

# CHAPTER I

## INTRODUCTION

The chapter about the introductory part of the study and elaborates background of the study, problem identification, problem limitation, research question, research objective, and research significance.

### 1.1 Research Background

The curriculum in Indonesia has undergone several changes along with the times. In 2022, Nadiem Anwar Makarim as Indonesia's Minister of Education, Culture, Research, and Technology announced the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Decree number 56 of 2022 on curriculum implementation guidelines in the context of learning reinforcement. From the regulation, a new curriculum was launched called the Emancipated Curriculum (Ellen & Sudimantara, 2023). The Emancipated Curriculum is the Standard English translation of *Kurikulum Merdeka* used by the Ministry of Education, Culture, Research, and Technology website. This is also supported by Randall, Sukoco, Heyward, Purba, Arsendy, Zamjani, & Hafiszha, (2022) which states that the Emancipated Curriculum is *Kurikulum Merdeka* in *Bahasa*. The implementation of the Emancipated Curriculum is one of the efforts to overcome the crisis of learning in post Covid-19 pandemic and to improve education quality in Indonesia (Ariga, 2023).

The Emancipated Curriculum aims to increase the development of students' potential and independence with all their abilities in learning. It means

that the Emancipated Curriculum gives freedom to students in educational units, especially students with different potentials, interests, and talents that must be honed and developed appropriately and accordingly (Retnaningrum, Widyatingtyas, Sari, Sapulete, Solissa, & Sujana, 2023). Moreover, the Emancipated Curriculum takes a more comprehensive and inclusive approach to education that emphasizes character growth, creativity, and critical thinking skills. As stated by Zidan & Qamariah (2023) the Emancipated curriculum is designed with an emphasis on student-centered learning and the use of technology to be more flexible and adaptive to student needs and student characteristics.

In its implementation, the Emancipated Curriculum has three main characteristics, namely (a) subject-center design, which is a curriculum design that focuses on material, and adapts to the existing context and local content; (b) learner-centered design, which is a curriculum design that prioritizes learners who play a more active role in the classroom so that it is flexible; (c) problem-centered design, which is a curriculum design that encourages problem and project-based learning to develop soft skills and student character (Cholilah, Tatuwo, Komariah, Rosdiana, & Fatirul, 2023). In addition, there are five basic principles of learning that needs to be considered, namely: learning is designed with regard to the stage of learner development and achievement level, designed and implemented of the learning to develop the longlife learners' ability, learning processes that support the development of learner competencies and characters, learning that is relevant to the context, environment, and culture of learners, and learning that is sustainable and future-orientated (Hadi, Marniati, Ngindana, Kurdi, & Sulaiman, 2023). Thus, learning based on the Emancipated Curriculum implementation was

flexible and free for students and teachers to follow the characteristics and principles of this curriculum.

In the Minister of Education, Culture, Research and Technology (*Permendikbudristek*) Regulation Number 28 explains that the level of education in Indonesia is divided into several phases. Students in the 8th grade of Junior High School/MTs are in phase D in implementing learning according to the principles of the Emancipation Curriculum. In process of the learning, 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. It means that the implementation of varied learning materials is needed to support the optimal curriculum implementation.

Learning materials are tools used by teachers to facilitate language acquisition in all phases of the teaching-learning activities. It aims to improve ability and interest of students to learn English. It means, teachers must prepare varied and fun learning materials. A varied and enjoyable learning can be obtained from providing diverse learning resources so that students have many learning resources for achieving learning goals. Furthermore, teachers can provide learning materials with different learning models and combine them with various learning styles so that learning is not monotonous. Those can help teachers to prepare learning materials according to students' needs. Moreover, students can also achieve learning objectives optimally (Idris, Salija, & Noni, 2016).

Based on the phenomenon, preliminary research was conducted on 20 September, 2023. This study was conducted in one of the popular schools in the Buleleng district. This school has implemented the Emancipated Curriculum for three years of the academic period. The results showed that the school had received a book form government, but from the observation through the interview conducted with the English teacher who teaches in grade eight, the school was not used governments' book because it was not in accordance with students' needs in learning. Therefore, the teacher created a teaching modules and learning objectives flow adapted from the outcomes of learning from the Emancipated Curriculum in line with the needs of students in the school. The emphasized student needs by the teacher are the learning topics given to students. According to the teacher, the learning topics in the government book are too extensive so the teacher narrows it down by developing the flow of the learning objectives and learning modules with topics that are in line with the of students' needs to achieve the learning outcomes of the Emancipated Curriculum. However, the learning objectives flow and teaching module developed by teachers has not provided differentiated learning materials as expected in the Emancipated curriculum. Teachers provide learning materials with the same activities for all students without differentiating students' learning styles. In addition, teachers only use one learning method in the developed learning module, namely discovery learning.

Based on that phenomenon, the researcher is highly interested in assisting in developing learning materials based on the Emancipation Curriculum, especially in differentiated learning material in line with the principles of the Emancipated Curriculum implementation. The differentiation used in the

development of the teaching material is based on learning methods and combined with student learning styles. There were three learning methods used, namely Problem-Based Learning, Project-Based Learning, and Discovery Learning. In addition, the learning style used were VARK (Visual, Auditory, Read-Write, and Kinesthetic) adapted by (Fleming & Bonwell, 2019). From the syntax of the learning methods, learning materials can provided different learning activities and adapted to students' learning styles so that it can facilitate varied learning material for process of the students in learn English. Moreover, the development of the learning material based on technology and print out according to teachers and students needs. It is considered relevant for teachers and students because it contains self-directed instruction, independent, adaptive, and easy to use.

