

CHAPTER 1

INTRODUCTION

1.1 Research Background

The curriculum in Indonesia has changed a lot over time. The curriculum currently used is the Emancipation Curriculum. Nadiem Anwar Makarim as Minister of Education, Culture, Research and Technology of the Republic of Indonesia number 56 of 2022 concerning guidelines for implementing the curriculum in the context of recovery learning. According to Ellen & Sudimantara, (2023) from this curriculum a new curriculum was launched called the Emancipation Curriculum. In the Emancipated Curriculum, students are given the freedom to organize their own learning style so that students have a sense of responsibility for their own learning (Lestari et al., 2023). Thus, the aim of the Emancipation Curriculum is to open access for students to develop student independence and different potentials, interests and talents which must be honed and developed appropriately. The Emancipation Curriculum is also called a prototype, this curriculum is a flexible curriculum. Apart from that, this curriculum focuses on essential material, character development and student competence. One of the characteristics of the Emancipation curriculum is to implement more interactive and collaborative learning methods (Lestari et al., 2023).

The Emancipation Curriculum takes a more comprehensive and inclusive education approach that emphasizes character growth, critical thinking skills, and developing creativity. According to Zidan & Qamariah, (2023) the use of technology in the Emancipation Curriculum makes it flexible and adaptive to

student needs and is designed to emphasize student-centered learning. In the learning process, the Emancipation Curriculum allows teachers to implement differentiated learning. According to Sarnoto, (2024) differentiation of learning is an effort to accommodate the diversity of students. When students are in the school environment, students will bring various kinds of differences, such as talents, interests, language and learning styles. To support the learning process based on the Emancipation Curriculum, there are learning materials. Learning materials are things that must be prepared by teachers before carrying out learning (Siagan et al., 2019). According to Mayasari et al., (2020) learning materials are materials that are systematically arranged which are used by teachers and students in a learning process. These targets are in accordance with the *Core Competencies* and *Basic Competencies* that students must achieve. Moreover, regarding English learning materials, which is an international language, it indirectly has a strong position in the world of education in Indonesia. This aspect is one of the big considerations why English material need to be taught in schools. So, it can be understood that the basic competency in English subjects for phase D or junior high school grades 7, 8, and 9 is having the opportunity to learn English as the language of instruction for international communication which is manifested in a passion for learning. Learning material has the most important position in the entire curriculum because with the learning curriculum it can be structured and its implementation can achieve targets.

In implementing learning materials nowadays based on the Emancipation Curriculum, there are learning materials. By applying the varied learning materials needed to support optimal implementation of the curriculum. To improve students'

learning abilities and interest, teachers must be able to prepare varied and enjoyable learning materials. Varied and enjoyable learning can be obtained with a variety of diverse learning resources so that students have several learning resources to achieve a learning goal with the aim that students do not get bored easily in following the learning process and teachers can provide learning materials with different models by combining learning styles so that not monotonous. This can help teachers to prepare learning materials that suit students' needs.

Based on these problems, preliminary research was conducted on September 18 2023. The research was conducted in one of Junior High School in Buleleng. First, researchers found that teachers did not provide differentiated learning so teachers continued to provide the same learning material to all students without differentiating students' learning styles. Second, researchers found that the learning resources used by teachers were still monotonous, teachers used books from the government in the learning process, namely Nusantara Book. However, the Nusantara Book is only used as a reference for creating LKPD (Lembar Kerja Peserta Didik), apart from that, each chapter in the book has activities and lacks variety or is still monotonous. Thus, the ATP (Alur Tujuan Pembelajaran) and teaching modules developed by teachers in the teaching process still do not include different learning styles and learning methods according to the needs of students in the class. Third, researchers found that students' English vocabulary and interest in learning were still lacking so that during the learning process students became less active. Thus, this situation will have an impact on students' ability to teach English material so that students' learning goals will be less than optimal.

The school has implemented the Emancipation Curriculum for two academic years. Initial research was carried out with three components, namely observation, interviews, and distribution of questionnaires. Observations were carried out by observing books, ATP (Alur Tujuan Pembelajaran) and teaching modules used by teachers in the learning process. Next, interviews were conducted with teachers with the aim of finding out the conditions and situations of the class and students during the learning process, and finally distributing questionnaires aimed at students to find out students' learning styles in the learning process. To overcome this, researchers offer a solution by developing learning materials based on the Emancipation Curriculum. Learning materials will be designed using three 21st century methods, namely Problem-Based Learning (PBL), Project-Based Learning (PjBL), Discovery Learning (DL). From the three syntax learning methods, material will be developed to provide different learning. Learning methods will be combined with student learning styles. The learning style that will be used in this research is VARK (Visual, Aural, Read/Write, and Kinesthetic) adapted by (Fleming and Bonwell 1958). To make the material adaptive and easy to use, researchers will develop technology-based material or digital textbooks and can be used offline or printed. Therefore, teachers must provide learning materials that suit students' learning styles.

