

ANALYSIS OF THE IMPLEMENTATION OF THE UNIVERSAL DESIGN FOR LEARNING APPROACH TO OPTIMIZE INCLUSIVE STUDENT LEARNING MOTIVATION

Safrina¹, Najmuddin¹, *Rahmi Novalita²

¹Department of Basic Education, Postgraduate, Almuslim University, Indonesia

²Department of Social Science Education, Postgraduate, Almuslim University, Indonesia

e-mail: rahminovalita1111@gmail.com

*Corresponding Author, Received: August 12, 2025. Revised: October 26, 2025. Accepted: December 02, 2025



This is an open access article distributed under the Creative Commons 4.0 Share-Alike 4.0 International License. If you remix, transform, or build upon the material, you must distribute your contributions under the same license as the original. ©2022 by Journal Sjdgge

ABSTRACT: This study aims to explore the application of the Universal Design for Learning approach to optimize inclusive student motivation at the UPTD of SD Negeri 8 Makmur. The type of research used is quantitative descriptive. The data sources of this study are primary data and secondary data. Primary data were obtained from observations of student activities in the learning process. While secondary data are in the form of document data on the number of inclusive students at the UPTD of SD Negeri 8 Makmur. The subjects of this study were 4 inclusive students at the UPTD of SD Negeri 8 Makmur. Data collection techniques were through observation and documentation. Data collection tools were in the form of observation sheets. Data analysis techniques used percentage analysis. The results of the study showed that the learning motivation of inclusive students was classified as very good in terms of; a) the desire and desire to succeed by 93% in the very good category, b) the encouragement and need to learn with a score of 88% in the very good category, c) the existence of appreciation in learning with a score of 94% in the very good category, d) the existence of interesting activities in learning with a score of 93% in the very good category, and the existence of a conducive learning environment with an average score of 81% in the very good category. Learning activity activities were reviewed from the aspects of; a) visual activities, with a score of 93% in the very good category, b) listening Activities with a score of 87% in the very good category, c) oral activities, with a score of 6% in the very poor category, d) writing activities with a score of 69% in the good category. The lowest achievement of inclusive student activities was in oral activities. This can be caused by several factors, such as limited communication skills, difficulty in understanding the subject matter, or lack of self-confidence.

Keywords: UDL, Learning Motivation, Inclusive Students

1. INTRODUCTION

Education is a right for all people, including children with special needs. Inclusive education is an education system that provides opportunities for all students with disabilities and potential intelligence and special talents to participate in education or learning in an educational environment together with students in general [1]. Law Number 8 of 2016 concerning Persons with Disabilities Article 10 states that students with special needs have the right to receive quality education services in all types, paths, and levels of education [2]. Inclusive schools emphasize that every child has the right to receive equal educational opportunities, without exception [3], [4]. Basically, the goal of inclusive education is to provide education and learning services to all children without exception [5], provide quality education services according to the needs and abilities of children; and realize education that respects diversity and is non-discriminatory [6], [7], [8], [9].

Inclusive education is an educational approach that aims to ensure that all students, regardless of their abilities or special needs, can participate actively and effectively in the learning process [10]. However, in its implementation, inclusive education still faces several challenges, such as lack of motivation and inclusive student learning outcomes [11]. Facts on the ground show that the implementation of inclusive education still faces many challenges and obstacles. In some areas, the implementation of inclusive education is still not optimal in disseminating good practices. Findings from previous research describe many obstacles and challenges in the implementation of inclusive education as follows: inclusive education policies are still very limited and do not fully meet the needs of children with special needs [12], lack of competence and readiness of teachers to teach children with special needs [13], [14], minimal training and coaching activities for teachers [15], [16]; limited facilities and infrastructure [17]; minimal support from schools and parents [18]; implementation is not in accordance with the

standards for providing special services for children with special needs, lack of socialization regarding the implementation of inclusive education [19], and the lack of availability of sources for providing special services for children with special needs [20].

UPTD SD Negeri 8 Makmur is one of the schools that provides education for inclusive participants who also found problems in the learning process, including: a) there is no standardization of the learning system in inclusive elementary schools, b) the assessment system used in inclusive elementary schools is not standardized, c) the inclusive elementary school environment has not been modified according to the conditions of students for children with needs, d) the assessment system carried out in inclusive elementary schools is not in accordance with the characteristics of students, e) the lack of service centers for inclusive students, f) self-development of inclusive students is not yet optimal, because the environment has not been designed according to the conditions of students, g) students are less motivated in the learning process, h) low student learning outcomes.

As a result, the achievement of student motivation and learning outcomes is not met as expected in schools that provide inclusive education. Therefore, an approach is needed that can reduce learning barriers for students with diverse needs and can create a child-friendly learning environment away from bullying and vulnerable to marginalization. Related to a child-friendly school environment according to [21] inclusive schools must be able to create a child-friendly environment so that children with special needs feel safe and comfortable in adapting normally and are able to develop optimally. The classroom environment is a product of physical conditioning, psychological conditions and social and cultural interactions between students that influence the student's learning process [22]. One learning approach that can be used to overcome these challenges is Universal Design for Learning (UDL). UDL is a learning approach designed to ensure that all students can access and understand learning materials, regardless of abilities or special needs [23]. UDL focuses on three main principles, namely: (1) providing opportunities for students to choose learning methods that suit their needs, (2) providing learning materials that are accessible to all students, and (3) providing opportunities for students to demonstrate their abilities in different ways [23].

In this case, Universal Design for Learning (UDL) is an effective approach in reducing learning barriers for students with special needs and requires collaboration between teachers, parents, and the community. In addition, the use of technology is also an important factor in supporting inclusive learning [24]. Technology, such as special

education software and learning aids, can help overcome various obstacles faced by children with special needs. With support, these children can participate more actively in the learning process and gain a more meaningful learning experience. In addition, teacher training and professional development are also very important. Universal Design for Learning can provide a better understanding of a concept than conventional models. In addition, the universal design of learning and assessment systems has been proven to improve the learning achievement of people with disabilities [25]. Based on the background above, the purpose of this study is to analyze the application of the Universal Design for Learning Approach to optimize the learning motivation of inclusive students at the UPTD of SD Negeri 8 Makmur.

2. METHODS

The type of research used is quantitative descriptive. The data sources for this study are primary and secondary data. Primary data were obtained from observations of student activities in the learning process. While secondary data are in the form of document data on the number of inclusive students at the UPTD of SD Negeri 8 Makmur. The subjects of this study were four inclusive students at the UPTD of SD Negeri 8 Makmur. Data collection techniques were through observation and documentation. Data collection tools were observation sheets. Data analysis techniques used percentage analysis.

3. RESULT AND DISCUSSION

Learning motivation is one of the most important factors in improving the learning outcomes of inclusive students. In the application of the Universal Design For Learning (UDL) learning approach for Inclusive Students at the UPTD of SD Negeri 8 Makmur, student learning motivation is increased through several aspects, namely: First, the desire and desire to succeed of inclusive students at the UPTD of SD Negeri 8 Makmur where students are expected to be able to learn well to achieve the expected learning objectives. In the application of UDL, teachers utilize this desire and desire by providing opportunities for students to learn by choosing the most effective learning method for them. Second, the existence of drives and needs in learning where, inclusive students at the UPTD of SD Negeri 8 Makmur have unique drives and needs in learning. They need more support and assistance in understanding the learning material. In the application of UDL, teachers utilize this drive and need by providing more support and assistance to students, such as providing more concrete

examples, using more interactive learning media, and providing more specific feedback.

