

**DIFFERENTIATED ENGLISH LEARNING MATERIAL
DEVELOPMENT BASED ON THE EMANCIPATED
CURRICULUM FOR EIGHTH-GRADE STUDENTS
AT JUNIOR HIGH SCHOOL**

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ABSTRACT

The Emancipated Curriculum allows teachers to implement differentiated learning which recognizes that students in the classroom have different characters or ways of learning in understanding learning materials. This study aims to determine the needs of students and teachers related to the products that need to be developed, to investigate the product development process, and to evaluate the quality of the products developed. The present study was designed in Design and Development (D&D) Research which entailed the ADDE model (Analysis, Design, Development, and Evaluation). It conducted an interview guide, questionnaire, observation sheet, and expert judgment sheet to collect the data. The data were obtained from teachers, students, *ATP (Alur Tujuan Pembelajaran)* or Flow of Learning Objective, & teaching module, and lecturer. The obtained data were analyzed quantitatively and qualitatively. The results of the study show that (1) the learning materials needed to develop were differentiated learning material; (2) the learning materials were developed using the ADDE model covering the topics Notice, Caution & Warning Text, and Procedure Text; and (3) the developed learning product has “excellent” quality. Furthermore, the developed learning materials can be useful for English teachers to guide and support eighth-grade students' learning in the second semester based on students' learning styles such as visual, aural, read/write, and kinesthetic combined with problem-based learning, project-based learning, and discovery learning to provide differentiated learning.

Keywords: Differentiated Learning, Emancipated Curriculum, English Learning Material, Learning Style

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ABSTRAK

Kurikulum Merdeka memperkenalkan guru untuk menerapkan pembelajaran berdiferensiasi dengan mempertimbangkan bahwa siswa di dalam kelas memiliki karakter atau cara belajar yang berbeda dalam memahami materi pembelajaran. Penelitian ini bertujuan untuk mengetahui kebutuhan siswa dan guru terkait produk yang perlu dikembangkan, mengetahui proses pengembangan produk, dan mengevaluasi kualitas produk yang dikembangkan. Penelitian ini dirancang dengan metode Design and Development (D&D) Research dengan menggunakan model ADDE (Analysis, Design, Development, dan Evaluation). Penelitian ini menggunakan panduan wawancara, kuesioner, lembar observasi, dan lembar penilaian ahli untuk mengumpulkan data. Data diperoleh dari guru, siswa, ATP (Alur Tujuan Pembelajaran) & modul ajar, dan dosen. Data yang diperoleh dianalisis secara kuantitatif dan kualitatif. Hasil penelitian menunjukkan bahwa (1) materi pembelajaran yang perlu dikembangkan adalah materi ajar berdiferensiasi; (2) materi pembelajaran yang dikembangkan menggunakan model ADDE meliputi topik Notice, Caution & Warning Text, dan Procedure Text; dan (3) produk pembelajaran yang dikembangkan memiliki kualitas yang "sangat baik". Selain itu, materi pembelajaran yang dikembangkan dapat berguna bagi guru Bahasa Inggris untuk membimbing dan mendukung pembelajaran siswa kelas delapan di semester kedua berdasarkan gaya belajar siswa seperti visual, aural, read/write, dan kinestetik dengan dikombinasikan problem based learning, project based learning, dan discovery learning untuk memberikan pembelajaran berdiffrensiasi.

Kata Kunci: Gaya Belajar, Kurikulum Merdeka, Materi Pembelajaran Bahasa Inggris, Pembelajaran Berdiffrensiasi