A Need Analysis of Universal Design for Learning Principles Integration in an English Syllabus for Inclusive Senior High School Learning

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ABSTRACT
Inclusive education requires curriculum documents that proactively accommodate the diverse needs of learners, but many English syllabi used in Indonesian secondary schools continue to follow a one-size-fits-all design that may not adequately support students with special educational needs, such as slow learners or students with below-average IQ. This study aims to examine the extent to which Universal Design for Learning (UDL) principles, Multiple Means of Engagement, Multiple Means of Representation, and Multiple Means of Action and Expression, are integrated into the existing English syllabus used at a public senior high school in Jakarta that implements an inclusive education system. This study employs a qualitative approach, with document analysis serving as the primary data collection technique, followed by semi-structured interviews and a questionnaire administered to English teachers to triangulate and contextualize the document findings. The document analysis examines the existing English syllabus against a checklist of UDL-derived indicators adapted from CAST (2024) and related literature. The interviews and questionnaire further explore teachers' classroom practices and their perceptions of how well the current curriculum supports inclusive English learning. The findings of this study are expected to provide an empirical foundation for understanding the gap between the current syllabus design and the principles of inclusive, UDL-informed instruction, offering insight into how curriculum documents can be redesigned to better support learner diversity. This study contributes to the limited body of research addressing the systematic integration of UDL within English curriculum documents in the Indonesian context, particularly within inclusive secondary school settings.

ABSTRAK
Pendidikan inklusif menuntut dokumen kurikulum yang secara proaktif mengakomodasi keberagaman kebutuhan peserta didik, namun banyak silabus Bahasa Inggris yang digunakan di sekolah menengah di Indonesia masih dirancang dengan pendekatan satu ukuran untuk semua (one-size-fits-all) yang dinilai kurang mampu mendukung siswa berkebutuhan khusus, seperti slow learner atau siswa dengan IQ di bawah rata-rata. Penelitian ini bertujuan untuk mengkaji sejauh mana prinsip Universal Design for Learning (UDL), yaitu Multiple Means of Engagement, Multiple Means of Representation, dan Multiple Means of Action and Expression, telah terintegrasi dalam silabus Bahasa Inggris yang digunakan di salah satu sekolah menengah atas negeri di Jakarta yang menerapkan sistem pendidikan inklusif. Penelitian ini menggunakan pendekatan kualitatif, dengan analisis dokumen sebagai teknik pengumpulan data utama, yang kemudian dilengkapi dengan wawancara semi-terstruktur dan kuesioner yang diberikan kepada guru Bahasa Inggris untuk melakukan triangulasi serta mengontekstualisasikan temuan dokumen. Analisis dokumen dilakukan terhadap silabus Bahasa Inggris yang ada dengan menggunakan daftar periksa indikator UDL yang diadaptasi dari CAST (2024) dan literatur terkait. Wawancara dan kuesioner selanjutnya digunakan untuk menggali praktik pembelajaran guru serta persepsi mereka terhadap sejauh mana kurikulum yang berlaku mendukung pembelajaran Bahasa Inggris inklusif. Temuan dari penelitian ini diharapkan dapat memberikan dasar empiris untuk memahami kesenjangan antara desain silabus yang ada saat ini dengan prinsip pembelajaran inklusif berbasis UDL, serta memberikan wawasan mengenai bagaimana dokumen kurikulum dapat dirancang ulang untuk lebih mendukung keberagaman peserta didik. Penelitian ini berkontribusi pada terbatasnya kajian mengenai integrasi sistematis UDL dalam dokumen kurikulum Bahasa Inggris dalam konteks Indonesia, khususnya pada konteks sekolah menengah atas inklusif.

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KEYWORDS
English Syllabus, Inclusive Education, Universal Design for Learning (UDL).

INTRODUCTION

Educational institutions across Indonesia are increasingly enrolling students with more diverse learning backgrounds and abilities, making the challenge of equitable instruction more urgent than ever. Inclusive education has emerged as the principal response to this challenge, providing students with and without disabilities the opportunity to participate fully in a shared learning environment alongside their peers (Arriani et al., 2022). As a globally recognized goal articulated in the United Nations Sustainable Development Goal 4 on Quality Education, inclusive education mandates that all learners, regardless of their physical, cognitive, or socio-emotional differences, have access to quality learning that is meaningful, relevant, and accessible (Espada C. et al., 2023). In Indonesia, this mandate is formally enshrined in several national regulations, including *Undang-Undang Dasar* 1945 Pasal 28H ayat (2), *Undang-Undang* No. 8 of 2016, and *Peraturan Menteri Pendidikan Nasional* No. 70 of 2009, all of which guarantee the right to inclusive education for students with special needs.

