

Peranan Self-efficacy terhadap praktik universal design learning pada dosen di Indonesia = The role of Self-efficacy in universal design for learning practices among college lecturers in Indonesia

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Deskripsi Lengkap: <https://lib.ui.ac.id/detail?id=9999920544681&lokasi=lokal>

Abstrak

Seiring meningkatnya kesadaran akan pentingnya pendidikan untuk semua, Universal Design Learning (UDL) hadir dengan prinsip-prinsip yang mendukung inklusivitas. Penelitian kuantitatif ini melibatkan 254 dosen di Indonesia untuk mengidentifikasi peran self-efficacy dosen dalam memprediksi praktik UDL menggunakan The Inclusive Teaching Strategies Inventory (Lombardi dkk., 2015) untuk mengukur praktik UDL dan Teacher Efficacy for Inclusive Practice (Sharma, 2012) untuk mengukur self-efficacy. Hasil analisis regresi linear sederhana menunjukkan bahwa self-efficacy dosen dalam mengajar kelas inklusif secara positif memprediksi praktik UDL ($B = 1,35, p < .05$). Selain menambah literatur mengenai UDL di lingkup perguruan tinggi Indonesia, hasil penelitian menawarkan solusi praktis untuk dosen dalam meningkatkan self-efficacy.

.....With growing awareness of the importance of education for all, Universal Design for Learning (UDL) promotes principles supporting inclusivity. This quantitative study involved 254 Indonesian college lecturers to identify the role of self-efficacy in predicting UDL practices. Using the Inclusive Teaching Strategies Inventory (Lombardi et al., 2015) to measure UDL practices and the Teacher Efficacy for Inclusive Practice (Sharma, 2012) to measure self-efficacy. Results from simple linear regression analysis showed that college lecturers' self-efficacy in teaching inclusive classes positively predicted UDL practices ($B = 1.35, p < .05$). The findings contribute to UDL literature in Indonesian higher education and offer practical solutions for enhancing lecturers' self-efficacy.