kerja peserta didik untuk regular dan peserta didik berkebutuhan khusus.</p>	
	Pengumpulan Data <i>(Data Collection)</i>	<p>1. Guru mengarahkan siswa untuk mengerjakan LKPD.</p>	

		2. Peserta didik mengerjakan LKPD yang diberikan oleh guru.	
	Pengolahan Data <i>(Data Processing)</i>	1. Guru meminta siswa untuk menganalisis jawabannya. 2. Guru meminta siswa untuk memeriksa kembali jawaban yang mereka dapatkan.	
	Pembuktian <i>(Verification)</i>	1. Guru meminta siswa mencocokkan jawabannya dengan teman sebangku. 2. Setelah mengerjakan, guru memberikan instruksi kepada peserta didik untuk mempresentasikan hasil kerjanya.	

		<ol style="list-style-type: none"> 3. Guru mengarahkan kepada peserta didik untuk maju ke depan kelas menjawab picture sheet yang diberikan (minimal 3). 4. Guru memberikan reward kepada semua peserta didik karena telah berhasil menjawab. 	
KEGIATAN AKHIR/PENUTUP	Penarikan Kesimpulan (Generalization)	<ol style="list-style-type: none"> 1. Guru meminta siswa untuk memberikan kesimpulan terkait materi “Is your mother a Teacher”. 2. Guru dan peserta didik menyimpulkan tentang materi yang telah dipelajari bersama. 	10 Mintues

		<p>3. Guru mengingatkan peserta didik untuk terus mempelajari materi yang sudah berlalu dan materi pelajaran berikutnya.</p> <p>4. Guru menutup pembelajaran dengan mengucapkan salam penutup.</p>	
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N. Documentation

Research Documentation	
	
Interview with English Teacher	Interview with Students
	
Observation	Observation



**Implementation UDL at
Classroom**



**Implementation UDL
at Classroom**



**Implementation UDL at
Classroom**



**Photo with English
Teacher**

O. Result of Examination Students Disabilities

Result of Examination Students Disabilities

IN-ENERGY

INTELEKTUAL - NONINTELEKTUAL
KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
REPUBLIC OF INDONESIA

- Mengetahui tes dengan bentuk yang terintegrasi (jika bentuk aktivitas belajar masih belum jelas).
- Pengumpulan semua hasil dan hasil diskusikan.

IV. POTENSI POSITIF

Berikut adalah gambaran dan anamnesis dengan wawancara, terdapat potensi positif dari diri siswa, yaitu:

- Aspek yang baik
- Kemampuan mengingat (memori)
- Kemampuan mengorganisir
- Disiplin
- Mampu bekerja

V. HASIL EVALUASI (RUM)

1. TES MOTORIK KASAR (Movement-ABC Test)

Tes untuk mengukur aspek fisik yang mengungkap kemampuan gerak kasar siswa.

Aspek yang Diukur	Nilai	Keterangan
Kepastian gerak awal	11/100	Kurang ketepatan gerak
Kepastian gerak akhir	11/100	Kurang ketepatan gerak
Kepastian gerak akhir	11/100	Kurang ketepatan gerak
Kepastian gerak akhir	11/100	Kurang ketepatan gerak
Kepastian gerak akhir	11/100	Kurang ketepatan gerak

2. TES TILAKAN TARIK

Tes untuk mengukur kemampuan visualisasi.

Aspek yang Diukur	Nilai	Keterangan
Formasi gambar	11/100	Kurang ketepatan gerak
Formasi gambar	11/100	Kurang ketepatan gerak
Formasi gambar	11/100	Kurang ketepatan gerak
Formasi gambar	11/100	Kurang ketepatan gerak
Formasi gambar	11/100	Kurang ketepatan gerak

3. TES BERTYAK (Test of Auditory Processing Skills)

Tes untuk mengukur kemampuan mendengar dan memahami informasi dari lingkungan sekitar.