Despite these strong policy foundations, the practical implementation of inclusive education in Indonesian public schools remains limited. Suhendri (2020) noted that inclusive learning in public schools is still largely exclusive in practice, lacking the necessary support structures to be genuinely equitable. A central challenge identified by Sari et al. (2022) is the absence of professional teachers with specialized training in special education and inclusive pedagogies. As a result, regular subject teachers, including English teachers, are expected to manage classrooms with diverse learner needs without adequate preparation, curriculum guidance, or structured support. The existing curriculum documents, including the English syllabus, are often designed around a one-size-fits-all approach that does not account for the specific needs of students with disabilities, slow learners, or students with below-average IQ (Hockings, 2010).

Universal Design for Learning (UDL) offers a proactive, evidence-based framework for addressing this gap. Developed by the Center for Applied Special Technology (CAST), UDL is grounded in cognitive neuroscience as shown in Figure 1 and proposes that learning barriers are rooted in the curriculum design rather than in the learner (CAST, 2024).

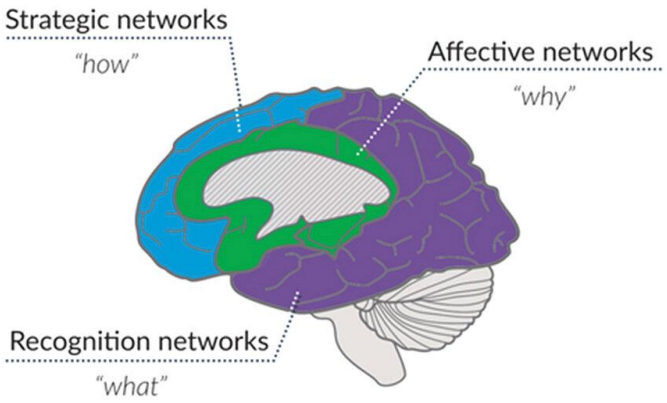


Figure 1. UDL and the Learning Brain (CAST)

Rather than accommodating diversity after the fact, UDL advocates for embedding accessibility into the very structure of instructional design from the outset through three core principles: Multiple Means of Engagement, which addresses the "why" of learning; Multiple Means of Representation, which addresses the "what" of learning; and Multiple Means of Action and Expression, which addresses the "how" of learning (CAST, 2024). Studies have confirmed the effectiveness of UDL across diverse educational contexts (Almeqdad et al., 2023; Unal et al., 2020), yet its systematic integration into English curriculum documents in the Indonesian context remains largely unexplored.

The syllabus, as an official curricular document that defines learning objectives, materials, teaching methods, and assessment requirements (Luke, 2021), is a particularly strategic entry point for embedding UDL principles. In the context of Indonesia's Kurikulum Merdeka, the syllabus is operationalized as the Alur Tujuan Pembelajaran (ATP), which guides teachers' instructional planning across the academic year. If UDL principles are absent from this foundational document, teachers have no structured basis from which to support learner diversity, effectively leaving inclusion to individual improvisation rather than institutional design. Therefore, this study aims to examine the extent to which the existing English syllabus integrates UDL principles for inclusive senior high school learning, as the necessary empirical foundation for understanding what a UDL-informed redesign must address.

METHODS

This study employs a qualitative approach to examine the extent to which the existing English syllabus used at a public senior high school in Jakarta integrates Universal Design for Learning (UDL) principles. The research uses document analysis as the primary data collection technique, triangulated with semi-structured interviews and a questionnaire administered to English teachers. This combination of methods provides both a direct, textual examination of the syllabus document and a practitioner-informed perspective on how the curriculum functions in actual inclusive classrooms.

The document analysis constitutes the primary data source. The existing English syllabus for Grade 10 was examined using a UDL indicator checklist adapted from CAST (2024) and established syllabus literature (Lutz et al., 2021; Ratri et al., 2025), comprising 76 indicators distributed across the three UDL principles: 33 indicators under Multiple Means of Engagement, 25 under Multiple Means of Representation, and 18 under Multiple Means of Action and Expression. Each indicator was coded into one of three categories: Explicitly Stated, where the syllabus directly and unambiguously addresses the indicator; Implicitly Stated, where the indicator can only be inferred rather than being directly written; and Not Stated, where no evidence of the indicator could be found in the document.

The semi-structured interviews were conducted with three English teachers who had a minimum of two years of experience teaching in inclusive classrooms that included students with special educational needs. The interview protocol explored teachers' current practices for supporting diverse learners, the nature of accommodations they make for students with special needs, and their perceptions of the existing syllabus' support for inclusive learning. Additionally, a questionnaire was distributed to five English teachers, consisting of two parts: Part 1 comprised 33 items asking teachers to rate, on a five-point frequency scale (1 = Never to 5 = Very Often), how often they applied UDL-aligned teaching practices; Part 2 comprised 7 items asking teachers to evaluate the existing curriculum's support for inclusive education on the same scale. The interview and questionnaire data were used to triangulate and contextualize the document analysis findings, providing insight into the gap between what the syllabus contains and what teachers experience in practice.

