

CHAPTER I

INTRODUCTION

This chapter present the introduction of the study, covering research background, problem identification of the research, research limitations, research questions, research objectives and research significance

1.1 Research Background

Learning materials are one of the important aspects in teaching and learning activities. According to Tomlinson (2018), materials are anything that is used by language learners to help the language learning process. Learning materials are very important considering that it plays a major role in clarifying concept learn by the children and make learning more effective (Gogoi, 2015). This is also agreed by Frimpong Samuel (2021) that learning materials are very important because success in teaching can be determined by good learning resources or learning materials. Learning material also can help both for teachers and students to achieve their teaching and learning goal and it becomes a media for teaching and learning processes (Rohimajaya, Sudirman & Hamer, 2021). Due to the very important role of learning material, it must be design as well as possible and suitable for every student's needs especially in teaching young learner.

Young learners are one of the learners who are very difficult to teach. Moon (2005) states that the role of teachers and teaching methods have a big influence on young learners. Therefore, teachers are expected to be able to know student characteristic and be able to develop learning materials well and appropriately. According to Scott & Ytreberg (1993) there are several characteristics that

teachers need to know regarding young learners, some of them are, young learners cannot decide what they want to learn, young learners like to play, young learners have short attention spans, and young learners sometimes have difficulty knowing fact and fiction and many other characteristics. So based on these characteristics, it is hoped that teachers can provide or even develop learning materials that suit the needs and characteristics of students.

In developing learning materials in Indonesia, we have to follow the curriculum that applies in society. Ministry of Education, Culture, Research and Technology (2022) stated that, currently in Indonesia the curriculum used is the Emancipated curriculum. The Emancipated Curriculum is a curriculum applied in learning that focuses on diverse learning. The Emancipated Curriculum emphasizes essential content so that students have enough time to explore concepts and strengthen competencies (Ministry of Education, Culture, Research and Technology 2022). There are several focuses in the Emancipated curriculum mentioned by Ministry of Education, Culture, Research and Technology (2022), some of them including 1) Differentiated learning, 2) Implementation of the *Project to Strengthen the Profile of Pancasila Students* and many other principles were created as an effort to improve the quality of education. All of these principles can be implemented through the teaching materials used in schools.

One of the principles of implementing the Emancipated curriculum is differentiated learning. According to Ministry of Education, Culture, Research and Technology (2022), Differentiated learning is student-centred learning. Teachers develop their lessons based on students' level of knowledge, learning preferences and interests. Students are given the flexibility to learn in their own way and style

using differentiation learning, which leads to excellent learning outcomes (Mulyawati, Zulela & Edwita, 2022). Magee & Breaux (2010) also stated that, differentiated learning is a teaching and learning process where students can study subject matter according to their abilities, preferences and needs so that they do not get frustrated and feel like they have failed in their learning experience. In differentiated learning, Teachers need to recognize that there isn't a single approach or method for studying learning material. They should organize learning materials, activities, daily tasks (both in class and at home), and final assessments based on students' readiness, interests, and learning preferences. This helps ensure that lessons are tailored to suit each student's learning profile.

The Emancipated curriculum also focuses on *Strengthening the Pancasila Student Profile Project*. According to Ministry of Education, Culture, Research and Technology (2022), the *Project for Strengthening the Pancasila Student Profile* a number of character traits and competencies that students are expected to achieve, all of which are based on the noble values of Pancasila. The purpose of this Pancasila Student Profile is to provide opportunities for character development and environmental learning. Students may be motivated to contribute to and have an impact on the environment by this strengthening initiative. In order to respond to these concerns in a way that is appropriate for their learning stages and requirements, students have the chance to explore significant topics or issues including entrepreneurship, sustainable lifestyles, culture, and technology. (Ministry of Education, Culture, Research and Technology 2022).

In implementing differentiated learning and Pancasila student profile project, teachers can add lots of learning material and local content, including cultural sensitivity. Cultural Sensitivity in teaching can develop positive emotions to understand and appreciate cultural differences which can lead to appropriate and effective behaviour in intercultural communication (Ministry of Education, Culture, Research, and Technology (2022). This is also supported by (Jayadi & Yatim 2024) who stated by integrating local cultural arts into teaching materials, students can learn about the richness of the local culture that surrounds them. So, the Pancasila student profile is closely related to cultural sensitivity, both of which focus on the application of Pancasila values and the diversity that exists in Indonesia. So based on those aspects of it is a must to implement learning material with emancipated curriculum especially in differentiated learning and Pancasila student profile.

