

CHAPTER I

INTRODUCTION

1.1 Research Background

The emancipated curriculum is defined as the government's step in improving the quality of education (Kemendikbud, 2021). Based on article 1 paragraph 9 of Law Number 20 of 2003, curriculum is a set of arrangements and guidelines for learning activities, materials, and instructional strategies chosen to achieve specific learning objectives. The emergence of an emancipated curriculum is the latest of several curriculum revisions that have previously been implemented in the history of Indonesian education (Fatmawati and Yusrizal, 2021). The concept of an emancipated curriculum was born from the idea of the Minister of Education and Culture of the Republic of Indonesia Nadiem Makarim. Supporting freedom of thought is the cornerstone of an emancipated curriculum, as it ensures unrestricted and independent access for students to knowledge in both formal and informal education (Manalu, Sitohang, Heriwati, & Turnip, 2022). Implementing an emancipated curriculum requires creativity from teachers and students in mapping interests and skills from an early age in order to focus on important material and develop students' character and competencies.

Several laws regulate the implementation of the emancipated curriculum. The Ministry of Education, Culture, Science and Technology approved the emancipated curriculum guidelines number 56/M/2022. One of the most important criteria is the difference between learning and cultural sensitivity. The idea behind differentiated learning is the recognition that each student has unique needs in their learning

process (Ellen and Sudimantara, 2023). Differentiated learning can include various aspects such as differentiating products based on materials, learning processes, student learning styles, and student ability levels. In addition, cultural sensitivity also relates to the methodology of education by recognizing and respecting the diverse cultural aspects that exist in society. Recognizing and honoring the various values, customs, traditions, and beliefs of people or cultural groups involved in the educational system is part of this. Therefore the government believes that learning can be tailored to each student's unique needs through the emancipated curriculum. Educational materials supporting differentiated learning play an important role in implementing the emancipated curriculum (Kemendikbud, 2022). Incorporating authentic information and cultural sensitivity is an important objective when implementing the emancipated curriculum (Ellen and Sudimantara, 2023). In general, the implementation of the emancipated curriculum is the government's effort to advance the Indonesian education system.

It is necessary to immediately examine whether the government's wishes in implementing the emancipated curriculum have been fulfilled or not. The implementation of an emancipated curriculum is the focus of research through the Service Learning Program (PLP) teaching experience. This research involves direct observation of emancipated curriculum practices in several schools in Bali, especially in the Singaraja area of Bali. Even though many schools have implemented an emancipated curriculum, the findings of the school situation show that educational practices have not fully followed the principles of differentiation and cultural sensitivity.

This study provides a clear understanding of how teachers and students

perceive the practicality of emancipated curriculum implementation. Instructors expressed the need for a variety of learning materials, including books with varying subject matter, learning tasks, learning styles, and materials tailored to the proficiency levels of their students. However, the full potential of using state-provided books for these purposes has not yet been realized. In addition, this study highlights the importance of introducing differentiated instruction early on in school, particularly in the context of English language learning materials for grade ten. To develop differentiated learning materials, instruction is needed to complement diverse learning approaches, and quick fixes are required (Tomlinson, 2014).

Several studies focus on developing educational materials, especially in Bali. Qualitative research conducted by Damayanti, Susilaningsih, and Nugroho (2023) provided additional material to grade ninth students in Buleleng Regency that could maximize the learning potential of slow learners. Another research conducted by Pinatih (2022) used the Design and Develop method to create English learning materials in form of book for grade seventh Singaraja students. The research results show that the development of teaching materials can improve the quality of English language learning.

Previous research has also underscored the need to create learning materials that are customized to meet the requirements of students (Tomlinson, 2014). For completeness, researchers conducted a preliminary study by observing in two state schools, namely one of the State High Schools in Buleleng, Bali, which implemented an emancipated curriculum. Results from previous research indicate that there are challenges in practicing differentiated learning. Findings from the

previous study, which also showed that educators in the sector are still unsure about how to create a variety of learning materials and take time to create them, corroborate this. The scarcity of instructional resources that promote differentiated learning is one of the main issues. Teachers also talked about how difficult it is to teach students with diverse learning styles. These results suggest that more learning materials tailored to the needs of each student are needed (Tomlinson, 2014).

Apart from that, the two state schools in Buleleng Regency do not yet use learning styles as a benchmark for classroom learning. Each person is an individual and sees the world differently. Everyone also learns in different ways. Some people learn faster than others by reading, observing, trying, failing, trial and error, experiencing, and so on. Thus, each person's effective learning style can be different. By understanding and adapting to students' learning styles, teachers can create a more inclusive learning environment that meets individual learning needs. This can increase student understanding, knowledge retention and student involvement in the learning process. Therefore, we develop learning materials that are tailored to learning styles. Based on the results of a survey conducted by students, the learning style used is V-A-R-K, and in the school that is the object of our research, the V-A-R-K learning style is more common.

