

CHAPTER I

INTRODUCTION

1.1 Research Background

The Emancipated Curriculum aims to build education that is in synergy with all the advances that exist in the era of the industrial revolution 4.0, the realization of which requires students to have skills in critical thinking, solving problems, being creative and innovative as well as being able to communicate and collaborate well. According to Minister Nadiem Makarim, there are several advantages of using the Emancipated curriculum, namely that there are three advantages, *first*, this curriculum is simple and more in-depth, this is because this curriculum focuses on essential materials and developing student competencies in each phase. *Second*, this curriculum is relevant and interactive, meaning that students will be provided with project-based learning, this will cause students to become more sensitive to the issues around them and students will be able to explore environmental, cultural and other issues, through projects given by the teacher. Third, the emancipated curriculum is flexible for educators in carrying out learning according to students' abilities, by adapting the material content to local content, and can be adapted to school conditions. This is what makes learning freedom, because teachers will be able to teach according to the stage of achievement and development of students (Izzah et al., 2023). However, every curriculum used must have something that is an obstacle or a shortcoming in its use, the new curriculum created will definitely bring new problems as well (Syarochil & Abadi, 2023).

High schools in Indonesia are currently starting to implement the Emancipated Curriculum, the application of which is very flexible and provides

great freedom for students and teachers in carrying out learning at school. The goal of implementing the emancipated curriculum is to give students the freedom to learn in accordance with their character and to give them the opportunity to recognize the competencies they want and already possess (Karmelita, 2023). So, with the characteristics of this curriculum, it is hoped that it will create progress in learning at school, such as increasing students' abilities in particular and progress in the field of education in general through collaboration, communication and also critical thinking skills which are the main basis for students. According to the Kemendikbud (2022) Three learning activities are included in the emancipated curriculum's implementation; one of these is co-curricular learning in the form of a project to enhance the Pancasila Student Profile, using the interdisciplinary learning principle that is focused on character development and general competence.

The use of the Emancipated curriculum in high school has now begun to spread to every level in high school. The implementation of this emancipated curriculum is expected to lead not only to one party but can have an impact on both parties, both teachers and students, in terms of gaining freedom in carrying out learning activities in the classroom. Students are one of the important subjects in education, so the implementation of this curriculum must be carried out well in accordance with the characteristics of students in high school, namely as adult learners. Andragogy is predicated on at least four fundamental assumptions about the qualities of adult learners. The underlying presumptions are that as an individual ages, (1) his self-perception changes from one of a dependent personality to one of an autonomous one; (2) he builds up an expanding experience bank that serves as an increasingly valuable resource for education; (3) his openness to learning

becomes more and more focused on the tasks of his social roles; and (4) his view of time shifts from one of delayed application of knowledge to one of immediate application, and as a result, his orientation toward learning becomes less subject-centered and more problem-centered (Knowles, 1970).

According to Mehisto (2012) information and knowledge that are given in a range of media and formats and that aid in the accomplishment of the desired learning outcomes are referred to as learning materials. These resources also meet the goals and specifications of a local, state, or federal curriculum. So, this is a very important thing in learning because using good learning materials will definitely help students' development in learning language. Language learning objectives cannot be met in the absence of suitable learning resources. As a result, learning resources are crucial for structuring the teaching and learning process and should be appropriate for the needs of the students. To ensure that students learn successfully and actively participate, English teachers must design and oversee the teaching and learning process as best they can.

Education in the application of the Emancipated Curriculum will restore its essence through emphasizing the application of education that humanizes humans or education that liberates all aspects, thus the point that is really emphasized is a situation of independence in learning. According to what Fahira (2023) said that the Emancipated Curriculum takes into account each student's individuality and the significance of learning, offering hope for the restoration of kids' academic progress. The Project Based Learning (PJBL) learning model is one of the scientific learning models that is applied in the current learning process activities, which are structured through the Emancipated Curriculum (Aji et al., 2023). It is believed that

this approach will bring changes to students' learning concepts that were previously used to create learning applications that are fun and interesting for each student, because this project places more emphasis on things that will awaken students' awareness of things around them and will accommodate students' curiosity.

The implementation of the Emancipated Curriculum also emphasizes differentiated learning, which means that this curriculum emphasizes teachers to use more than one method to teach in class according to the individual differences of students. This emancipated curriculum really respects and appreciates the differences in students' ways and abilities in learning. Teachers cannot beat students equally by using only one method while the characteristics of students in learning are different. Tomlinson (2020) stated that differentiated learning is learning that is based on students' readiness, interests, or learning profiles, where teachers can differentiate teaching in at least four classroom areas, meaning that teachers who use this approach must be able to provide appropriate and varied content to meet the different needs of each student and determine activities that suit each student's different needs in understanding the content. Differentiated learning is a concept in education that is thought to be effective, and the Emancipated Curriculum will bring about significant improvements for both instructors and pupils by giving priority to talent interests and necessary learning processes. The Emancipated Curriculum's implementation fosters a more autonomous learning environment in the classroom (Purnawanto, 2023).

