

CHAPTER I

INTRODUCTION

1.1 Research Background

The curriculum is one of the essential components in education, where teaching and learning activities are carried out based on the applied curriculum. According to Wortham (2006), the curriculum is a set of planned subjects for teachers to manage teaching and learning at a certain level. Meanwhile, Nation & Macalister (2010) states that the curriculum as a guide in planning courses consists of external cycles, namely principles, environment, and needs that involve practical and theoretical considerations that have a major influence in guiding the actual course production process. The core consists of objectives and centres, content and sequencing, format and presentation, and monitoring and assessment. In Indonesia, several types of curricula have been implemented, one of which is the Merdeka curriculum.

The Merdeka curriculum has a variety of intra-curricular learning where the content will be more optimal so that students have sufficient time to explore concepts and strengthen competencies (Anwar, 2022; Purnwanto, 2022; Rahima, 2022). The Merdeka curriculum is implemented with the principles of a new learning paradigm. Five principles that need to be pursued in learning the new paradigm of the Merdeka curriculum include a) Learning by considering the stages of development and the level of achievement of students; b) Learning is carried out to build the capacity of students to become lifelong learners; c) The learning process supports the development of the competence and character of students holistically; d) Relevant learning, namely learning that is designed according to the context, environment and culture of students, and involves parents and the community as partners; and e) Continuous future-oriented

learning (Faiz et al., 2022; Rahmadayanti & Hartoyo, 2022; Sufyadi. et al., 2021). The main features of the Merdeka curriculum that support learning recovery are (a) project-based learning for the development of soft skills and character according to the profile of Pancasila students; (b) focus on essential material so that there is sufficient time for in-depth learning of essential competencies such as literacy and numeracy; (c) flexibility for teachers to carry out differentiated learning according to students' abilities and make adjustments to the context and local content (Santika et al., 2018).

According to Retraningrum et al. (2023), the advantages of the Merdeka curriculum are (a) it is more superficial and in-depth. The Merdeka curriculum focuses more on essential material and the development of student competencies; (b) more independent. Schools also have the authority to develop and manage learning curriculum according to the characteristics of academic units and students; (c) more relevant and interactive. Learning through project activities provides wider opportunities for students to actively explore actual issues such as environmental, health, and other issues to support character development and competency in the Pancasila student profile.

Based on the explanation, the researcher conducted a preliminary observation at SMA Negeri 3 Singaraja. The school has implemented the Merdeka curriculum for tenth-grade students. The school received a book published by the Ministry of Education and Culture, but according to the English teacher who teaches in grade ten, the book cannot be used because it does not align with learning outcomes. Therefore, teachers create their learning modules adapted to the Merdeka curriculum's learning outcomes. However, the learning modules made by the teacher are minimal in illustration, colour and have not been able to meet students' needs because there are minimal activities that can hone students' skills in improving 21st-century skills.

Based on these problems, developing material through instructional material is necessary. According to Tomlinson (2001), materials development is the study and practice of developing materials for language teaching, including the principles and processes of designing, implementing, and evaluating materials. Nunan (1991) also argues that material development is related to selecting, adapting, and creating teaching materials. The development of the material aims to update or replace the subject matter. Material development can be done through instructional material. According to Hakim (2009), there are two types of learning materials: main and supplementary materials. Main materials are the main learning materials that must be used. On the other hand, supplementary materials are used to support learning or can also be referred to as complements and enrichment.

According to McGrath (2002), supplementary materials are supporting or complementary materials taken from other sources or other materials developed and designed as learning objectives. In other words, supplementary materials complement existing teaching materials by adding new teaching materials to complement the textbooks. In addition, Spratt et al. (2012) added that supplementary material is used to cover the deficiencies in the textbook. This means supplementary material is a book or other material used as additional material in a lesson whose teaching materials are not found in pre-existing textbooks. Developing learning materials is necessary because of the big role of using supplementary materials.

There were several previous studies related to the development of supplementary materials. Erfiani et al. (2019) developing supplementary reading materials for grade 11 students at a multimedia study program. Furthermore, Puspita et al. (2017) developing a supplementary material on vocabulary development for year-7 of junior high school. Nurliana (2019) developing a model of supplementary English materials based on local

content. Then, Malicoban et al. (2019) development of a supplementary material on modes of heat transfer for STEM learning among grade 7 students. Kaaba (2017) developing supplementary English reading materials for nursing students' tenth grade in SMK Technology Muhammadiyah Limboto. Agustin et al. (2021) developing task-based writing supplementary material of descriptive text accompanied by audio-visual media. Santoso et al. (2021) developing supplementary speaking materials for “English” textbooks for the first grade of pharmacy students.

