

**Designing English Syllabus integrated with Universal Design for
Learning Principles for English Inclusive Learning**



Intelligentia - Dignitas

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**A Thesis in Partial Fulfillment of the Requirements for the Degree of
Magister Pendidikan (M.Pd) in English Department**

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**MASTER PROGRAM OF ENGLISH LANGUAGE EDUCATION
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ABSTRAK

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Salah satu tujuan global berdasarkan Tujuan Pembangunan Berkelanjutan (Sustainable Education Goals) adalah untuk memastikan pendidikan yang inklusif dan memberikan kesempatan belajar untuk semua orang demi pendidikan yang berkualitas. Tujuan tersebut ini telah diterapkan di sekolah-sekolah reguler sesuai dengan mandat nasional dan global untuk pendidikan inklusif. Namun, terdapat kesenjangan dalam desain kurikulum Pengajaran Bahasa Inggris (English Language Teaching). Silabus yang ada pada saat ini sering kali kurang fleksibel untuk mengatasi variabilitas peserta didik, sehingga menciptakan hambatan bagi kelompok peserta didik yang beragam. Penelitian ini bertujuan untuk mengatasi masalah tersebut dengan merancang silabus Bahasa Inggris yang fleksibel berdasarkan prinsip-prinsip Desain Universal untuk Pembelajaran (Universal Design for Learning), yang mengintegrasikan berbagai sarana representasi, tindakan/ekspresi, dan keterlibatan. Penelitian ini merupakan Penelitian Desain dan Pengembangan (Design and Development Research/DDR), yang melibatkan tahap Analisis Kebutuhan terhadap silabus yang ada, tahap Desain, tahap Pengembangan, dan tahap Evaluasi. Pengumpulan data dilakukan melalui wawancara, kuisioner, dan analisis dokumen. Desain silabus sebagai hasil yang diharapkan dari studi ini akan menjadi panduan praktis bagi para guru Bahasa Inggris dalam merencanakan modul Bahasa Inggris yang inklusif untuk meningkatkan inklusi dalam pengajaran dan pembelajaran Bahasa Inggris.

Keywords: *Syllabus bahasa Inggris, Universal Design for Learning, pendidikan inklusif.*

ABSTRACT

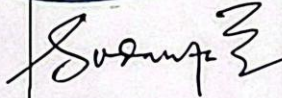
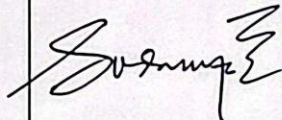
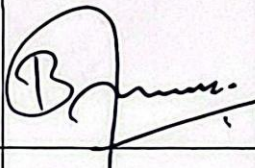
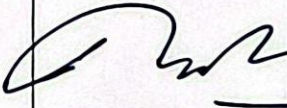
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One global goal of Sustainable Education Goals is to ensure inclusive education and learning opportunities for all for quality education. It has been implemented in regular schools in accordance with the national and global mandates for inclusive education. A gap persists in the design of English Language Teaching curricula. Existing syllabi often lack the flexibility to address learner variability, creating barriers for diverse groups of learners. This study aims to address this issue by designing a flexible English syllabus based on Universal Design for Learning (UDL) principles, which integrates multiple means of representation, multiple means of action and expression, and multiple means of engagement. This research utilizes the Design and Development Research (DDR) as the research design, involving the phase of Needs Analysis of existing syllabi, Designing phase, Development phase, and Evaluation phases. The data are collected through interviews, questionnaires, and document analysis. The syllabus design as the expected output of this study will be a practical guide for English teachers in planning inclusive English modules to improve the inclusion in English language teaching and learning.

Keywords: *English syllabus, Universal Design for Learning, inclusive education.*

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