Third, there are awards for inclusive student learning at the UPTD of SD Negeri 8 Makmur to increase student learning motivation. Students need recognition and praise for their achievements. In the implementation of UDL, teachers utilize this award by providing recognition and praise for student achievements, by giving gifts in the form of pencils and notebooks that are attractively packaged so as to arouse students' enthusiasm for learning. Fourth, there are interesting activities in inclusive student learning at UPTD SD Negeri 8 to increase motivation. In the implementation of UDL, teachers can utilize this activity by providing more interactive and fun activities by conducting

experiments under the guidance of teachers. Fifth, there is a conducive learning environment, where inclusive students at UPTD SD Negeri 8 Makmur need a conducive learning environment to increase learning motivation. Students need a more comfortable, safe, and supportive learning environment. In the implementation of UDL, teachers utilize the learning environment by making the school environment a more comfortable, safe, and supportive learning environment for delivering material contextually to students. This is reinforced based on the results of research observations on student motivation indicators in the application of the Universal Design for Learning (UDL) learning approach for Inclusive Students at the UPTD of SD Negeri 8 Makmur, which can be seen in Figure 1.

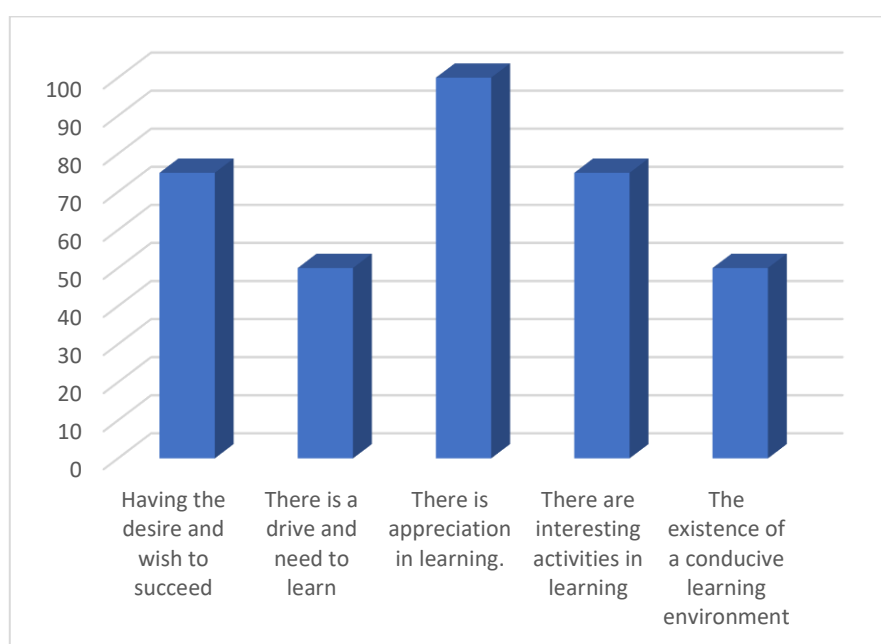


Figure 1. Graph of Student Learning Motivation in Learning Activity 1

Based on the data in figure 1, it can be concluded that students' learning motivation in learning activity 1 of the application of the Universal Design For Learning (UDL) learning approach for Inclusive Students at UPTD SD Negeri 8 Makmur obtained the following scores for each indicator; The existence of desire and desire to succeed obtained an average score of 75% in the good category, The existence of encouragement and need in learning obtained an average score of 50% in the less good category, The existence of appreciation in learning obtained an average score of 100% in the

very good category. The existence of interesting activities in learning obtained a score of 75% in the good category, The existence of a conducive learning environment obtained an average score of 50% in the less good category. Based on the analysis of the indicator "Existence of encouragement and need in learning". The average score of 50% indicates that students do not have strong learning motivation and have not felt the encouragement and need to learn. This can be caused by limited student involvement in the learning process.

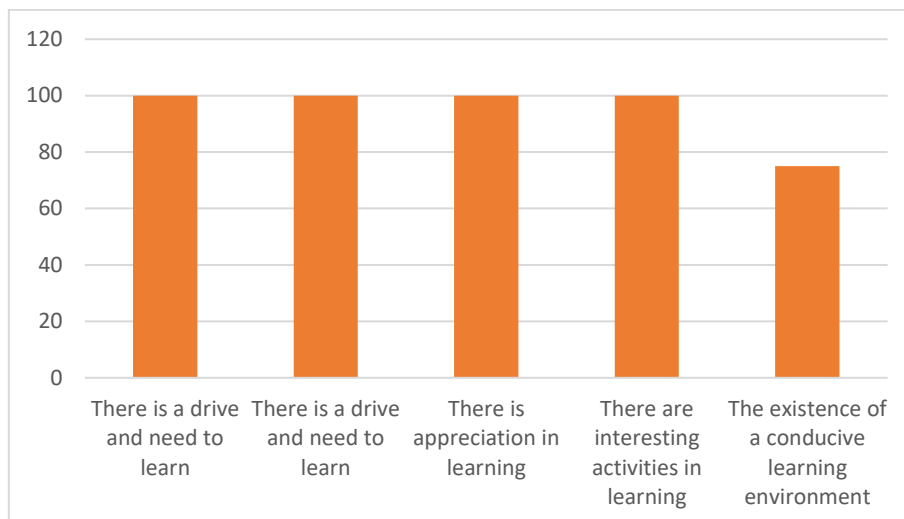


Figure 2. Graph of Student Motivation in Learning Activity II

Based on the data in figure 2, it can be concluded that students' learning motivation in the second learning activity of implementing the Universal Design For Learning (UDL) learning approach for Inclusive Students at UPTD SD Negeri 8 Makmur obtained the following scores for each indicator; The existence of desire and desire to succeed obtained an average score of 100% in the very good category, The existence of encouragement and need in learning obtained an average score of 100% in the very good category, The existence of appreciation

in learning obtained an average score of 100% in the very good category. The existence of interesting activities in learning obtained a score of 100% in the good category, The existence of a conducive learning environment obtained an average score of 75% in the good category. Based on the analysis of students' learning motivation in the second meeting activity, students already had good learning motivation development and showed good involvement in the learning process.

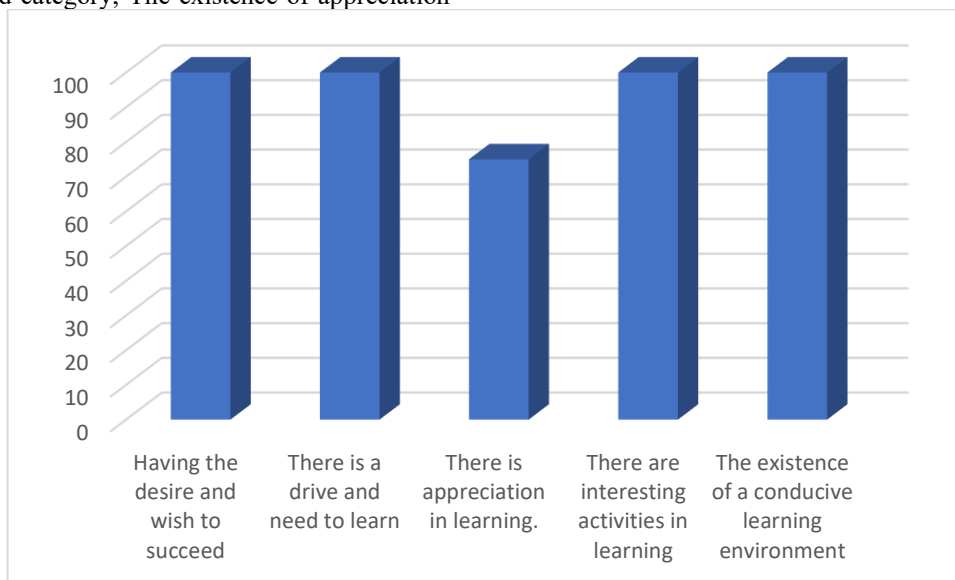


Figure 3. Graph of Student Motivation on Learning Activity III

Based on the data in Figure 3, it can be concluded that students' learning motivation in learning activity III of the application of the Universal Design For Learning (UDL) learning approach for Inclusive Students at the UPTD of State Elementary School 8 Makmur obtained scores for each indicator as follows: The existence of desire and desire to succeed obtained an average

score of 100% in the very good category, The existence of encouragement and need in learning obtained an average score of 100% in the very good category, The existence of appreciation in learning obtained an average score of 75% in the good category. The existence of interesting activities in learning obtained a score of 100% in the very good category, The existence of a conducive learning

environment obtained an average score of 100% in the very good category. This shows that students'

learning motivation is in accordance with what is expected in the learning process.



