

# CHAPTER I

## INTRODUCTION

This Chapter discusses about the introduction of the study and elaborates research background, problem identification, research limitation, research questions, research objectives, and research significances

### 1.1 Background of the Research

Emancipated Curriculum is one of the efforts to improve the quality of education carried out by the government (Kemendikbudristek, 2021). According to Law No. 20 of 2003, article 1 paragraph 9 curriculum is a set of plans and arrangements regarding the objectives of content and learning materials to achieve certain educational goals. There have been several curriculum changes or revisions made to the Indonesian education system, the most recent changes or revisions resulting in the Emancipated Curriculum (Fatmawati & Yusrizal, 2020). The Emancipated Curriculum was initiated based on the ideas of Nadiem Makarim the Minister of Education and Culture of the Republic of Indonesia. The concept taken in the Emancipated Curriculum is freedom of thought, students are guaranteed to gain independence or freedom in accessing knowledge in the fields of formal and non-formal education. There are no boundaries in the concept of the learning process (Manalu, Sihotang & Turnip, 2022). The creativity of teachers and students is highly demanded in implementing the Emancipated Curriculum.

There are several regulations when implementing an Emancipated Curriculum. The Ministry of Education, Culture, Research, and Technology No. 56/M/2022 regulates the implementation of the Emancipation Curriculum. The

main criterion is that learning must be differentiated. The concept of differentiated learning is based on reality which shows that each student has different needs between individuals (Ellen & Sudimantara, 2023). Differentiated learning is classified into several differentiators, for example, content differentiation, learning process differentiation, product differentiation, differentiation based on student learning styles, and differentiation of student abilities. The policies set by the government contain the hope that learning using the Emancipated Curriculum must be able to provide learning experiences that are tailored to the needs of each student. (Mulyawati, Zulela & Edwita, 2022). Differentiated learning can be done by applying learning materials that support differentiated learning (Kemendikbudristek, 2022). Regarding the implementation of an Emancipated Curriculum, learning material must emphasize cultural sensitivity and authentic content (Ellen et al., 2023). It can be said that the implementation of the Emancipated Curriculum is the government's hope for more advanced Indonesian education.

It is necessary to see directly whether the government's hopes for implementing the Emancipated Curriculum have been realized or not (Kemendikbudristek, 2022). The implementation of the Emancipated Curriculum has been seen by researcher directly in the teaching experience while attending *Program Layanan Pembelajaran* (PLP). It was found that many schools in Bali have used the Emancipated Curriculum, especially in the Singaraja, Bali. However, learning has not been fully implemented in a differentiated manner. To confirm more definitely, researcher conduct preliminary research. Based on preliminary observation which was conducted at two public schools, Senior High

Schools in Buleleng, Bali. It was found that the two public schools had implemented the Emancipated Curriculum. However, there was a phenomenon that occurred, namely obstacles related to the implementation of differentiated learning, many schools still lack learning materials that can support the differentiated learning process. Teachers stated that it was very difficult for them to teach students with different learning styles. To ensure more specific differences, the researcher has given a questionnaire to students, which shows that several learning styles are generally needed by students. With the discovery of this phenomenon, it can be interpreted that students need supplementary learning material that suits the students' and teachers' needs (Tomlinson, 2014).

Researcher obtained direct information from teachers and students regarding the realities found regarding the implementation of the Emancipated Curriculum. Teachers need learning material in the form of teacher's books that can support differentiated learning, with various learning activities, various learning styles, and content that provides material according to the level of student abilities. The use of learning materials in the form of books provided by the government is less than optimal. Differentiated learning must be carried out from the beginning of high school. Grade 10 is a good first step for developing differentiated English learning materials. This is a problem that needs to be resolved immediately, there is a need to create learning materials that support differentiated learning (Tomlinson, 2014).

Research regarding the development of learning material has been carried out several times by several researchers. In detail, there has been some recent research in the field of developing learning materials in the province of Bali, such as from

Damayanti, Susilaningsih & Nugroho, (2023), and Pinatih, (2022). The research was conducted qualitatively, and the research results show that products in the form of additional materials for grade 9 junior high school students in Buleleng Regency can maximize the learning potential of slow learner students (Damayanti, Susilaningsih & Nugroho, 2023). The research used the Design and Development method and produced English learning material in the form of a book for 7th-grade students at a Junior High School in Singaraja, and the result shows that the development of learning material was able to improve the quality of the learning process in teaching English (Pinatih, 2022). Several previous studies show that the development of learning materials is very necessary. The learning materials developed will be very useful if the learning materials are developed based on students' and teachers' needs (Tomlinson, 2014). However, no researcher has developed English learning materials based on the use of the Emancipated Curriculum for Senior High School level schools in Bali, especially to support differentiated learning with authentic material and cultural sensitivity.