According to Hakim (2009), learning materials come in two types: main materials and additional materials. The main material is the primary learning material used. Meanwhile, additional material is utilised to support main learning material. In this study, the researcher would develop learning materials in the form of supplementary books which are expected can assisted the teacher and students in achieving learning objectives through varied activities to develop students' abilities. According to Spratt et al. (2012), supplementary materials are needed to cover the deficiencies in main learning material. It means that supplementary materials are books or an additional material in a lesson that is not contained in the existing textbook.

Several prior studies found related to learning materials development as supplementary material, such as research conducted by Nurhajati & Widiarini,

(2018) the development of supplementary books in English language learning for 7th-grade junior high school students using the discovery learning model. Furthermore, research from Ferdianto & Kholili, (2022) on the development of supplementary books for speaking material in 8th-grade junior high school students. Then, the research about the development of HOTS-based worksheet in English learning activities for 8th-grade students in second-semester at SMP N 3 Singaraja by (Tirtayasa, Nitiasih, & Budiarta, 2022). In addition, research from Ma'arif et al., (2021) conducted a study regarding the development of the LEEF (Learning English Easy and Fun) Application as a Learning Media for Grade VII Junior High School Students in 2021. Moreover, Munir & Nur, (2018) was carried out to develop CTL-based English lesson plans (RPP) and student worksheets (LKS) to improve students' ability to communicate in English and critical thinking skills at one of the junior high schools in South Sulawesi.

Based on previous studies, the development research on additional learning materials still needs to be done and can affect the learning process properly. However, the researcher found that there are still rarely studies on the learning materials development according to the Emancipated Curriculum. Therefore, the researcher decided to conduct research on the development of learning materials entitled "Differentiated English Learning Material Development Based on the Emancipated Curriculum for Eighth-Grade Students at Junior High School".

## **1.2 Problem Identification**

According to the research background mentioned above, the following issues were discovered, namely the Emancipated Curriculum criteria require teachers to be able to provide flexible learning and allow teachers to implement differentiated learning based on student needs, so it was expected that teachers can provide varied learning materials to adapt to student's needs in the classroom. However, it was found that teachers teaching in the classroom do not use books as a reference in learning but use the flow of learning objectives and teaching modules developed by the teacher. However, the flow of learning objectives and learning modules developed still lack variety. Teachers use the same learning activities for all students and only use one learning method, so teachers have not been able to provide differentiated learning materials. Therefore, the development of differentiated learning materials necessary to be developed to assist teachers and students according to their needs, namely the development of additional differentiated learning materials.

## **1.3 Problem Limitation**

This study focuses on the supplementary teaching materials development based on the Emancipated Curriculum specifically for phase D in eighth-grade students in the second semester of junior high school. The differentiated learning material be based the learning methods and combined with student learning styles. There were three learning methods that would be developed, namely Problem-Based Learning, Project-Based Learning, and Discovery Learning and combined with the learning styles, namely VARK (Visual, Auditory, Read-Write, and

Kinesthetic). In addition, in the development it would be technology-based, and print out according to the teacher and students' needs.

#### **1.4 Research Question**

According to the research background and research problem identification above, the research question can be organized as follows:

1. What learning material based on the Emancipated Curriculum is needed to be developed for the second semester of 8<sup>th</sup> grade at junior high school?
2. How is the development of learning materials based on the Emancipated Curriculum to be developed for the second semester of 8<sup>th</sup> grade at junior high school?
3. What are the qualities of the learning material development based on the Emancipated Curriculum to be developed for the second semester of 8<sup>th</sup> grade at junior high school?

#### **1.5 Research Objective**

Research objectives can be stated by considering research questions, including:

1. To find out the learning material based on the Emancipated Curriculum that needs to be developed for the second semester of 8<sup>th</sup> grade at junior high school.
2. To develop the learning material based on the Emancipated Curriculum for the second semester of 8<sup>th</sup> grade at junior high school.
3. To analyze and evaluate the quality of learning materials based on the Emancipated Curriculum that has been developed for the second semester of 8<sup>th</sup> grade at junior high school.



## **1.6 Research Significance**

This research has two significances of study, namely:

### **1.6.1 Theoretical Significance**

This study has the potential to further knowledge, particularly in learning material development based on the Emancipated Curriculum.

### **1.6.2 Practical Significance**

This research is expected to provide some benefits for the readers, as follow:

#### **a. For Students**

Students were expected to have a varied and differentiated English learning experience according to their learning style following the principles of the Emancipated Curriculum.

#### **b. For Teachers**

Teachers were expected to be able to use varied and differentiated learning materials according to students' needs. Thus, teachers can provide teacher performance in teaching English in the classroom.

#### **c. For Other Researchers**

This study was expected to give experience to other researchers in the future which conducting the similar research about to the development of learning materials.