Figure 4. Graph of Student Motivation on Learning Activity

Based on the data in Figure 4, it can be concluded that students' learning motivation in learning activity IV of the application of the Universal Design For Learning (UDL) learning approach for Inclusive Students at UPTD SD Negeri 8 Makmur obtained the following scores for each indicator; The existence of desire and desire to succeed obtained an average score of 100% in the very good category, The existence of

encouragement and need in learning obtained an average score of 100% in the very good category, The existence of appreciation in learning obtained an average score of 100% in the very good category. The existence of interesting activities in learning obtained a score of 100% in the very good category, The existence of a conducive learning environment obtained an average score of 100% in the very good category.



Figure 5. Overall Student Learning Motivation Graph

Based on the data in Figure 5, it can be concluded that the overall learning motivation of students in the learning activities in the application of the Universal Design For Learning (UDL) learning approach for Inclusive Students at UPTD SD Negeri 8 Makmur obtained the scores for each indicator as follows; The existence of passion and desire successfully obtained an average score of

93% in the very good category, The existence of encouragement and need in learning obtained an average score of 88% in the very good category, The existence of appreciation in learning obtained an average score of 94% in the very good category. The existence of interesting activities in learning obtained a score of 93% in the very good category, The existence of a conducive learning environment

obtained an average score of 81% in the very good category. Overall, these results indicate that the application of the UDL learning approach to Inclusive Students at UPTD SD Negeri 8 Makmur has succeeded in achieving the expected learning objectives. Students have a strong passion, encouragement, and appreciation for the learning process, as well as having interesting activities and a conducive learning environment.

In addition to student learning motivation, there are also student learning activities in the application of the UDL learning approach for inclusive students at the UPTD of SD Negeri 8 Makmur which are

very diverse and interesting. The activities observed are a) visual activities, namely paying attention, b) listening activities, namely listening to the teacher's explanation, c) oral activities, namely asking questions or giving opinions, d) motor activities, namely carrying out the steps of the learning process, and e) writing activities, namely doing exercises. Based on the results of the learning activities of the application of the Universal Design For Learning (UDL) learning approach for Inclusive Students at the UPTD of SD Negeri 8 Makmur, the following results were obtained;

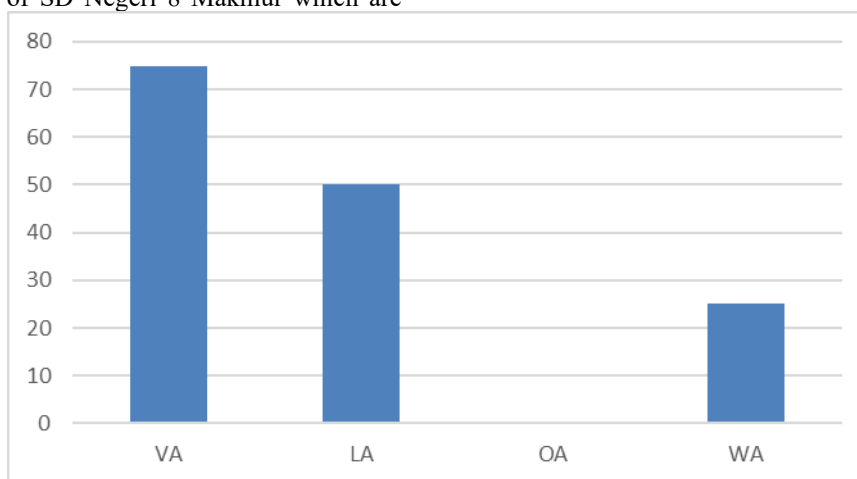


Figure 6. Activity Graph for Learning Activity 1

Based on Figure 6, the graph of learning activity 1 can be concluded that Visual Activities, obtained an average score of 75% in the good category, listening activities obtained an average score of 50% in the fairly good category, oral activities, obtained an average score of 0% in the very poor category, while writing activities obtained an average score of 25% in the Very Poor category. This means that learning activity 1 shows varying

results in several types of activities. Students have good abilities in terms of visual activities, but students have significant weaknesses in expressing thoughts and ideas through oral activities. The average score for Oral Activities is 0%, indicating that students have very poor speaking abilities. Likewise, Writing Activities, which has an average score of 25%, indicates that students have very poor writing abilities.

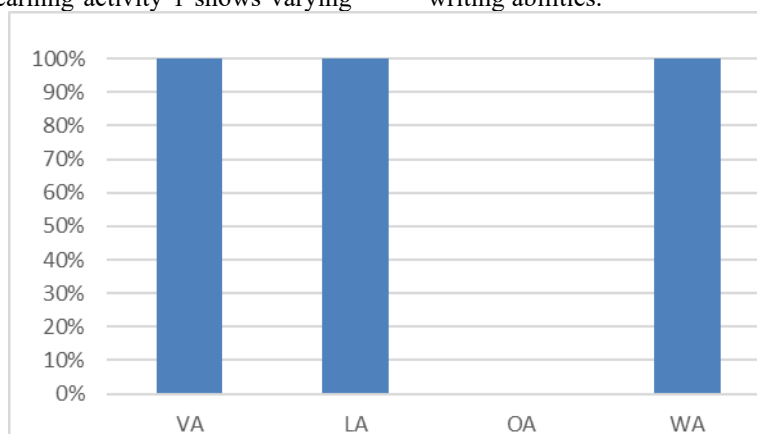


Figure 7. Activity Graph for Learning Activity II

Based on Figure 7, learning activity II can be concluded that visual activities obtained an average score of 100% in the good category, listening activities obtained an average score of 100% in the

very good category, oral activities obtained an average score of 0% in the very poor category, while Writing Activities obtained an average score of 100% in the very good category.