To support the quality of education, it is very urgent for researcher to develop English learning materials based on students' and teachers' needs. The products that have been developed are learning materials in the form of a book, for 10th-grade students in the first semesters at Senior High School. The book created by the researcher supported a differentiated learning process, through the use of an Emancipated Curriculum and following the characteristics that must be applied.

## 1.2 Identification of Problem

Based on the background that has been explained, the identified problems are as follows:

1. There are several regulations when implementing an Emancipated Curriculum. The main criterion is that learning must be differentiated. However, there are still many public schools in Singaraja, Bali that still have difficulty implementing differentiated learning.
2. It was found that the two public schools had implemented the Emancipated Curriculum. However, there was a phenomenon that occurred, namely obstacles related to the implementation of differentiated learning, many schools still lack learning materials that can support the differentiated learning process.
3. Several previous studies show that the development of learning materials is very necessary, the learning materials developed will be very useful if the learning materials are developed based on students' needs. However, no researcher has developed English learning materials based on the use of the Emancipated Curriculum for Senior High School level schools in Bali, especially to support differentiated learning with authentic material and concerning cultural sensitivity
4. However, teachers stated that it was very difficult for them to teach students with different learning styles. With the discovery of this phenomenon, it can be interpreted that students and teachers need supplementary learning material that suits the student's needs regarding students' learning styles.

To support the quality of education, it is very urgent for researcher to develop English learning materials based on students' and teachers' needs. The product developed is English learning material in the form of a book, for 10th-grade students in the first semesters at Senior High School. The book created by the researcher supported a differentiated learning process, through the use of an Emancipated Curriculum with authentic material, and concerning cultural sensitivity.

### **1.3 Limitation of Research**

Addressing the four problems identified, the problems to be discussed are limited. The problem discussed in this study was addressed the first problem, the second, and the third problem by developing English learning material in the form of a book. The book created by the researcher supported a differentiated learning process, by the use of an Emancipated Curriculum with authentic material and concerning cultural sensitivity. The fourth problem can also be solved by prioritizing students' needs regarding students' learning styles in developing the product.

This research would be limited to developing English learning material in the form of books. The topics chosen were based on the first-semester syllabus for tenth-grade students at Senior High School in Buleleng Regency. The English learning material would be designed by the use of the Emancipated Curriculum, focusing on supporting differentiated learning, especially in different learning styles of students, emphasizing authentic content, and concerning cultural sensitivity.

#### 1.4 Research Question

Based on the previous statements, the research questions are formulated as follows :

1. What are the specific needs of students and teachers in 10th grade of Senior High School in the first semesters based on the use of an Emancipated Curriculum?
2. How is the development of differentiated English learning materials in the form of books for 10th-grade students of Senior High School in first semesters based on the use of an Emancipated Curriculum?
3. How is the quality of the developed differentiated English learning materials in the form of a book for 10th-grade students of Senior High School in first semesters based on the use of an Emancipated curriculum?

#### 1.5 Research Objective

Based on the research questions above, the research objectives are formulated as follows :

- 1 To investigate the students' and teachers' needs in 10th-grade of Senior High School in the first semesters based on the use of an Emancipated Curriculum.
- 2 To develop differentiated English learning materials in the form of books for 10th-grade students of Senior High School in first semesters based on the use of an Emancipated Curriculum.
- 3 To recognize the quality of the developed differentiated English learning materials in the form of books for 10th-grade students of

Senior High School in first semesters based on the use of an Emancipated Curriculum.

## **1.6 Significance of the Research**

This study provides two expected research significances, which are :

### **1.6.1 Theoretical Significance**

The research results are expected to provide information and enrich knowledge about developing teaching materials, especially in developing differentiated English learning materials based on the use of the Emancipated Curriculum, based on the theory of the Emancipated Curriculum and Tomlinson's developing material theory concerning the differentiated learning and cultural sensitivity

### **1.6.2 Practical Significant**

#### **1. For Teachers**

This research hopes that English teachers, especially in Senior High Schools, can carry out teaching activities by selecting good and appropriate learning materials. Apart from that, teachers are also expected to be able to create and develop learning materials which of course can guide students and teachers in a better learning process. Through this research, teachers are expected to be able to increase students' learning intentions and enthusiasm with the support of learning materials or learning supplements that are made based on student needs and teacher needs. As well as providing an overview for teachers regarding the implementation of differentiated learning which is supported by differentiated material in the form of a book.



## 2. For Students

Through this research, students are expected to be able to learn better English, with the help of learning materials made according to their needs. This is expected to be able to improve the quality of students' education and there will be no problems with different student learning methods, and styles, based on their needs. Students can learn in a differentiated manner so that each student can achieve certain learning goals according to individual needs.

## 3. For Other Researcher

Hopefully, this research can be used as an empirical study or become a reference in conducting similar research by other researchers.