Aspek yang Diukur	Nilai	Keterangan
Formasi gambar	11/100	Kurang ketepatan gerak
Formasi gambar	11/100	Kurang ketepatan gerak
Formasi gambar	11/100	Kurang ketepatan gerak
Formasi gambar	11/100	Kurang ketepatan gerak
Formasi gambar	11/100	Kurang ketepatan gerak

IN-ENERGY

INTELEKTUAL - NONINTELEKTUAL
KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
REPUBLIC OF INDONESIA

S-8 (RM B)

IN-ENERGY

INTELEKTUAL - NONINTELEKTUAL
KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
REPUBLIC OF INDONESIA

4. TES DFM (Developmental Eye Measurement Test)

Tes untuk mengukur kemampuan visualisasi (pengamatan) bentuk dan warna, serta dapat juga untuk mengukur kemampuan membaca (pengamatan) bentuk dan warna, serta dapat juga untuk mengukur kemampuan membaca (pengamatan) bentuk dan warna, serta dapat juga untuk mengukur kemampuan membaca (pengamatan) bentuk dan warna, serta dapat juga untuk mengukur kemampuan membaca (pengamatan) bentuk dan warna, serta dapat juga untuk mengukur kemampuan membaca (pengamatan) bentuk dan warna, serta dapat juga untuk mengukur kemampuan membaca (pengamatan) bentuk dan warna, serta dapat juga untuk mengukur kemampuan membaca (pengamatan) bentuk dan warna, serta dapat juga untuk mengukur kemampuan membaca (pengamatan) bentuk dan warna, serta dapat juga untuk mengukur kemampuan membaca (pengamatan) bentuk dan warna, serta dapat juga untuk mengukur kemampuan membaca (pengamatan) bentuk dan warna, serta dapat juga untuk mengukur kemampuan membaca (pengamatan) bentuk dan warna, serta dapat juga untuk mengukur 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mengingat perintah pada beberapa perintah yang diberikan, sehingga pada saat ini
 mendengar, angka, atau ... hasil menjawab dengan baik tanpa perlu bantuan
 mengingat beberapa dari angka.

Salah satu kemampuan komunikasi psikologis, orang tua ...
 mendampingi, dan sesuai Venn dapat mengaitnya dengan cukup baik. Entry dapat
 mengingat untuk yang diberikan dan dapat diikut dengan tepat menunjukkan
 kemampuan ini, sehingga dengan cukup baik. Berdasarkan uraian tersebut dapat konfir-
 bahwa ...
 sehingga dapat beradaptasi dengan cukup baik.

C. HASIL PENYERIKSAA PERIKENIS

Berdasarkan penemuan psikologis yang telah dilakukan, di bawah ini hasil sebagai

berikut:

1. KELAYAKAN	54 (Baru Berjalan)
2. PERFORMANSI	79 (Berdasarkan Tes)
3. TOTAL	62 (Baru Berjalan) 100 (Walaupun)

D. PERIKENIS

1. PERIKENIS VERBAL

KEMAMPUAN VERBAL		KEMAMPUAN PERFORMANCE	
1. Informasi	3	1. Mengingat Gambar	2
2. Pengertian	3	2. Mengingat Gambar	7
3. Hitungan	4	3. Rancangan Balok	11
4. Persemaian	3	4. Menarik Obyek	11
5. Perbandingan Kata	0	5. Simbol Angka	5
6. Rentangan Angka	4	6. Mazes (Labirin)	6
Skor maksimal: 20			

Kategori:

20-50 : Sangat Baik

10-20 : Baik

0-10 : Cukup

0-1 : Kurang

0-0 : Sangat Kurang

2. KAPASITAS INTEKTUAL

No.	Kapasitas Intektual	Nilai
1.	Memori Kemampuan Visual	54 (Sangat Rendah)
2.	Kemampuan Konstruksi	8 (Rendah)
3.	Kemampuan Visual Motorik	6 (Cukup Rendah)
4.	Kemampuan Organisasi Persepsi Visual	6 (Cukup)
5.	Kemampuan Visual dan Tindakan Dependence	6 (Rendah)
6.	Kemampuan Matriks Sosial	6 (Rendah)
7.	Kemampuan Sosial	6 (Rendah)

S-9 (A)

CURRICULUM VITAE

A. Personal Data

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E-mail : astridaulia445@gmail.com

B. Educational Background

1. TK Kemala Bhayangkari 12 Sumpiuh
2. SD Negeri 1 Sumpiuh
3. MTs Ma'arif NU 1 Sumpiuh
4. SMA Negeri 1 Sumpiuh
5. Universitas Islam Negeri Walisongo Semarang