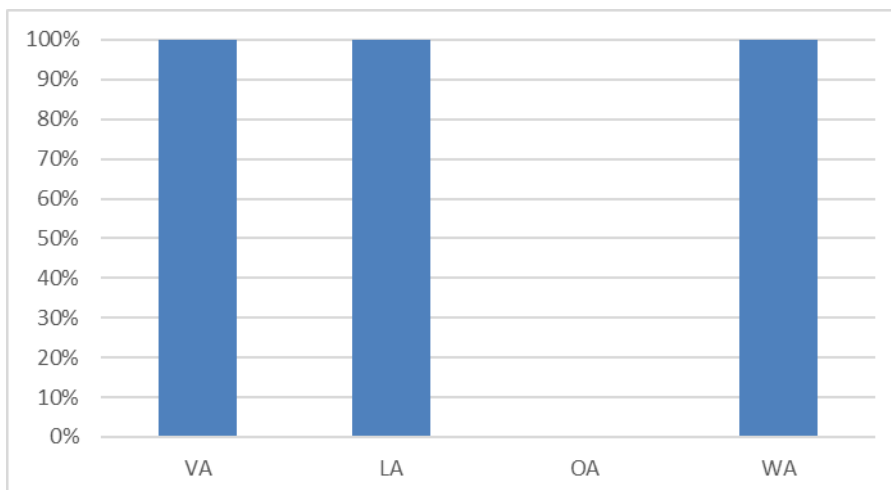


Figure 8. Activity Graph for Learning Activity III

Based on Figure 8, the activity graph for learning activity III, it can be concluded that visual activities achieved an average score of 100%, categorized as good; listening activities achieved an average score of 100%, categorized as very good; oral activities achieved an average score of 0%, categorized as very poor; and Writing Activities achieved an average score of 100%, categorized as very good. These results indicate that students have excellent abilities in: a) understanding and interpreting visual information (visual activities) with an average score of 100%, understanding and interpreting information conveyed orally (listening

activities) with an average score of 100%, and 3 expressing thoughts and ideas through writing (writing activities) with an average score of 100%. However, students still have significant weaknesses in expressing thoughts and ideas orally (oral activities) with an average score of 0%. This indicates that students need assistance and support to improve their speaking and presentation skills. Overall, these results show that students have very good abilities in some aspects, but still need improvement and enhancement in other aspects.

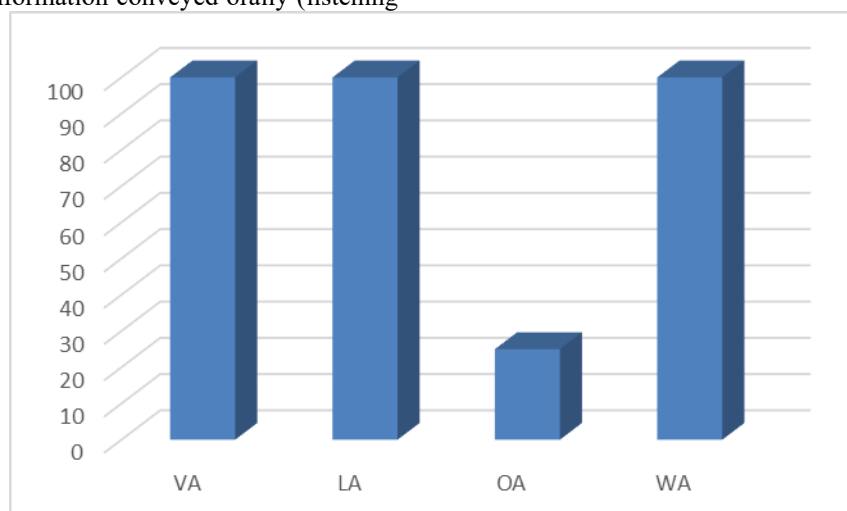


Figure 9. Activity Graph for Learning Activity IV

Based on Figure 9, the activity graph for learning activity IV, it can be concluded that visual activities achieved an average score of 100%, in the very good category. Listening activities achieved an average score of 100%, in the very good category. Oral activities achieved an average score of 25%, in the very poor category. While writing activities achieved an average score of 100%, in the very good category. These results indicate that students have excellent abilities in: a) understanding and

interpreting visual information (visual activities) with an average score of 100%, b) understanding and interpreting information conveyed orally (listening activities) with an average score of 100%, c) expressing thoughts and ideas through writing (writing activities) with an average score of 100%. However, students still have significant weaknesses in expressing thoughts and ideas orally (oral activities) with an average score of 25%. This indicates that students need assistance and support

to improve their speaking and presentation skills. Overall, these results show that students have

excellent abilities in some aspects, but still need improvement and enhancement in other aspects.

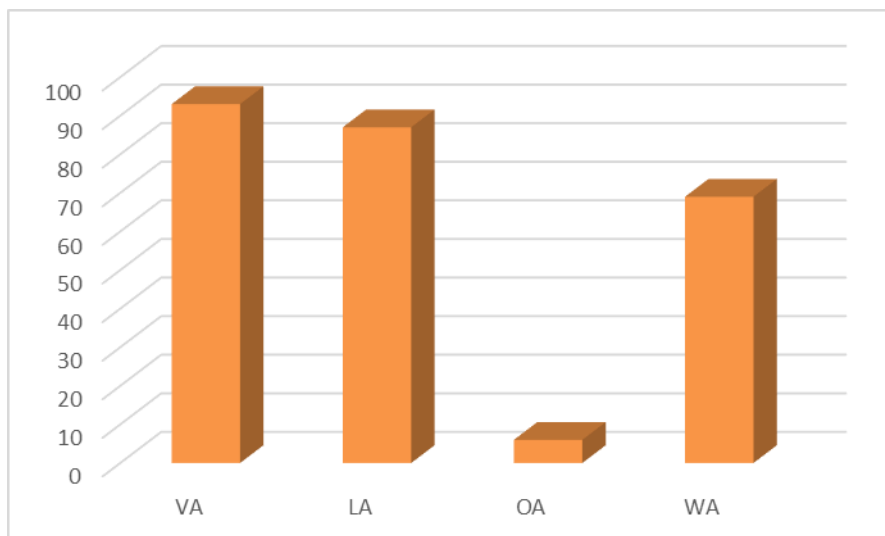


Figure 10. Graph of Overall Student Activity

Based on Figure 10, a graph of overall learning activities, it can be concluded that Visual activities achieved an average score of 93%, categorized as very good; listening activities achieved an average score of 87%, categorized as very good; oral activities achieved an average score of 6%, categorized as very poor; and writing activities achieved an average score of 69%, categorized as good. Overall, learning activities demonstrated excellent results in several activity types, but weaknesses remained in oral activities. These results indicate that students have excellent abilities in: a) understanding and interpreting visual information (visual activities) with an average score of 93%, b) understanding and interpreting information conveyed orally (listening activities) with an average score of 87%. Students also demonstrated good abilities in expressing thoughts and ideas through writing (writing activities) with an average score of 69%. However, students still had significant weaknesses in expressing thoughts and ideas orally (oral activities) with an average score of 6%. This indicates that students need assistance and support to improve their speaking and presentation skills. Overall, these results indicate that students have excellent abilities in some areas, but still need improvement and development in other areas, namely writing activities and oral activities.

Visual activities, namely paying attention. In this activity, students are asked to pay attention to the learning video presented by the teacher. The purpose of this activity is to help students understand the learning outcomes regarding the relationship between the form and function of plant parts (leaves) in the process of photosynthesis to improve students' ability to process visual

information. In carrying out visual activities, inclusive students at the UPTD SD Negeri 8 Makmur showed high enthusiasm. They were very interested in the pictures and videos presented by the teacher and they were very active in paying attention and understanding the information presented. The teacher also provided opportunities for students to ask questions and discuss the information presented, so that students could deepen their understanding of the concepts being discussed. In addition, Visual Activities also helped inclusive students at the UPTD SD Negeri 8 Makmur to improve their ability to process visual information. By paying attention to the pictures and videos presented by the teacher, students can improve their ability to understand visual information and can improve their ability to process complex information.

Overall, visual activities in the implementation of the UDL learning approach for inclusive students at the UPTD of SD Negeri 8 Makmur are very effective in helping students understand the concepts being discussed and in improving students' ability to process visual information. Thus, this activity can help inclusive students at UPTD SD Negeri 8 Makmur to achieve their academic goals and to improve their ability to process complex information. Listening Activities, namely listening to the teacher's explanation. In this activity, students are asked to listen to the teacher's explanation about the relationship between the form and function of plant parts (leaves) in the process of photosynthesis. The purpose of this activity is to help students understand the concepts being discussed and to improve students' ability to process auditory information.