In implementation of the Emancipated curriculum, several studies have been carried out by several researchers (Adisti , Yuliasri , Hartono , Fitriati , 2020); Oktavia Habibah, Levandra , Kurniawan , 2023; Sundari , 2023). Adisti et al., (2020) conducted research and development, they carried out the development of digital literacy in English language learning. The results of this research were in the form of digital books for PAUD schools. Then Oktavia et al., (2023)also conducted research on the need for analysis of English teachers in elementary schools and the need for teacher training for implementing the Emancipated curriculum. This research focuses on the needs of English teachers in implementing the Emancipated curriculum. Apart from that, Sundari (2023) also conducted research on implementing the EL curriculum in two driving schools in

Sorong City. The method used is quantitative-descriptive using a questionnaire given to students and teachers. Of the several studies that have been conducted regarding the development of an Emancipated curriculum, it was found that there are still no studies that examine how differentiation and cultural sensitivity aspects should be implemented and how teaching materials containing differentiation aspects should be developed for young learners.

The above problems are also supported by the results of observations and interviews conducted at two elementary schools in Denpasar. Researchers found that the teaching materials in books used by teachers did not really emphasize differentiated learning, books did not provide many learning options for different learning style. Apart from that, in terms of local content, the profile of strengthening Pancasila related to cultural sensitivity in books is still very rare in learning methods that emphasize Balinese culture. The books used still do not emphasize enough on differentiated learning, which is very important in implementing the Emancipated curriculum. So, it can be said that the books used in school cannot be the only reference material in carrying out the learning process in class and it should be supported by additional material.

Therefore, because of these problems, the aims of this research is to develop additional learning material in form of eBook that contain differentiated learning material and culture sensitivity. This book development aims to help teachers in the implementation of Emancipated curriculum-based in learning. It is hoped that the development of this e-book can support and complement existing learning materials in schools to assist the learning process and make the implementation of the Emancipated curriculum more effective.

1.2 Problem Identification

Based on the background above, there are several problems that occur in schools for this research, including the following:

1. There is a lack of variety in teaching media used by the teacher

In implementing the Emancipated curriculum, especially differentiated learning, teachers should be able to provide a variety of different learning activities for students. However in school the learning activities teachers still do not use many variations of learning models. Teachers still use simple learning materials in learning such as student worksheets and teacher handbooks.

2. Lack of students' understanding of the material being studied

Some students still experience difficulties in learning, especially children who have different learning styles. Teachers provide many opportunities for students to ask questions, however the teacher do not explore the learning styles of students.

3. Lack of group learning

Teachers still do not apply group learning activities to students and only focus on individual learning activities.

4. Lack of effective differentiated learning materials according to students' learning styles.

Teachers in school mostly use book given by the school namely "*My Next Word*" Book as learning material. However, the books used are still very limited in terms of learning materials with a variety of learning

styles and the books still do not show aspects of *Balinese* cultural sensitivity.

So based on those problems that occurred, this research is very necessary and it is urgent to develop additional learning material to assist teacher in implementing differentiated learning in emancipated curriculum.

1.3 Research Limitation

Based on the four existing problems, the research focuses on the problem lack of effective differentiated learning materials according to students' learning styles. This research focuses on finding out teachers and students needs and develop learning material based on an emancipated curriculum so that it suits students' needs and their learning style. The problems studied is limited to developing differentiated learning material for 4th grade students in the first semester of elementary school.

1.4 Research Questions

Based on the problem and background discussed above, the formulated research questions are as follows:

- 1.4.1. What are the needs of teacher and student in 4th grade student of elementary school regarding learning material based on emancipated curriculum?
- 1.4.2. How to develop learning material for 4th grade elementary school on the first semester based on Emancipated Curriculum?
- 1.4.3. How is the quality of developed learning material for 4th grade elementary school on the first semester based on emancipated curriculum?

1.5 Research Objective

In this research there are several research objectives. The following is an explanation of the research objectives in this research:

- 1.5.1. To determine a need analysis of teacher and student regarding to the materials based on emancipated curriculum implementation
- 1.5.2. To develop English learning materials for first semester 4th grade elementary school students based on the Emancipated Curriculum
- 1.5.3. To find out the quality of developed learning material based on Emancipated Curriculum for 4th grade elementary school

1.6 Research Significant

The significance of the research can be seen theoretically and practically. Theoretical significance covers the benefits of research on educational processes. Meanwhile, practical significance covers the expected benefits for students, English teachers, and other researchers.

1.6.1 Theoretical Significant

It is hoped that this research will have an impact theoretically, including differentiation theory, young learner, cultural sensitivity through teaching materials used in the learning process based on the Emancipated Curriculum.

1.6.2 Practical Significant

1. Teacher at school

It is hoped that this research can help elementary school teachers in providing additional learning materials based on the Emancipated

Curriculum which can facilitate the teaching and learning process in learning English at school

2. Elementary school students

This research is expected to be useful for elementary school students in learning English using learning material that is easy to understand. Apart from that, this research is also expected to be useful for students in improving their research understanding of English through the learning materials developed.

3. Others researcher

This research is expected to be useful for other researcher in obtaining data or information regarding developing material based on emancipated curriculum.