The results of school observations show that teachers need educational materials in the form of additional books that can provide appropriate content for various activities and supports different learning styles, as well as materials appropriate to students' ability levels. Currently, the use of government books is still optimal. Especially in 10th grade students, this is a problem that needs to be addressed immediately, so it is necessary to create teaching materials that support

differentiated learning (Tomlinson, 2014). Apart from that, differentiated education must be addressed from the beginning of high school, starting from 10th grade. Because 10th grade is a good first step in developing differentiated English learning materials.

The purpose of this research is to develop English learning materials based on the needs of educators and learners to improve the quality of education. The final output will be a book that serves as instructional material for senior high school students in the 10th grade during their second semester. The book that results from this study will assist the usage of an emancipated curriculum by the qualities that need to be implemented to support differentiated learning.

1.2 Problem Identification

Based on the background that has been explained, the problems that can be identified are some of the problems that occur, as follows:

1. When implementing the emancipated curriculum, some rules must be followed. The main requirement is that learning must be differentiated. However, many public schools in Singaraja, Bali still struggle to implement differentiated learning.
2. Teacher and student creativity is highly demanded in the emancipated curriculum. Based on the use of the emancipated curriculum, the study materials must meet certain criteria such as; contains learning objectives, is differentiated, and includes cultural sensitivity to increase students' awareness of Pancasila. But in reality, teachers still don't understand everyone's learning style. Therefore, they cannot design different teaching materials.
3. The development of learning materials is very necessary for the effective

implementation of the learning process, so that students can improve their English language skills. However, before carrying out teaching activities, teachers must pay attention to whether the learning materials created are differentiated and contain cultural sensitivity and are in accordance with the learning styles of students in the class.

4. However, teachers report that instructing children with different learning styles presents significant challenges. The findings of this phenomenon suggest that both teachers and students need more learning materials and resources tailored to each student's preferred learning style.

1.3 Limitation of The Study

Based on the four problems identified, the problems that can be solved are limited. The subjects that appear in this study correspond to the first, second and third numbers. When developing English textbooks, researchers create materials that support different learning styles. When developing the product, it is also possible to address the fourth issue by prioritizing students' demands about their learning methods. This research will only look at creating books as English learning materials. The subjects chosen are taken from the second-semester 10th grade curriculum for students in a senior high school in Buleleng Regency. The emancipated curriculum will be used in the design of the English learning materials, with an emphasis on authentic content, cultural sensitivity, and facilitating differentiated learning, especially about students' various learning styles.

1.4 Research Questions

1. What are the needs of teachers and students in the process of learning

English using learning materials?

2. How to develop English learning materials in the form of books for high school student 10th grade second semester in accordance with the emancipated curriculum?
3. What is the quality of English learning materials developed in the form of books for senior high school 10th grade second semester in accordance with the emancipated curriculum?

1.5 Research Objectives

Based on the research question above, the research objective will be formulated as follows;

- a. To find out what the needs of teachers and students are in the process of learning English using learning material.
- b. To develop differentiated English learning materials in form of books for 10th grade students in second semester of senior high school accordance with the emancipated curriculum.
- c. To find out the quality of English learning materials in the form of books for 10th grade students in second semester of senior high school using the emancipated curriculum.

1.6 Significance of The Study

1.6.1 Theoretical Significance

Learning always goes hand in hand with student development achievements. Student development in the learning context produces data that provides a picture of themselves, as mentioned (Hikmah, 2021). The

main focus of this research is the development of differentiated English learning materials. It is hoped that the results of this research will provide information and enrich knowledge about the development of a differentiated English learning material based on the emancipated curriculum developed by Tomlinson (2018), cultural sensitivity and material theory.

1.6.2 Practical Significance

a) For teacher

It is hoped that this research can facilitate the implementation of learning activities through selecting good and appropriate learning materials, especially for high school English teachers. In addition, teachers are expected to have the ability to create and develop learning materials that guide students towards a better learning process. With the help of this research, teachers are also expected to increase students' interest and enthusiasm in learning with the help of learning supplements that are tailored to students' needs.

b) For students.

With this learning, it is hoped that students can learn English better with learning materials designed according to their needs. Students can learn in different ways so that each student can achieve certain learning goals according to individual needs. It is hoped that this can improve the quality of education for students, thus mitigating the problem of differences in learning methods and styles according to students' needs.

c) For others research.

It is hoped that this research can be used as an empirical study or reference material for similar research conducted by other researchers.