In conducting listening activities, inclusive students at the UPTD of State Elementary School 8 Makmur showed high enthusiasm. They were very interested in the teacher's explanation and actively listened to and understood the information presented. The teacher also provided opportunities for students to ask questions and discuss the information presented, so that students could deepen their understanding of the concepts being discussed. In addition, listening activities also helped inclusive students at the UPTD of State Elementary School 8 Makmur to improve their ability to process auditory information. By listening to the teacher's explanation, students can improve their ability to understand the information presented and can improve their ability to process complex information.

In the implementation of UDL, listening activities can also be adjusted to the individual needs of students. Teachers use various types of media, such as audio-visual, plant media to present the information presented. In addition, teachers can also provide opportunities for students to choose their own way of processing the information presented, so that students can choose the most effective way for them. Overall, listening activities in the implementation of the UDL learning approach for inclusive students at the UPTD SD Negeri 8 Makmur are very effective in helping students understand the learning material being discussed and in improving students' abilities in processing auditory information. Thus, this activity can help inclusive students at the UPTD SD Negeri 8 Makmur to achieve their academic goals and to improve their abilities in processing complex information.

Oral activities, which involve asking questions or giving opinions. In this activity, students are asked to ask questions or give opinions on the topic being discussed. The purpose of this activity is to help students understand the learning material being discussed, improve students' communication skills, and build students' confidence in speaking. In carrying out Oral Activities, inclusive students at the UPTD SD Negeri 8 Makmur showed enthusiasm. They were very interested in the topic being discussed and they actively asked questions. The teacher also provided opportunities for students to discuss, so that students could deepen their understanding of the concepts being discussed.

In addition, oral activities also help inclusive students at the UPTD of SD Negeri 8 Makmur to improve their communication skills. By asking questions, students can improve their speaking and communication skills. This is very important for inclusive students, because they need to have good communication skills to be able to interact with their friends and to be able to achieve learning objectives. In the implementation of UDL, Oral

Activities can also be adjusted to the individual needs of students. Teachers can provide opportunities for students to express opinions. In addition, teachers can also provide opportunities for students to use the plant recognition approach directly. Overall, oral activities in the implementation of the UDL learning approach for inclusive students at the UPTD of SD Negeri 8 Makmur are very effective in helping students understand the learning material being discussed, improving students' communication skills, and building students' confidence in speaking. Thus, this activity can help inclusive students at the UPTD of SD Negeri 8 Makmur to achieve their academic goals and to improve their communication skills. Writing activities, namely doing exercises. In this activity, students are asked to do exercises that have been prepared by the teacher, such as working on questions and writing. The purpose of this activity is to help students understand the concepts being discussed, improve students' ability to process information, and build students' confidence in carrying out tasks in learning. In carrying out writing activities, inclusive students at the UPTD SD Negeri 8 Makmur showed high enthusiasm. They were very interested in the exercises that had been prepared by the teacher and they were very active in working on the exercises. The teacher also provided opportunities for students to discuss and collaborate with their friends, so that students could deepen their understanding of the learning material discussed.

In addition, writing activities also help inclusive students at the UPTD of SD Negeri 8 Makmur to improve their ability to process information. By doing exercises, students can improve their ability to understand the learning material being discussed and can improve their ability to process complex information. In the application of UDL, writing activities can also be tailored to the needs of individual students. Teachers provide exercises according to the characteristics of students so that they can do the exercises well. Overall, writing activities in the application of the UDL learning approach for inclusive students at the UPTD of SD Negeri 8 Makmur are very effective in helping students understand the learning material, improving students' ability to process information, and building students' confidence in carrying out tasks. Thus, this activity can help inclusive students at the UPTD of SD Negeri 8 Makmur to achieve their learning goals and to improve their ability to process complex information.

One of the factors that can increase student learning success is motivation. Internal motivation is one of the factors that greatly supports learning success [26,], [27]. Motivation is the behavior and attitude in working diligently to achieve certain goals with a full sense of responsibility and

discipline so that work is carried out easily and achieves the desired goal, namely learning achievement [28], [29]. Achievement can be seen from the efforts that have been made which are presented in the form of grades after experiencing the learning process [30]. So it can be said that achievement motivation is all efforts that can encourage someone to learn and achieve and achieve something desired to achieve success [31], [32]. Indicators that can foster motivation are the desire to succeed, interesting learning activities, hopes and dreams for the future [33]. The function and role of motivation in learning is to foster students' enthusiasm and interest in the material being studied. The existence of this achievement motivation can encourage students' efforts to achieve student learning achievement [34].

Achievement motivation can determine the achievement of learning objectives so that the level of achievement motivation will help students achieve success. This learning motivation can arise due to the teacher's interesting methods and adapted to the student's conditions [35], [36], [26]. This achievement motivation is very important to encourage students' enthusiasm in achieving success in learning. Besides motivation, another factor that can improve student learning outcomes is student interest in learning. Interest is a special attraction to something or an activity carried out by an individual without any external influence, so that this interest will make an individual try to explore and pursue the things or activities that interest them [37], [38], [39]. Students who have good learning motivation will have skills regarding learning methods [40], [41]. This is very necessary to be able to achieve learning achievements. Learning outcomes are obtained through students' efforts to carry out good learning methods. Student interest is the key to success, every learning that is carried out wholeheartedly will lead to good learning outcomes [42], [43], [44]. Therefore, student interest must be instilled from an early age. The higher the students' achievement motivation, the more they will be able to improve their mastery of competencies. Previous research findings state that motivation can help students in learning and prevent students from feeling bored in learning [45], [46].

Other research findings also state that motivation can facilitate students in learning so that it has an impact on improving student learning outcomes [18], [47], [48]. Other studies also state that learning motivation greatly influences learning success [49], [50], [51]. From this research, several research findings were obtained, including the first finding, the higher the student's achievement motivation, the higher the student's learning outcomes. Students who have high learning motivation will have an impact on improving student learning outcomes [52], [53]. This is

because students who have achievement motivation tend to strive to achieve success through processes, such as always being responsible, paying attention to the risks of tasks, having hopes for success, wanting to be the best, and liking challenging work [54], [55]. Achievement motivation is a psychological construct that encourages students to make the best efforts based on responsible competence, in order to achieve maximum learning outcomes based on standards of excellence [56], [57].

Achievement motivation as an action and feeling related to achieving the standard of excellence of attitude unification. Students who have strong achievement motivation tend to be confident, responsible for their actions, calculate risks, make plans wisely, save time [58], [59]. Motivational factors are defined as an attitude (attitude), work situation (situation) in the organizational environment in the world of learning motivation occupies the most important element that students must have [26], [60], [27]. The learning motivation theory used in this study is the learning motivation theory developed by Hamzah B. Uno. He said that learning motivation is divided into two groups, namely intrinsic and extrinsic motivation. The characteristics (which in this thesis are referred to as indicators) of each of these motivation groups are: (a) the desire and desire to succeed, (b) the drive and need in learning, (c) the hope and ideals of the future, (d) the appreciation in learning, (e) the desire to learn, and (f) the existence of a conducive learning environment. The first three indicators fall under intrinsic motivation, while the last three fall under extrinsic motivation [61].

The implementation of the Universal Design for Learning (UDL) learning approach for inclusive students at the UPTD of SD Negeri 8 Makmur has shown positive results in increasing the learning motivation of inclusive students. By using the principles of UDL, teachers can design learning that meets the needs of all students, thereby improving student learning outcomes and the overall quality of learning. The implementation of UDL for inclusive students at the UPTD of SD Negeri 8 Makmur has been carried out in several ways, such as using technology in the form of audio-visual teaching materials, group work, and direct observation of contextual-based learning. The results of the implementation of UDL for inclusive students at the UPTD of SD Negeri 8 Makmur have shown several positive results, such as increasing the learning motivation of inclusive students, improving students' skills in understanding learning materials, and increasing student inclusion in the learning process. Inclusive students have felt more inclusive in the learning process and have shown an increase in their learning motivation after the implementation of UDL. Teachers have also found

it easier to design learning that meets students' needs with the special mentoring provided by teachers to students.