RESULTS AND DISCUSSIONS

There are three results for this study; the document analysis of the existing syllabus, semi-structured interviews with English teachers, and a questionnaire distributed to five English teachers in the research setting.

Document Analysis of the Existing English Syllabus

The document analysis revealed that the existing English syllabus integrates UDL principles in an extremely limited way. Of the 76 indicators examined across the three UDL principles, only 4 (5.26%) were coded as Explicitly Stated, 13 (17.11%) were Implicitly Stated, and the remaining 59 (77.63%) were Not Stated. Table 1 presents the full breakdown of results by UDL principle.

Table 1. UDL Integration in the Existing English Syllabus

UDL Principle	Total Indicators	Explicitly Stated	Implicitly Stated	Not Stated
Multiple Means of Engagement	33	2 (6.06%)	2 (6.06%)	29 (87.88%)
Multiple Means of Representation	25	1 (4.00%)	9 (36.00%)	15 (60.00%)
Multiple Means of Action & Expression	18	1 (5.56%)	2 (11.11%)	15 (83.33%)
Total	**76**	**4 (5.26%)**	**13 (17.11%)**	**59 (77.63%)**

As shown in Table 1, the principle with the highest proportion of 'Not Stated' indicators was Multiple Means of Engagement (87.88%), indicating that the motivational, social-emotional, and affective dimensions of learning are almost entirely absent from the syllabus. The two indicators coded as 'Explicitly Stated' under this principle both concern the formal statement and breakdown of learning goals, a feature common to virtually any standard curriculum document rather than an intentional UDL design choice. Under Multiple Means of Representation, the proportion of 'Not Stated' indicators was comparatively lower (60.00%), yet this does not reflect meaningfully stronger UDL integration. Closer examination revealed that nearly all nine Implicitly Stated codes were attributed to the single recurring term "multimoda" (multimodal) in the Capaian Pembelajaran and Tujuan Pembelajaran statements. Because this term is never elaborated or tied to any specific format, tool, or strategy, its citation reveals more about the absence of specificity than about any genuine multiplicity of means. Under Multiple Means of Action and Expression, 83.33% of indicators were 'Not Stated', indicating that the syllabus provides no structured guidance on how students should interact with materials, demonstrate their learning, or develop self-regulation strategies.

Overall, the analysis demonstrates that the existing syllabus, comprising only six basic sections (Identitas, Capaian Pembelajaran, Tujuan Pembelajaran, Alokasi Waktu, Program Tahunan, and Program Semester), lacks the structural components where UDL principles are typically embedded that there are no sections on teaching methods, specific learning activities, assessment policies, or feedback mechanisms. This finding aligns with Nojirdon-qizi's (2024) observation that UDL application in English Language Teaching remains limited, and gives it a concrete documentary basis by locating the absence of UDL not merely in classroom practice but in the curriculum document itself.

Interview Findings

Semi-structured interviews with three English teachers provided practitioner-level context that corroborated and deepened the document analysis findings. All three teachers confirmed the presence of students with special educational needs in their English classes, typically described as slow learners or students with below-average IQ. When asked whether instructional materials differed for these students, all three reported that the core material remains identical for all students; what differs is the informal treatment surrounding it. Teacher 1 described providing students with special needs a reduced number of test items at a lower difficulty level, while Teacher 2 expressed concern that applying a single undifferentiated curriculum and uniform passing grade creates a gap too wide to bridge without specialized support. Teacher 3 reported providing her special-needs student the same materials, simply with more repetition and explanation.

A consistent theme across all three interviews was that any accommodation for students with special needs is improvised individually and in the moment, rather than planned in advance through any curriculum document. Teacher 3's description of differentiation happening only "pas pembelajarannya saja" (only during the learning process itself) reflects a pattern where good inclusive practice depends entirely on individual teacher disposition rather than on structural curriculum support. All three teachers independently raised the absence of a dedicated inclusive curriculum module as a central unmet need, directly testifying to the gap the document analysis identified. This finding is consistent with Sari et al.'s (2022) argument that the primary obstacle to inclusive education in Indonesia is the absence of specialized teacher preparation and institutional guidance, which forces regular subject teachers to construct accommodations from scratch, lesson by lesson, without a supporting document to build from.

