

THE DEVELOPMENT OF EMANCIPATED CURRICULUM LEARNING MATERIAL FOR 12TH GRADE OF SENIOR HIGH SCHOOL IN THE FIRST SEMESTER AT BULELENG REGENCY

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ABSTRACT

This research aims (1) to analyze the needs of students and teachers in learning material to accommodate the different learning style (2) to develop learning material that accommodate different learning style in 12th grade senior high school in first semester based on the use of an Emancipated Curriculum (3) To recognize the quality of the developed learning material that accommodate different learning style in 12th grade senior high school in first semester based on the use of an Emancipated Curriculum. The subjects of this research were English teachers at two high schools in Buleleng and 12th grade students. This research uses the Design and Development model as the basis for its methodology. The design and development model has four stages: analysis, design, development, and evaluation. The data obtained from this research used instruments in the form of observation sheet, interviews guide and questionnaires. The data obtained were analyzed using qualitative methods by Miles, Huberman, & Saldaña, (2014), and quantitatively using the formula from Nurkancana and Sunartana, (1992). The results of this research are: interview show that teachers still need additional learning materials to fulfill differentiated learning. Through questionnaires it was found that students at two different schools showed diverse learning styles within the scope of VARK (Visual, Aural, Read/Write, Kinesthetic) and products that developed received the "Excellent" category. These results indicate that the product is valid for use in learning that is differentiated based on teacher and student learning styles.

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

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ABSTRAK

Penelitian ini bertujuan (1) untuk menganalisis kebutuhan siswa dan guru dalam materi pembelajaran untuk mengakomodasi gaya belajar yang berbeda (2) untuk mengembangkan materi pembelajaran yang mengakomodasi gaya belajar yang berbeda di kelas 12 SMA pada semester pertama berdasarkan penggunaan model pembelajaran. Kurikulum Emansipasi (3) Untuk mengetahui kualitas materi pembelajaran yang dikembangkan yang mengakomodasi gaya belajar yang berbeda pada kelas XII SMA semester I berdasarkan penggunaan Kurikulum Emansipasi. Subyek penelitian ini adalah guru bahasa Inggris di dua SMA di Buleleng dan siswa kelas 12. Penelitian ini menggunakan model Design and Development sebagai landasan metodologinya. Model desain dan pengembangan memiliki empat tahap: analisis, desain, pengembangan, dan evaluasi. Data yang diperoleh dari penelitian ini menggunakan instrumen berupa lembar observasi, pedoman wawancara dan angket. Data yang diperoleh dianalisis dengan metode kualitatif oleh Miles, Huberman, & Saldaña, (2014), dan secara kuantitatif menggunakan rumus dari Nurkencana dan Sunartana, (1992). Hasil penelitian ini adalah: wawancara menunjukkan bahwa guru masih memerlukan bahan pembelajaran tambahan untuk memenuhi pembelajaran yang berdiferensiasi. Melalui angket diketahui bahwa siswa pada dua sekolah yang berbeda menunjukkan gaya belajar yang beragam dalam lingkup VARK (Visual, Aural, Read/Write, Kinesthetic) dan produk yang dikembangkan mendapat kategori “Sangat Baik”. Hasil tersebut menunjukkan bahwa produk valid untuk digunakan dalam pembelajaran yang dibedakan berdasarkan gaya belajar guru dan siswa.

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