The implementation of UDL for inclusive students at the UPTD of SD Negeri 8 Makmur has also helped learning among inclusive students. By using audio-visual learning media and contextual learning, inclusive students can actively participate in the learning process and utilize various methods to understand the learning material. This has helped increase the confidence of inclusive students and their motivation to learn. Overall, the implementation of the UDL learning approach for inclusive students at the UPTD of SD Negeri 8 Makmur has shown positive results in increasing the learning motivation of inclusive students. By

using UDL principle, teachers design learning that meets the needs of all students, thereby increasing student learning motivation and the overall quality of learning. When viewed from the activities of students in the implementation of the Universal Design for Learning (UDL) learning approach for inclusive students at the UPTD of SD Negeri 8 Makmur, it is classified as good. Student activities in the application of the Universal Design for Learning (UDL) learning approach for inclusive students at the UPTD of SD Negeri 8 Makmur are very diverse and interesting. In the aspect of Visual Activities, students are very active in paying attention to teacher explanations and understanding the learning material. They are also very interested in watching the videos presented as learning media.



Figure 11. Students Watching Learning Videos

In the Listening Activities aspect, students were very active in listening to the teacher's explanation and understanding the learning material through the explanations given. They were also very interested

in listening to the teacher's explanation and participating in the learning process. Thus, students were able to better understand the learning material and improve their ability to comprehend it.



Figure 12. Students Pay Attention to the Teacher's Explanation

In the oral activities aspect, students have begun to develop the ability to ask questions about the learning material being discussed. They are also

interested in discussing the material with their peers. This allows students to better understand the material and improve their comprehension skills.

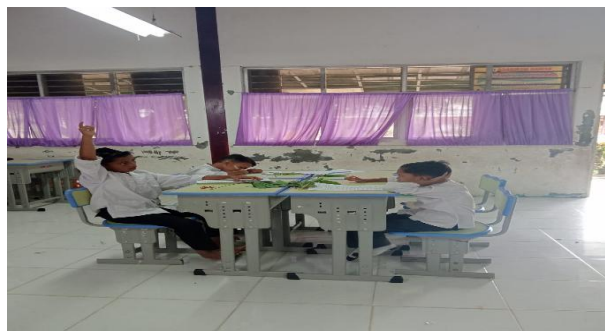


Figure 13. Oral Activities



Figure 14. Students Observe Experiment Results

In the Writing Activities aspect, student complete exercises and assignments related to the learning material being discussed. They are also engaged in writing about the learning material being

discussed and sharing their writing with their peers. This way, students can better understand the learning material and improve their comprehension skills.



Figure 15. Students Doing Exercises

Overall, student activities in implementing the inclusive UDL learning approach at the UPTD of SD Negeri 8 Makmur were diverse and engaging. They paid attention, listened, asked questions, followed the steps in the learning process, and

completed exercises. This enabled students to understand the learning material well and improve their comprehension skills.

4. CONCLUSION

Student learning motivation in overall learning activities in the application of the Universal Design For Learning (UDL) learning approach for Inclusive Students at UPTD SD Negeri 8 Makmur obtained the following scores for each indicator;

The existence of desire and desire to succeed obtained an average score of 93% in the very good category, The existence of encouragement and need in learning obtained an average score of 88% in the very good category, The existence of appreciation in learning obtained an average score of 94% in the very good category. The existence of interesting activities in learning obtained a score of 93% in the

very good category, The existence of a conducive learning environment obtained an average score of 81% in the very good category. This means that the UDL learning approach has helped students feel more motivated and enthusiastic in learning. In addition, there are also activities of learning activities as a whole can be concluded that visual activities, obtained an average score of 93% in the category of fairly good, listening activities obtained an average score of 87% in the category of very good, oral activities, obtained an average score of 6% in the category of very poor, while writing activities obtained an average score of 69% in the category of good. The lowest achievement of inclusive student activities is in oral activities. This can be caused by several factors, such as limited communication skills, difficulty in understanding the subject matter, or lack of self-confidence.

5. ACKNOWLEDGEMENTS

The researcher would like to thank the principal, teachers and students at UPTD SD Negeri 8 Makmur who have actively participated so that this research can be carried out successfully.

6. REFERENCES

- [1] Wardhani, M. K. (2020). Persepsi Dan Kesiapan Mengajar Mahasiswa Guru Terhadap Anak Berkebutuhan Khusus Dalam Konteks Sekolah Inklusi. *Scholaria: Jurnal Pendidikan Dan Kebudayaan*, 10 (2), 152–161
- [2] Pranata, A. (2022). Evaluasi Pelaksanaan Program Pendidikan Inklusi Taman Dewasa Pawiyataman. *Journal On Teacher Education*, 4(2), 499–506.
- [3] Ainscow, M. (2019). Becoming An Inclusive School: Reflections on Progress. *British Journal of Special Education*, 46(3), 274–285
- [4] Slee, R. (2017). The Irrelevance of Inclusive Education for Australia's First Peoples. *Discourse: Studies in The Cultural Politics Of Education*, 38(2), 165–178
- [5] Rahmaniar, F. A. (2016). Tugas Guru Pendamping Khusus (Gpk) Dalam Memberikan Pelayanan Pendidikan Siswa Berkebutuhan Khusus Di Sekolah Inklusif Sd Negeri Giwangan Yogyakarta. *Jurnal Widia Ortodidaktika*, 5(1), 1252–1263
- [6] Salsabila, H., Raspati, M. I., Annisa, F. Y., Andini, D. W., & Praheto, B. E. (2021). Metode Sariswara Sebagai Akomodasi Keberagaman Siswa di Kelas Inklusif. *Trihayu: Jurnal Pendidikan Ke-Sd-An*, 7(2), 1070–1077.
- [7] Kartika, S. G., Mustaqimah, U., & Hardiyati. (2018). Penerapan Desain Inklusif Pada Perancangan Sanggar Paud Inklusif Di Yogyakarta. *Senthong, I (1)*, 1–9.
- [8] Mukhtar. (2019). Manajemen Kurikulum Pendidikan Inklusif. *Jurnal Al-Rabwah*, 8 (2), 122–137.
- [9] Mardini, S. (2016). Meningkatkan Minat Belajar Anak Berkebutuhan Khusus Di Kelas Reguler Melalui Model Pull Out Di Sdn Giwangan Yogyakarta. *Jpsd : Jurnal Pendidikan Sekolah Dasar*, 2(1), 25–35. <https://doi.org/10.26555/Jpsd.V2i1.A4952>
- [10] UNESCO. (2005). Guidelines for inclusion: Ensuring access to education for all. Paris: UNESCO
- [11] Katz, D. (2013). The impact of universal design for learning on student motivation and engagement. *Journal of Educational Psychology*, 105(2), 251–262. <https://doi.org/10.1037/a0030441>
- [12] Sulastri, R., & Herpusando, R. M. (2020). Implementasi Kebijakan Pendidikan Inklusif Di Indonesia: Studi Kasus Pada Pengembangan Kurikulum. *Jurnal Pendidikan Kebutuhan Khusus*, 10(1), 48–59.
- [13] Nuraini. (2022). Problematika Sekolah Inklusi Di Perbatasan. *Adiba: Journal Of Education*, 2(1), 1–10. Retrieved From <https://adisampublisher.org/index.php/adiba/article/view/35>
- [14] Dewi, N. P. (2020). Problematika Pembelajaran Untuk Anak Berkebutuhan Khusus Pada Masa Pandemi Covid-19 Di Sekolah. *Jpi (Jurnal Pendidikan Inklusi)*, 4(1), 1. <https://doi.org/10.26740/inklusi.v4n1.p1-10>
- [15] Romadhon, M., Marini, A., & Sumantri, M. S. (2021). Kebijakan Pendidikan Inklusi Sebuah Solusi Di Sekolah Dasar. *Jurnal Elementaria Edukasia*, 4(1), 109–115. <https://doi.org/10.31949/jee.v4i1.3085>
- [16] Riswati, L., Kostin, A., & Siringoringo, M. (2020). Kendala Dalam Implementasi Program Pendidikan Inklusif di Jawa Barat. *Jurnal Pendidikan Luar Biasa*, 6(2), 187–196.
- [17] Ma'ruf, A. C., Budiyanto, & Andajani, S. J. (2023). Implementasi Manajemen Sekolah Penyelenggara Pendidikan Inklusif di Kota Bontang. *Grab Kids: Journal of Special Education Need*, 3(1), 53–58.
- [18] Maryani, N., Ichsan, M., & Khairunnisa. (2017). Signifikansi Metode Guide Reading Terhadap Motivasi Belajar Siswa Dalam Teori Membaca Nyaring Guide Reading Method On Students' Learning Motivation In Reading Loudly Lesson. *Didaktika Tauhidi: Jurnal Pendidikan Guru Sekolah Dasar*, 4(2), 126–139. <http://dx.doi.org/10.30997/dt.v4i2.924>.