Questionnaire Findings

The questionnaire consisted of two parts: Part 1 (items 1 - 33) asked teachers to rate, on a five-point frequency scale (1 = Tidak Pernah/Never to 5 = Sangat Sering/Very Often), how often they engage in 33 specific teaching practices aligned with the three UDL principles; Part 2 (items 34 - 40) asked teachers to rate their agreement, on the same five-point scale, with seven statements evaluating the existing curriculum and syllabus's support for inclusive education.

The questionnaire results provided quantitative corroboration of both the document analysis and the interview findings. For Part 1 (33 UDL-aligned teaching practice items), the overall mean was 4.03, indicating that teachers generally reported applying UDL-aligned practices often in their daily teaching. However, this overall average conceals an important pattern. The highest-rated items were those requiring no curricular support: communicating with students in and outside class (M = 5.00), motivating students to believe in their abilities (M = 4.60), and providing equal learning opportunities for all students (M = 4.60). In contrast, the lowest-rated item by a substantial margin was providing student autonomy or control over topic or task format (M = 2.20), the only item falling below the scale's midpoint. This item corresponds directly to Indicator A.1 (Optimize Choice and Autonomy) under the Engagement principle, which was also coded as Not Stated in the document analysis. The convergence of a low questionnaire score and a Not Stated code on the same indicator reveals a clear structural relationship: where the syllabus provides no guidance, teachers are least likely to implement the practice.

For Part 2 (7 items evaluating the existing curriculum), the overall mean was 3.60. Two items received notably low ratings: the syllabus design considers the diversity of student needs (M = 2.60), and teachers receive training related to inclusive learning (M = 2.20). Conversely, the two highest-rated items expressed that the current syllabus still needs to be developed to better support student diversity (M = 4.60) and that a more inclusive curriculum is important for supporting inclusive education (M = 4.60). These results confirm that teachers themselves recognize the inadequacy of the current syllabus and express strong support for a more structured, UDL-integrated curriculum. The open-ended responses reinforced this view, with teachers explicitly calling for a dedicated curriculum or teaching module so that the responsibility for inclusion is not placed entirely on individual teachers without guidance or training.

Discussion

The three data sources converge on a consistent triangulated conclusion: the existing English syllabus does not systematically embed any of the three UDL principles, and this textual gap directly shapes what teachers are able to do in inclusive classrooms. The pattern is clear: where good inclusive practice depends on individual teacher disposition, as in motivation and communication, it is already happening. Where it depends on what the curriculum document provides, it is largely absent. This distinction reinforces Hockings' (2010) definition of inclusive teaching and learning as a property of how pedagogy, curricula, and assessment are jointly designed, rather than of teacher goodwill alone. The document analysis finding that 77.63% of all UDL indicators are entirely absent from the syllabus is consistent with Suhendri's (2020) observation that inclusive education in Indonesian public schools is still largely exclusive in practice, and gives that observation a concrete textual basis. It extends Unal et al.'s (2020) finding on the importance of embedding UDL in curriculum documents by demonstrating what the consequences look like when this embedding is absent: teachers improvise, students with special needs receive informal and inconsistent accommodations, and the responsibility for inclusion falls entirely on individual effort rather than institutional design. The questionnaire finding that teachers strongly agree the syllabus needs further development ($M = 4.60$) and that a more inclusive curriculum is important ($M = 4.60$) indicates that the demand for a UDL-integrated syllabus is not merely academic but practitioner-driven, rooted in real, daily classroom experience. These triangulated findings collectively establish the empirical foundation for the redesign of the English syllabus using UDL principles, responding to the argument made by CAST (2024) that learning barriers are located in curriculum design rather than in the learner.

CONCLUSIONS

This study examined the extent to which the existing English syllabus at an inclusive senior high school in Jakarta integrates Universal Design for Learning (UDL) principles, using document analysis as the primary method, triangulated with semi-structured interviews and a questionnaire administered to English teachers. The findings reveal that UDL integration in the current syllabus is minimal: of the 76 indicators examined, only 5.26% were explicitly stated, 17.11% were weakly implicit, and 77.63% were entirely absent. The principle with the greatest gap was Multiple Means of Engagement (87.88% Not Stated), followed by Multiple Means of Action and Expression (83.33%) and Multiple Means of Representation (60.00%). Interview data demonstrated that accommodations for students with special needs are improvised individually by teachers during lessons, with no structural support from the syllabus. Questionnaire findings corroborated this pattern, showing that teacher practice is strongest where it depends on personal disposition and weakest where it requires curricular scaffolding, particularly in providing student autonomy over tasks ($M = 2.20$). Teachers themselves recognized the inadequacy of the current curriculum and expressed strong support for a UDL-integrated syllabus. Taken together, these findings confirm that the existing syllabus does not provide the structural support inclusive learning requires and that the responsibility for inclusion is currently left entirely to individual teacher effort. This study underscores the urgent need for a proactively designed, UDL-integrated English syllabus that shifts accessibility from informal classroom improvisation to foundational curriculum design.