Previous researchers have conducted a lot of research regarding the development of learning materials as supplementary books, such as research conducted by Noho et al., (2018) namely on developing supplementary English learning materials for vocational high school of SMK Alma Mater Telaga. This research uses the (R & D) method. The research results show that the supplementary

learning materials developed can help students achieve learning goals and involve students in the learning process so that the books developed can be useful and suitable for use as additional student learning resources. Apart from that, Ferdiyanto & Kholili, (2022) namely research on the development of supplementary books on speaking material for grade 8 junior high school students which was carried out at Al-Mashduqiah Plus Middle School. This research uses the R&D method. The results of this research show that the supplementary speaking material developed by researchers is in accordance with the needs of class VIII students and teachers at Al-Mashduqiah Plus Middle School.

Based on previous research, research into the development of supplementary learning materials still needs to be carried out and can influence the learning process well. However, from several previous studies regarding the development of learning materials, researchers found that there is still little research regarding the development of learning materials based on the Emancipation Curriculum. Therefore, the researchers decided to conduct research on the development of learning materials entitled “Developing English Learning Materials for Seventh-Grade Students of Junior High School Based on Emancipated Curriculum”.

1.2 Problem Identification

According to the research background mentioned above, the following issues were discovered:

1. The learning material that researchers see through ATP or teaching modules developed by teachers is still monotonous and there is no variation in it.

2. There is no differentiation learning in learning materials and generalizing the learning process in class, because each student has different learning characteristics based on learning style.

1.3 Problem Limitation

The limitation of this research is focus on developing learning materials based on the Emancipated Curriculum at junior high school specifically for Seventh-grade in second semester through three learning methods (Problem-Based Learning, Project-Based Learning, and Discovery Learning) combined with four learning style of the students (Visual, Aural, Read/Write, and Kinesthetic).

1.4 Research Question

Based on the background and problem identification above, the research question can be formulated as a follow:

1. What learning material based on the Emancipated Curriculum is needed for the teacher and students to be developed for the second semester of 7th grade at junior high school?
2. How is the development learning material based on the Emancipated Curriculum for the teacher and students in second semester of 7th grade at junior high school?
3. What are qualities of the learning material development based on Emancipated for the second semester of 7th grade students at junior high school?

1.5 Research Objectives

Based on the research questions, the research objectives of this proposed research can be formulated as follows:

1. General Objectives

The aim of general objectives in this research is that by having supplementary book to support teachers in conveying learning material based on the Emancipated Curriculum, it can be used as well as possible for junior high school students in Buleleng Regency.

2. Specific Objectives

The specific objectives of this research are as follows:

- a. Can analyze the learning material that needs to be developed for teachers and students in the second semester of 7th grade at junior high school.
- b. Can analyze the learning material based on the Emancipated Curriculum for the teacher and students in the second semester of 7th grade at junior high school.
- c. Can analyze and evaluate the quality of learning materials that has been developed for the teacher and students in the second semester of 7th grade at junior high school or phase D.

1.6 The Expected Specifications of the product:

The expected specifications of the product in this research mentioned as follows:

1. It is expected that this supplementary book can be used to help students improve their English learning.

2. The book was developed using four learning styles (Visual, Aural, Read/Write, and Kinesthetic) and combined with three learning methods (Problem-Based Learning, Project-Based Learning, and Discovery Learning) as a supplementary book, it is expected that in the future teachers and Students can use this book for variety so that it is not monotonous during the learning process.
3. It is expected that this research can help teachers and students in the teaching and learning process by providing examples of learning based on Problem-Based Learning, Project-Based Learning, and Discovery Learning.

1.7 Research Signification

This research has two significances of study, namely:

1.7.1 Theoretical Significance

It is hoped that this research can serve as a guide for further research that has similar research topics. This research can contribute to the advancement of science, especially in supplementary text books for the development of learning materials based on the Emancipated Curriculum.