- [19] Tamela, B., Bungai, J., & Kartiwa, W. (2020). Penyelenggaraan Pendidikan Inklusif Anak Berkebutuhan Khusus (Studi Multi Situs Di Sdn-4 Palangka Dan Sdn-3 Langkai Kota Palangka Raya). *Journal Of Environment And Management*, 1(2), 134–142. <https://doi.org/10.37304/Jem.V1i2.1750>
- [20] Ni'mah, N. U., Istirohmah, A. N., Hamidaturrohman, & Widiyono, A. (2022). Problematika Penyelenggara Pendidikan Inklusi Di Sekolah Dasar. *Journal On Teacher Education*, 3(3), 345–353.
- [21] Wahyuni, F. S., Hufad, A., & Supriatna, S. (2020). Pelaksanaan Pranata Pendidikan Di Sekolah Inklusi. *Prosiding The 11th Industrial Research Workshop And National Seminar*, 1(1), 1192–1199. Retrieved From <https://jurnal.polban.ac.id/proceeding/article/view/2183>
- [22] Sukirman, S., & Hasanah, E. (2021). Kepemimpinan Guru Wanita Dalam Pengelolaan Kelas. *Jurnal Administrasi Pendidikan*, 28(1), 133–140.
- [23] Meyer, A., & Rose, D. H. (2000). Universal design for learning: Theory and practice. *Journal of Educational Psychology*, 92(3), 525-535. <https://doi.org/10.1037/0022-0663.92.3.525>
- [24] Subroto, D. E., Supriandi, S., Wirawan, R., & Rukmana, A. Y. (2023). Implementasi Teknologi dalam Pembelajaran di Era Digital: Tantangan dan Peluang bagi Dunia Pendidikan di Indonesia. *Jurnal Pendidikan West Science*, 1 (7)
- [25] Monemi, S., et al. (2009). Project design principles and applications using universal design learning (UDL). *American Society for Engineering Education*, 14 (9)
- [26] Noervadila, & Misriyati. (2020). Pengaruh Gaya Belajar Dan Motivasi Belajar Terhadap Hasil Belajar Siswa Pada Mata Pelajaran Matematika Kelas X IPS Semester Genap Di MA Fathus Salafi Tahun Pelajaran 2019/2020. *Jurnal IKA : Ikatan Alumnus PGSD UNARS*, 8(1). <https://doi.org/10.36841/pgsdunars.v8i1.58>
- [27] Yanthi, Japa, & Tegeh. (2017). Pengaruh Model Pembelajaran Kooperatif Tipe NHT DAN Motivasi Belajar Terhadap Hasil Belajar IPA. *MIMBAR PGSD Undiksha*, 5(2), 1–10. <http://dx.doi.org/10.23887/jjpsd.v5i2.10914>
- [28] Fitriyani, & Sari. (2020). Motivasi Belajar Mahasiswa Pada Pembelajaran Daring Selama Pandemi Covid-19. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran, Dan Pembelajaran*, 6(2), 165–175. <https://doi.org/10.33394/jk.v6i2.2654>
- [29] Ningrat, S. P., Agung, A. A. G., & Yudana, I. M. (2020). Kontribusi Etos Kerja, Motivasi Kerja, Disiplin Kerja dan Supervisi Akademik Terhadap Kinerja Guru Sd Gugus VII Kecamatan Mengwi. *Jurnal Administrasi Pendidikan Indonesia*, 3(1), 54–63. <https://doi.org/10.23887/japi.v1i1.3169>
- [30] Noor, F. M., & Wilujeng, I. (2015). Pengembangan Ssp Fisika Berbasis Pendekatan Ctl Untuk Meningkatkan Keterampilan Proses Sains Dan Motivasi Belajar. *Jurnal Inovasi Pendidikan Fisika*, 1(1). <https://doi.org/10.21831/jipi.v1i1.4534>
- [31] Ayulina, Ngurah, G., & Agustika, S. (2020). Kontribusi Konsep Diri dan Motivasi Belajar Terhadap Kompetensi Pengetahuan Matematika. *Mimbar PGSD Undiksha*, 8(1), 70–79. <http://dx.doi.org/10.23887/jjpsd.v8i1.24580>
- [32] Fauziah, A. (2017). Hubungan Antara Motivasi Belajar Dengan Minat Belajar Siswa Kelas IV SDN Poris Gaga 05 Kota Tangerang. *Jurnal Pendidikan Sekolah Dasar*, 4(1). <http://dx.doi.org/10.12928/jpsd.v4i2.9594>
- [33] Risabethe, & Astuti. (2017). Pengembangan Media Pembelajaran Untuk Meningkatkan Motivasi Belajar Dan Karakter Semangat Kebangsaan Siswa Kelas V SD. *Jurnal Pendidikan Karakter*. 5 (1). <https://doi.org/10.21831/jpk.v7i1.15498>
- [34] Prayoga, A. (2019). Pengaruh kegiatan awal pembelajaran, disiplin belajar dan motivasi belajar terhadap prestasi belajar. *Jurnal Ilmiah Pendidikan Dan Pembelajaran*, 3(1), 53–64. <http://dx.doi.org/10.23887/jipp.v3i1.17110>
- [35] Sitompul, Setiawan, & Purba. (2017). Pengaruh Media Pembelajaran Dan Motivasi Belajar Terhadap Hasil Belajar Desain Sistem Instruksional Pendekatan Tpack. *Jurnal Teknologi Informasi Dan Komunikasi Dalam Pendidikan*, 4(2), 141–146. <https://doi.org/10.24114/jtikp.v4i2.8761>
- [36] Afinda, Aisyah, & Wijayanti. (2019). Cooperative-STAD Dengan Word Square: Dampaknya Terhadap Motivasi Dan Hasil Belajar Siswa. *JIPVA (Jurnal Pendidikan Ipa Veteran)*, 3(1), 17 – 27. <https://doi.org/10.31331/jipva.v3i1.773>
- [37] Febriani, C. (2017). Pengaruh Media Video terhadap Motivasi Belajar dan Hasil Belajar Kognitif Pembelajaran IPA Kelas V Sekolah Dasar. *Jurnal Prima Edukasia*, 5(1), 11–21. <https://doi.org/10.21831/jpe.v5i1.8461>
- [38] Dafit, F., Mustika, D., & Melihayatri, N. (2020). Pengaruh Program Pojok Literasi Terhadap Minat Baca Mahasiswa. *Jurnal Basicedu*, 4(1). <https://doi.org/10.31004/basicedu.v4i1.30>