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APPENDIX

Appendix 1. Analysis Result of the Existing English Syllabus

No	Aspect	Sub-Aspect	Indicator (The syllabus must demonstrate...)	Syllabus Content Checklist		
				Explicitly Stated	Implicitly Stated	Not Stated
UDL Principle: Multiple Means of Engagement (The "Why" of Learning)						
1	A. Welcoming Interests & Identities	A.1 Optimize Choice & Autonomy	The syllabus embeds authentic choices that align with the learning goal, such as the content to explore, tools used for exploration or production, opportunities for practicing and assessing learning, design or graphic layouts, and the sequence for completing tasks.			✓
2		A.2 Optimize Relevance, Value, & Authenticity	The syllabus provides varied activities and sources of information that are personalized, culturally relevant, socially meaningful, and appropriate for different racial, cultural, and linguistic groups.		✓	
3			The syllabus designs activities so that learning outcomes are authentic, communicate to real audiences, and reflect a clear purpose.		✓	
4			The syllabus provides tasks that allow for active participation, exploration, and experimentation.			✓
5			The syllabus invites personal response, evaluation, and self-reflection to content and activities.			✓
6		A.3 Nurture Joy & Play	The syllabus incorporates a wide variety of play forms, such as outdoor play, sensory play, imaginative play, and play through the arts.			✓
7			The syllabus provides intentional opportunities for exploration, experimentation, and discovery.			✓
8			The syllabus facilitates experiences that connect learners to their identities, sense of self, and communities.			✓
9			The syllabus utilizes storytelling as a vehicle for learning and joy.			✓
10	B.	B.1	The syllabus explicitly formulates or restates the learning goals	✓		

11	Sustaining Effort & Persistence	Clarify Meaning & Purpose of Goals	The syllabus encourages organization of long-term goals into short-term objectives and uses prompts or scaffolds for imagining desired outcomes.	✓		
12			The syllabus co-constructs ideals of excellence and generates relevant examples that connect to learners' cultural backgrounds, identities, and interests.			✓
13		B.2 Optimize Challenge & Support	The syllabus presumes competence and nurtures a belief in the capabilities of every learner.			✓
14			The syllabus offers options with varying modes of complexity or difficulty and provides tools and scaffolds that align with the learning goal and promote agency.			✓
15			The syllabus emphasizes process, effort, and progress in meeting standards as alternatives to external evaluation and competition.			✓
16		B.3 Foster Collaboration, Interdependence & Collective Learning	The syllabus creates community agreements and teams with clear goals, roles, and responsibilities that emphasize collaboration and collective learning.			✓
17			The syllabus uses prompts that guide learners in when and how to ask for help, and protocols to surface and share differing perspectives.			✓
18			The syllabus encourages peer interactions and supports (e.g., peer tutors) and constructs communities of learners with both common and differing interests.			✓
19		B.4 Foster Belonging & Community	The syllabus creates opportunities for learners to share their perspectives on what belonging and community look and feel like.			✓
20			The syllabus examines when or how bias may be creating barriers to learners' sense of belonging and actively works to remove those barriers.			✓
21		B.5 Offer Action-Oriented Feedback	Assessment policies prioritize feedback that encourages perseverance, emphasizes effort and improvement, and focuses on development of efficacy and self-awareness rather than comparative or competitive ranking.			✓
22			The syllabus provides feedback that is frequent, timely, specific, and substantive — modeling how to incorporate reflection into positive strategies for future success.			✓
23			The syllabus offers feedback that encourages risk-taking and offers differing perspectives.			✓
24	C. Emotional Capacity	C.1 Recognize Expectations, Beliefs & Motivations	The syllabus uses prompts, reminders, guides, rubrics, and checklists that focus on setting regulatory goals (e.g., managing anxiety), increasing on-task orientation, and elevating self-reflection.			✓
25			The syllabus provides coaches, mentors, or agents that model setting personally appropriate goals accounting for both strengths and weaknesses.			✓
26			The syllabus examines explicit and implicit expectations set by the environment and considers how bias may create barriers such as low expectations.			✓
27		C.2 Develop Awareness of Self & Others	The syllabus uses differentiated models, scaffolds, and feedback for managing frustration, seeking emotional support, developing coping skills, and handling subject-specific anxieties.			✓