Based on the module used in the 10th grade of SMA Negeri 3 Singaraja, minimal activity was integrated with 21st-century skills. The Research and Development Ministry of Education and Culture of the Republic of Indonesia (as cited in Daryanto, 2017) also argues that 21st-century education emphasizes the ability of students to find out from various sources, formulate problems, think critically and creatively, work together and collaborate in solving problems faced. The Partnership (P21) for 21st Century Skill identified four essential capabilities called 4C skills: collaboration, critical thinking, creativity, and communication. According to Erdogan (2019), A focus on creativity, critical thinking, communication and collaboration is needed to prepare students for the future. In today's society, people must have high academic abilities and good social life skills. Mastering these four skills will later help students create good literacy skills in reviewing every issue and information that develops in society (Rizaldi & Fatimah, 2022). Critical thinking skill is a fundamental skill in solving problems (Lang, 2000: 21). The skill is essential to be possessed by students in finding the problem sources and the right solution for it. Creative thinking is related to implementing a new approach to solving a problem and being innovative. This skill is an entirely new, original personal and cultural action (Facione, 2010). According to Avila (2015), creativity is the process of turning imaginative ideas into something real through thinking, and then creating and

adding innovations is a production or implementation of an idea. Communication is a skill to express ideas, thoughts, knowledge, or new information in written and oral forms (NEA, 2010). Collaboration is a skill to work together effectively and efficiently, showing respect for diverse teams, fluency, and willingness to make decisions needed to achieve common goals (Greenstein, 2012; NEA, 2012).

Various technologies can be used to develop supplementary materials integrated with 21st-century skills, including Canva. Canva is an online design and publishing tool launched in 2003 to empower people worldwide to create and publish any design anywhere (Canva.com, 2013). According to Fauziah et al. (2022), Canva is a web-based graphic design tool and application that provides various tools, such as presentations, posters, pamphlets, brochures, graphics, infographics, banners, bookmarks, newsletters, and others. Canva, as a graphic design tool, can help teachers in the teaching and learning process, especially in developing learning materials.

Therefore, in this study researcher was increasingly interested in developing English supplementary material that integrated 4C skills using Canva for second-semester 10th-grade students in Senior High School. The use of Canva in this study is as a tool in making English supplementary material product. Canva has various exciting features that can help design products, such as inspirational themes, colours, images, etc. With the various features provided by Canva, of course, it will significantly assist researcher in developing product.

1.2 Problem Identification

This research was conducted to overcome the gap between the lack of student materials and the needs of students in providing learning materials that integrate 4C skills in learning English. In addition, there is still no research that develops supplementary materials for the four language skills integrated into the 4C, where 4C skills are necessary

for students in the 21st century. Therefore, this study aims to develop supplementary materials for English language skills integrated into 4C for 10th-grade senior high school students, using Canva as a tool for designing learning materials.

1.3 Problem Limitation

The current study was limited by the development of supplementary materials. The study emphasizes the development of English supplementary materials integrated with 4C skills for second-semester tenth-grade students of senior high school. The study was conducted at SMA Negeri 3 Singaraja using the design and development (D&D) method and ADDE model by Richey and Kleyn (2005).

1.4 Research Question

Based on the research background, the formulation of the problem in this study is as follows:

1. How is the development supplementary material in English learning with the integration of 4C skills by using Canva for tenth grade students at SMAN 3 Singaraja?
2. How is the quality of the supplementary materials in English learning with the integration of 4C skills by using Canva for tenth grade students at SMAN 3 Singaraja?

1.5 Research Objectives

The objectives of this research are:

1. To develop supplementary material in English learning with the integration of 4C skills by using Canva for tenth-grade students at SMAN 3 Singaraja.
2. To investigate the quality of the supplementary materials in English learning with the integration of 4C skills by using Canva for tenth-grade students at SMAN 3 Singaraja.

1.6 Research Significances

This study will provide significant opportunities to advance understanding of the following parts.

1.6.1 Theoretical significances

Theoretically, the result of this study will describe the process of developing supplementary materials in English language learning with the integration of 4C skills by using Canva and facilities the English teachers with supplementary materials using Canva. This study is expected to give new innovations in English students' books that integrated 4C skills as supplementary book that can help students' 4C skills development in learning activities.

1.6.2 Practical significances

a. For Students

The research is expected to facilitate students at the secondary level, mainly 10th-grade students, to improve their 4C skills and English language skills through developing English supplementary material integrated 4C skills.

b. For English Teachers

This research is expected to support English teachers in developing and implementing engaging learning media for teachers and students by integrating 21st-century skills learning through developing English supplementary material integrated 4C skills with appropriate stages.

c. For Other Researchers

This research is expected to be a reference for other researchers who would research in the same field using English supplementary material integrated 4C skills to improve students' English language skills. This research is expected to be empirical evidence that can be used to strengthen research that other researchers would carry out.

d. For Readers

The research results are expected to inform the reader of the importance of 4C skills in learning activities. Besides, it teaches readers about developing a supplementary book integrating 4C skills for senior high school.

1.7 Scope of the Research

The present research will focus on developing supplementary materials integrating 4C skills using Canva for second-semester tenth-grade students in Buleleng Regency. The research will be conducted at SMA Negeri 3 Singaraja, at Natuna Street, Penarukan, Buleleng, Bali. The English supplementary materials were developed following the ADDE (Analysis, Design, Development, and Evaluation) model proposed by Richey and Kleyn (2005).