- [39] Salma, & Mudzanatun. (2019). Analisis Gerakan Literasi Sekolah Terhadap Minat Baca Siswa Siswa Sekolah Dasar. *Mimbar PGSD Undiksha*, 7(2), 122–127. <http://dx.doi.org/10.23887/jjpsgd.v7i2.17555>
- [40] Herlina, L., & Suwatno, S. (2018a). Kecerdasan Intelektual Dan Minat Belajar Sebagai Determinan Prestasi Belajar Siswa. *Jurnal Pendidikan Manajemen Perkantoran*, 3(2). <https://doi.org/10.17509/jpm.v3i2.11771>
- [41] Sari, P. A. P. (2020). Hubungan Literasi Baca Tulis Dan Minat Membaca Dengan Hasil Belajar Bahasa Indonesia. *Journal for Lesson and Learning Studies*, 3(1), 141–152.
- [42] Hartuti. (2015). Peran konsep diri, minat dan kebiasaan belajar peserta didik terhadap prestasi belajar fisika. *Formatif: Jurnal Ilmiah Pendidikan MIPA*, 5(2). <http://dx.doi.org/10.30998/formatif.v5i2.329>
- [43] Nurlia, Hala, Muchtar, Jumadi, & Taiyeb. (2017). Hubungan Antara Gaya Belajar, Kemandirian Belajar, Dan Minat Belajar Dengan Hasil Belajar Biologi Siswa. *Jurnal Pendidikan Biologi*, 6(2). <https://doi.org/10.24114/jpb.v6i2.6552>.
- [44] Nursyam, A. (2019). Peningkatan Minat Belajar Siswa Melalui Media Pembelajaran Berbasis Teknologi Informasi. *Jurnal Penelitian Hukum Dan Pendidikan*, 18(1), 811–819. <http://dx.doi.org/10.30863/ekspose.v18i1.371>
- [45] Maesaroh, S. (2013). Peranan Metode Pembelajaran Terhadap Minat Dan Prestasi Belajar Pendidikan Agama Islam. *Jurnal Kependidikan*, 1(1). <https://doi.org/10.24090/jk.v1i1.536>.
- [46] Putrayasa, I. M., Syahrudin, S. P., & Margunayasa, I. G. (2014). Pengaruh Model Pembelajaran Discovery Learning dan Minat Belajar Terhadap Hasil Belajar IPA Siswa. *Jurnal Mimbar PGSD Universitas Pendidikan Ganesha*, 2(1). <http://dx.doi.org/10.23887/jjpsgd.v2i1.3087>
- [47] Suardana, & Simarmata. (2013). Hubungan Antara Motivasi Belajar dan Kecemasan pada Siswa Kelas Vi Sekolah Dasar di Denpasar Menjelang Ujian Nasional. *Jurnal Psikologi Udayana*, 1(1) <https://doi.org/10.24843/JPU.2013.v01.i01.p20>
- [48] Vani, S. (2016). Analisis Pengaruh Motivasi Belajar terhadap Hasil Belajar Ekonomi Siswa Kelas X SMA Negeri 5 Padang. *Economica*, 4(2), 308–314. <https://dx.doi.org/10.22202/economica.2016.v4.i2.669>
- [49] Fadhilah, N. (2020). Hubungan Antara Daya Ketahananmalangan Dan Minat Belajar Dengan Hasil Belajar Matematika Siswa. *Jurnal Pendidikan Dasar*, 12(1), 37–47. <https://doi.org/10.17509/eh.v12i1.17687>.
- [50] Laras, S. A., & Rifai, A. (2008). Pengaruh Minat Dan Motivasi Belajar Terhadap Hasil Belajar Peserta Didik Di Bbplk Semarang. *Jurnal E-Plus*, 4(2). <http://dx.doi.org/10.30870/e-plus.v4i2.7307>.
- [51] Widiyanti, M., & Ayriza, Y. (2018). Pengembangan Media Video Animasi untuk Meningkatkan Motivasi Belajar dan Karakter Tanggung Jawab Siswa Kelas V. *Jurnal Pendidikan Karakter*, 8(1). <https://doi.org/10.21831/jpk.v8i1.21489>
- [52] Idzhar, A. (2016). Peranan Guru Dalam Meningkatkan Motivasi Belajar Siswa. *Jurnal Office*, 2(2). <https://doi.org/10.26858/jo.v2i2.2956>
- [53] Susmiati, E. (2020). Meningkatkan Motivasi Belajar Bahasa Indonesia Melalui Penerapan Model Discovery Learning dan Media Video Dalam Kondisi Pandemi Covide-19 bagi Siswa SMPN 2 Gangga. *Jurnal Penelitian Dan Pengembangan Pendidikan*, 7(3). <https://doi.org/https://doi.org/10.33394/jp.v7i3.2732>
- [54] Astuti, J., Novita, M., & Ismail, M. S. (2020). Peningkatan Motivasi Belajar Menggunakan Contextual Teaching and Learning di Madrasah Ibtidaiyah Swasta Raudhatul Mujawwidin Tebo. *Jurnal Educative*, 5(1). <http://dx.doi.org/10.30983/educative.v5i1.1630>.
- [55] Wuryanti, U., & Kartowagiran, B. (2016). Pengembangan Media Video Animasi untuk Meningkatkan Motivasi Belajar dan Karakter Kerja Keras Siswa Sekolah Dasar. *Jurnal Pendidikan Karakter*, 6(2). <https://doi.org/10.21831/jpk.v6i2.12055>
- [56] Ardhaoui, K., Lemos, M. S., & Silva, S. (2021). Effects of new teaching approaches on motivation and achievement in higher education applied chemistry courses: A case study in Tunisia. *Education for Chemical Engineers*, 36. <https://doi.org/10.1016/j.ece.2021.05.004>.
- [57] Moghadam, M. T., Abbasi, E., & Khoshnodifar, Z. (2020). Students' academic burnout in Iranian agricultural higher education system: the mediating role of achievement motivation. *Heliyon*, 6(9). <https://doi.org/10.1016/j.heliyon.2020.e04960>.
- [58] Kim, Y., Mok, S. Y., & Seidel, T. (2020). Parental influences on immigrant students' achievement-related motivation and achievement: A meta-analysis. *Educational Research*, 30. <https://doi.org/10.1016/j.edurev.2020.100327>.

- [59] Parker, P. C., Perry, R. P., Hamm, J. M., Chipperfield, J. G., Dryden, R. P., & Daniels, L. M. (2021). A motivation perspective on achievement appraisals, emotions, and performance in an online learning environment. *International Journal of Educational Research*, 108. <https://doi.org/10.1016/j.ijer.2021.101772>
- [60] Winursiti. (2017). Penerapan Model Problem Based Learning Berbantuan Reinforcement Simbolik Untuk Meningkatkan Motivasi Dan Hasil Belajar Matematika Siswa Kelas IVB di SD Lab Undiksha. *Jurnal Ilmiah Sekolah Dasar*, 17(2), 270–275. <http://dx.doi.org/10.23887/jisd.v1i4.12120>.
- [61] Hamzah, B. U., 2011. *Teori Motivasi & Pengukurannya*. Jakarta: Bumi Aksara.