28			The syllabus creates opportunities for learners to reflect on social interactions and to appreciate their own and others' personal, cultural, and linguistic assets.			✓
29		C.3 Promote Individual & Collective Reflection	The syllabus uses devices, aids, or charts to assist individuals and groups in collecting, charting, and displaying data from their own progress for reflection and monitoring.			✓
30			The syllabus adopts protocols that promote both individual and collective reflection and provides alternative scaffolds (e.g., templates, feedback displays) to support timely progress monitoring.			✓
31		C.4 Cultivate Empathy & Restorative Practices	The syllabus uses strategies such as circle practice or emotions check-ins to encourage learners to learn from one another's perspectives.			✓
32			The syllabus co-creates classroom agreements that include what learners need to feel safe, and institutes equitable protocols for holding one another accountable and restoring community when agreements are broken.			✓
33			The syllabus explicitly addresses linguistic inclusivity, validates diverse English dialects, and provides specific self-regulation tools (e.g., stress-reduction breaks, 'safe space' protocols) to reduce the affective filter during language production.			✓
UDL Principle: Multiple Means of Representation (The "What" of Learning)						
1	A. Perception	A.1 Customize Display of Information	The syllabus utilizes course materials (e.g., PDFs, digital handouts) in editable or responsive digital formats that allow students to adjust font size, color contrast, text spacing, audio/video speed, and scalable graphics to suit their visual needs.		✓	
2		A.2 Support Multiple Ways to Perceive Information	All images, graphics, videos, and animations in the syllabus are supplemented with non-visual alternatives — such as descriptive text, spoken narration, tactile graphics, or physical models — to convey complex concepts.		✓	
3			The syllabus implements digital formats that allow text to be read aloud (via text-to-speech or human aides) and provides captions, transcripts, or visual diagrams for all spoken communication and auditory clips so that information is not trapped in a single medium.		✓	
4		A.3 Represent Diversity of Perspectives & Identities	The syllabus designs learning activities that require students to explore, listen to, and recognize the value of diverse histories and lived experiences, preventing the misconception that any single viewpoint is universal.			✓
5	B. Language & Symbols	B.1 Clarify Vocabulary, Symbols & Language Structures	The syllabus pre-teaches vocabulary and symbols in ways that connect to learners' prior knowledge, offers graphic symbols with alternative text descriptions, and highlights how complex terms are composed of simpler components.			✓
6			The syllabus embeds support for vocabulary, symbols, and unfamiliar references within the text (e.g., hyperlinks, footnotes, definitions, illustrations, or translations).		✓	
7			The syllabus clarifies unfamiliar syntax or underlying structure through alternatives that highlight structural relations, connect to previously learned structures, and make relationships between elements explicit (e.g., transition words highlighted in an essay).			✓

8		B.2 Support Decoding of Text & Symbols	The syllabus allows the use of text-to-speech tools, digital text with accompanying human voice recordings, and provides multiple representations of notation where appropriate.		✓	
9			The syllabus offers clarification of notation through lists of key terms and flexible access to alternative formats of the same information.			✓
10		B.3 Cultivate Understanding Across Languages & Dialects	The syllabus offers a diverse curriculum with literary works, historical perspectives, and cultural practices from various linguistic backgrounds, and promotes the opportunity to share cultures and celebrate linguistic diversity.		✓	
11			The syllabus makes key information available in home or heritage languages, links vocabulary to definitions and pronunciations in both dominant and heritage languages, and incorporates electronic translation tools or multilingual glossaries.			✓
12			The syllabus supports translanguaging — the ability to move fluidly between languages — as an approach encouraging learners to use their full linguistic capital.		✓	
13		B.4 Address Biases in Language & Symbols	The syllabus facilitates listening to and understanding of diverse languages, uses closed captioning and sign language where possible, and welcomes the use of multiple languages and dialects for communication.		✓	
14			The syllabus avoids ableist language and avoids language and symbols associated with oppression, discrimination, or dehumanization.	✓		
15		B.5 Illustrate Through Multiple Media	The syllabus presents key concepts through multiple formats beyond text (e.g., illustrations, diagrams, tables, models, video, comic strips, storyboards, photographs, animations, or physical/virtual manipulatives).		✓	
16			The syllabus clarifies links between information provided in texts and any accompanying representations in illustrations, charts, or diagrams.			✓
17	C. Building Knowledge	C.1 Connect Prior Knowledge to New Learning	The syllabus anchors instruction by linking to and activating relevant prior knowledge (e.g., visual imagery, concept anchoring, KWL methods, concept maps) and pre-teaches critical prerequisite concepts through demonstration or models.			✓
18			The syllabus bridges concepts with relevant analogies and metaphors, and makes explicit cross-curricular connections.			✓
19		C.2 Highlight Patterns, Critical Features & Big Ideas	The syllabus highlights or emphasizes key elements in text, graphics, or diagrams, and uses graphic organizers, unit organizer routines, and concept mastery routines to make key ideas and relationships explicit.			✓
20			The syllabus uses multiple examples and non-examples, cues and prompts to draw attention to critical features, and highlights previously learned skills applicable to new problems.			✓
21		C.3 Cultivate Multiple Ways of Knowing & Making Meaning	The syllabus incorporates multiple ways of knowing including storytelling, kinesthetics, problem-solving, and relational learning, and uses interactive models that guide exploration and new understandings.			✓