1.7.2 Practical Significance

This research is expected to provide information to readers, such as:

1. For Students

Students are expected to gain better learning experience, especially in English material, be more critical, creative and motivated by using additional books in the Emancipated Curriculum and this can help students understand the material well and according to their needs.

2. For Teachers

Teachers are expected to be able to provide new and interesting learning books to facilitate the learning process in class. By using this supplementary book, teachers are also expected to be able to provide direction for more interesting, varied and quality learning in English material.

3. For Other Researcher

This research is expected to can become a reference for other researchers who carry out related research in the development of supplementary book.

1.8 Assumption and the Limitation of the Development

Limitations of development in the supplementary book in this research are stated as follows:

1. Supplementary book as a research product was developed using learning styles and learning methods at junior high schools in Buleleng.
2. This textbook is designed with four learning styles in mind (Visual, Aural, Read/Write and Kinesthetic) so additional adjustments may be necessary for students with very specific learning style needs.
3. The product developed is in the form of a ready-made Supplementary Book, meaning the teacher only supervises and gives a little direction according to the directions in the book when in the teaching process based on (Problem-Based Learning, Project-Based Learning, and Discovery Learning).

1.9 Definition of Key Terms

Definition key terms in this research is important to provide guidance for researchers in conducting research. There are two kinds of definitions for key terms,

Namely the Conceptual definition and Operational definition. The conceptual and operational definition of this research can be explained as follows:

1.9.1 Conceptual Definition

Conceptual Definition can be interpreted as a statement by experts about the theories used in delivering this research. Several related theories used in this research are described as follows.

a. Emancipated Curriculum

The Emancipated curriculum is a curriculum with rich extracurricular learning, where the content will be more optimal so that students have plenty of time to explore concepts and strengthen core competencies (Anggraini et al., 2022). In this way, teachers have the freedom to choose various learning tools so that learning can be tailored to students' learning needs and students' interests.

b. Learning Style

Learning Method Learning style is a way in which each individual receives the lessons and information they obtain (Anggraini et al., 2022).

c. Learning Method

The Emancipated Curriculum encourages an active learning method, which develops 21st century skills such as critical thinking, creativity, collaboration and communication (Vahlepi et al., 2021).

d. Teenagers Learners

By providing English learning materials to Teenagers Learners, they will have an advantage compared to their friends who do not have English skills.

Teenagers Learners who are skilled in English are likely to do well in high school. Apart from that, Teenagers Learners who have English language skills will have the opportunity to make achievements at the national and even international levels (Suryana et al., 2022).

1.9.2 Operational Definition

Operational definition is specifying the meaning or defining the procedures required in research (Mustafa et al., 2022). Thus, definition is important to be define to help the researcher carry the research accordingly.

a. Emancipated Curriculum

The Emancipated Curriculum is an educational approach that aims to provide freedom and independence to students in the learning process. According to Vhalery (2022) the Emancipated Curriculum encourages students to learn independently, following their own interests and needs, so that they can become independent and empowered individuals in facing the demands of life in the future.

b. Learning Style

This research focuses on differentiating learning in the products to be developed. namely complementary learning materials equipped with different learning methods and student learning styles. Learning styles are the ways and techniques used to learn and process to gather information and knowledge, in this research the VARK learning styles are used, four (4) different modes described in research by (Neil D. Fleming and Coleen E. Mills, 1992). Mills. These different learning styles; visual, aural, reading/writing, and kinesthetic.

c. Learning Method

According to Dakhi et al., (2020) there are three learning methods in the 21st century, namely, problem-based learning, project-based learning and discovery learning. Problem Based Learning can actively develop communication, creativity and collaboration skills (Mayasari, 2020). Next method is Project Based Learning, Project Based Learning is a learning activity that uses projects or activities as a learning process to achieve competency in attitudes, knowledge and skills. According to Nurhidayah, (2021) the project can be used by teachers in the classroom as their assignment that will be given by teachers to their students. And the next method is Discovery Learning, Discovery Learning is the right model for developing the ability to find ideas, think critically, ask questions, and problem-solving skills. In this model students can build knowledge based on new information and data collected (Mayasari, 2020).

d. Teenagers Learners

Teenagers' learners are students aged around 13-19 years. In the Indonesian context, to make it easier to identify learners, it can be said that students are at junior high school level or phase D. In this research, the subjects are second semester 7th grade students who are usually aged 13-16 years. Supplementary books were developed by combining learning styles and learning methods in curriculum emancipation.