22			The syllabus provides multiple entry points to a lesson and optional pathways through content, uses graduated scaffolds to support information processing, chunks information into smaller elements, and progressively releases information to prevent cognitive overload.			✓
23		C.4 Maximize Transfer & Generalization	The syllabus uses checklists, organizers, and electronic reminders, and prompts the use of mnemonic strategies and devices to support memory and transfer.			✓
24			The syllabus uses templates, graphic organizers, and concept maps to support note-taking, and embeds new ideas in familiar contexts (e.g., analogy, metaphor, drama, film) to make learning more relatable.			✓
25			The syllabus incorporates explicit, supported opportunities to generalize learning to new situations and offers opportunities over time to revisit key ideas and linkages between ideas.			✓
UDL Principle: Multiple Means of Action & Expression (The "How" of Learning)						
1	A. Interaction	A.1 Vary & Honor Methods for Response, Navigation & Movement	The syllabus offers learners multiple ways to interact with materials and technologies — such as voice, keyboard, switch, or joystick — to bypass traditional motor requirements like pen-and-pencil marking or standard mouse control.			✓
2			The syllabus embeds flexibility into the timing, speed, and pacing of tasks, ensuring that learning requirements do not rely on a specific range of motor action or fixed rates of movement.			✓
3			The syllabus adapts the physical environment to honor diverse ways of moving and ensure the learning space is inclusive of all needs.			✓
4		A.2 Optimize Access to Assistive Technologies & Tools	The syllabus ensures navigation and interaction can be performed with a variety of tools including keyboard, mouse, switch devices, and voice commands, and selects software that works seamlessly with keyboard alternatives and assistive technologies.		✓	
5	B. Expression & Communication	B.1 Use Multiple Media for Communication	The syllabus provides varied methods for students to demonstrate English proficiency, allowing them to compose in multiple media — such as text, speech, drawing, illustration, comics, storyboards, film, music, storytelling, dance/movement, or video — that best align with their communication strengths.			✓
6			The syllabus uses social media and interactive web tools (e.g., discussion forums, annotation tools, storyboards, presentations) and encourages problem-solving using a variety of strategies.			✓
7		B.2 Use Multiple Tools for Construction & Creativity	The syllabus explicitly permits and integrates the use of assistive and contemporary tools as standard classroom supports to lower barriers to composition.			✓
8		B.3 Build Fluencies with Graduated Support	The syllabus uses differentiated models, differentiated mentors, and scaffolds that can be gradually released with increasing independence and skill.			✓
9			The syllabus uses differentiated feedback and provides multiple examples of novel solutions.			✓
10		B.4 Address Biases in Modes of Expression	The syllabus anticipates and explores how bias can influence the modes of expression and communication that are offered, and communicates in multiple ways.			✓

11	C. Strategy Development	C.1 Set Meaningful Goals	The syllabus provides the goal-setting process; and posts goals, objectives, and schedules in an obvious place.	✓		
12		C.2 Anticipate & Plan for Challenges	The syllabus uses reflection prompts to anticipate challenges and encourage strategic planning, provides checklists and project planning templates, and uses coaches or mentors who model think-alouds of the process.			✓
13			The syllabus includes guides for breaking long-term goals into reachable short-term objectives.			✓
14		C.3 Organize Information & Resources	The syllabus includes structured organizational supports — such as graphic organizers, templates for data collection, prompts for categorizing and discovering themes, and checklists and guides for note-taking		✓	
15		C.4 Enhance Capacity for Monitoring Progress	The syllabus uses prompts to guide self-monitoring and reflection, and provides representations of progress (e.g., before-and-after artifacts, graphs, process portfolios).			✓
16			The syllabus uses templates that guide self-reflection on quality and completeness, differentiated models of self-assessment strategies (e.g., peer feedback, video reviews), and checklists, rubrics, and examples.			✓
17		C.5 Challenge Exclusionary Practices	The syllabus creates time for regular community sessions and individual reflection sessions to name, explore, and address exclusionary practices.			✓
18			The syllabus supports individuals and communities in developing concrete actions for addressing exclusionary practices, and when an exclusionary practice is uncovered, provides opportunities for healing using community-based practices such as restorative justice.			✓

Appendix 2. Questionnaire Result

Part	Item	Item Statement	Mean
Part 1 - Teaching Practice (Items 1-33)	26	Berkomunikasi dengan siswa (di kelas, luar kelas, melalui pesan, atau email).	5.00
	21	Memotivasi siswa agar siswa percaya pada kemampuan mereka dan melakukan pekerjaan terbaik mereka.	4.60
	33	Memberikan perlakuan dan kesempatan belajar yang sama untuk setiap siswa.	4.60
	13	Mendorong siswa untuk menggunakan pengetahuan yang dipelajari dalam kehidupan sehari-hari.	4.40
	16	Menggunakan permainan atau aktivitas praktik yang menyenangkan dalam pembelajaran.	4.40
	19	Memberikan tenggat waktu yang sesuai pada tugas dan ujian.	4.40
	27	Menggunakan berbagai alat atau media (aplikasi digital, kertas, poster, atau video) dalam tugas pembelajaran.	4.40
	3	Mengunggah materi atau menyediakannya secara digital (seperti dalam Google Classroom ataupun website).	4.20
	7	Memberikan kesempatan kepada siswa untuk berbagi pengalaman dan perspektif mereka sendiri.	4.20
	8	Menghargai penggunaan bahasa dan dialek yang digunakan siswa di kelas.	4.20
	9	Mengaitkan materi baru dengan pengalaman atau pengetahuan yang sudah dimiliki siswa.	4.20
	11	Memberikan kesempatan kepada siswa untuk memahami materi dengan cara yang berbeda-beda.	4.20
	12	Menghargai berbagai cara siswa dalam menjelaskan atau memaknai materi.	4.20
	20	Menyertakan kerja kelompok dan kolaborasi antar siswa (seperti diskusi atau pair-work).	4.20

	23	Memberikan umpan balik yang jelas dan spesifik baik secara lisan dan tulisan.	4.20
	2	Menyediakan buku teks dan materi versi digital/elektronik.	4.00
	5	Mengunggah berkas transkrip video atau audio yang dapat dibaca oleh perangkat lunak	4.00
	10	Menjelaskan poin penting dalam setiap materi pembelajaran, hubungan suatu konsep dengan konsep lainnya.	4.00
	15	Memberikan tugas yang sesuai dengan kebutuhan dan minat siswa.	4.00
	17	Menjaga suasana kelas agar tetap aman dan nyaman untuk semua siswa.	4.00
	18	Menyediakan rubrik untuk penilaian tugas-tugas pembelajaran.	4.00
	25	Menyediakan salinan slide PowerPoint dan materi yang dapat diakses oleh siswa.	4.00
	28	Membimbing siswa menggunakan aktivitas atau tugas yang tingkat kesulitannya bertahap.	4.00
	29	Membantu siswa mengidentifikasi kesulitan sebelum memulai tugas.	4.00
	30	Menyusun materi pembelajaran secara terstruktur dan mudah dipahami.	4.00
	31	Memberikan petunjuk yang jelas dalam penggunaan sumber belajar.	4.00
	32	Memberikan kesempatan perbaikan setelah menerima siswa menerima umpan balik.	4.00
	1	Menyajikan konten pembelajaran dalam berbagai media (grafik, video, teks, peta konsep, dll).	3.80
	6	Menyertakan subtitle pada materi dalam bentuk video (Closed Caption).	3.60
	24	Mengajak siswa memperbaiki kesalahan melalui diskusi dan tanggung jawab bersama.	3.60
	4	Menyediakan glosarium istilah untuk kosa kata yang digunakan (baik dalam slide, buku teks, atau lainnya).	3.40
	22	Menyertakan evaluasi rekan sejawat (peer-evaluation) sebagai bagian dari umpan balik antar siswa.	3.00
	14	Memberikan otonomi atau kontrol pada siswa (opsi topik/format tugas, atau pilihan pertanyaan ujian).	2.20
		Overall Mean (Part 1, 33 items)	***4.03***
Part 2 - Curriculum Evaluation (Items 34-40)	39	Silabus saat ini masih perlu dikembangkan agar lebih mendukung keberagaman siswa baik siswa biasa dan siswa berkebutuhan khusus.	4.60
	40	Ketersediaan kurikulum yang memuat keragaman perbedaan kebutuhan siswa penting untuk mendukung penerapan sistem pendidikan inklusi.	4.60
	37	Kurikulum memberikan ruang modifikasi kepada guru untuk mempersiapkan materi sesuai kebutuhan siswa.	4.20
	35	Variasi metode pembelajaran direncanakan dalam silabus.	3.80
	36	Kurikulum sekolah mendukung diferensiasi pembelajaran antara siswa biasa dan siswa berkebutuhan khusus.	3.20
	34	Rancangan silabus mempertimbangkan keberagaman kebutuhan siswa (siswa biasa dan berkebutuhan khusus).	2.60
	38	Guru mendapatkan pelatihan terkait pembelajaran inklusi.	2.20
		Overall Mean (Part 2, 7 items)	***3.60***