Differentiated learning is a response to the implementation of the Emancipated curriculum which recognizes that in the classroom students do not only have one character or the same way of learning, but it is very aware that each

student definitely has a learning style and also habits in understanding learning material. It is important to recognize that, despite being in the same class, no two students have exactly the same learning style. Naturally, students' comprehension and assimilation of the lessons taught will vary, some are quick learners, while others are medium readers so the teachers are obliged to adapt their instruction to the unique learning styles of their students in order to facilitate better learning (Putri et al., 2021). The term "learning style" describes the various cognitive, affective, and psychological behaviors that students use to comprehend, structure, and preserve their learning experiences as well as to solve issues (Saija, 2020).

However, in reality there is a failure of many English language learners whether they are studying the language as a second language, foreign language, or for other purposes to even achieve rudimentary proficiency in the language, let alone become proficient users of it, is largely attributable to the use of ELT materials, particularly global coursebooks, they achieve this by putting more of an emphasis on teaching language skills than on offering opportunities for learning and growth. Furthermore, teachers at school also experience several obstacles in carrying out learning as an effect of implementing the emancipated curriculum. There is still a need for adaptation from the previous systematic curriculum to the implementation of the Emancipated Curriculum which has quite striking differences, such as in the preparation of lesson plans and so on. Development of learning materials

The results of preliminary research carried out in two different schools show that the use of books from the government is not optimal. English learning books from the government are very general and do not focus enough on students' needs

in differentiated learning, namely on students' learning styles. After the book analysis was carried out, it was found that the book only provided activities in accordance with 4 aspects of English skills, including speaking skills, listening skills, writing skills and reading skills. This results in less than optimal use of this book in school targets. English teachers do not use it fully in learning because of several weaknesses. Currently, with the use of the Emancipated curriculum, the books that are expected and can be used are books that have content that provides differentiated material and activities according to students' needs in their respective learning styles.

It is important for researchers to improve the quality of English learning at the high school level by developing English learning materials that are in accordance with what is needed by educational actors, namely teachers and students. Where the material that will be created must pay attention to English language learning needs and also fulfill the aspects required in implementing the Emancipated Curriculum which is implemented at the 12th senior high school level in the first semester. Therefore, in this study, researchers will analyze some of the problems faced by high schools in Buleleng that use the Emancipated curriculum in grade 12. The problem to be solved is in terms of learning materials, so researchers will later offer a product that is expected to help every high school that uses the Emancipated curriculum. It will offer a product in the form of a learning book which has interesting content as additional content and most importantly is able to facilitate the needs of teachers and students who have different learning styles from each other.

1.2 Problem Identification

Based on preliminary research carried out in 2 different high schools in Buleleng district, namely SMA 1 Gerokgak and SMA 3 Singaraja, there are several problems faced by EFL teachers in teaching English in class 12 using the Emancipated Curriculum, especially in learning materials.

1. The goal of the Emancipated Curriculum is to enable educational institutions to produce students who believe in Pancasila, worship Almighty God, behave well, are independent, think critically and creatively, have a cooperative spirit, and recognize global diversity. This is in line with the vision of achieving progress, independence, sovereignty, and strong character for Indonesia.
2. Students in classroom learning have a variety of learning styles that represent their respective characters, but this has not been balanced with the existence of learning materials and media as well as learning methods that are appropriate and capable of fulfilling this.
3. The selection of materials and learning materials that still require special attention because it is still found that teachers have not maximized the use of learning materials and media for students there, because their use is very important in learning for teachers and students alike. Likewise, in learning English, this is a very important thing because it will help students to provide learning skills, a good learning experience, so that it will meet all students' learning needs.
4. In implementing the emancipated curriculum, students and teachers are very demanding in various aspects such as creativity, and this is considered to still really need to be improved. In implementing the Emancipated

Curriculum, educational materials must meet certain criteria. These criteria include alignment of textbooks with learning objectives, support for differentiated learning, and a strong emphasis on cultural sensitivity and authentic content in textbooks.

1.3 Limitation of The Study

Based on the description of the problem in problem identification, the main focus in this research would be limited to developing learning material for 12th grade at Senior high school in Buleleng regency who use the Emancipated Curriculum. This book is focus on learning style of the student (Visual learner, Aural Learner, Read/Write Learner and Kinesthetic Learner) and also uses three learning methods including Problem Based Learning (PBL), project based learning (PJBL) and discovery learning (DL). It is hoped that the results of this research will be able to be used and useful in learning English in the 12th grade of high school.

1.4 Research Question

Based on the background, the research question for this research as follows:

1. What are the needs of students and teachers in learning material to accommodate the different learning style in 12th grade senior high school in first semester based on the use of an Emancipated Curriculum?
2. How is the development of 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. How is 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?

1.5 Research Objective

The objectives of this research are as follows:

1. To analyze the needs of students and teachers in learning material to accommodate the different learning style in 12th grade senior high school in first semester based on the use of an Emancipated Curriculum.
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.

1.6 Significance of The Study

1. Theoretical Significance

This research is expected to expand the theory regarding the development of learning materials which can become a source and reference in further research, more precisely in terms of learning so it is hoped that it will be able to become the basis for developing learning materials using the Emancipated curriculum.

2. Practical Significance

a. For Teachers

The results of this study is expected to improve knowledge and understanding of new innovations in EFL classroom learning materials for EFL teachers. With the use of these genuine resources, teachers can ideally achieve an efficient learning process based on the Emancipated Curriculum.

b. For Students

Students are expected to be able to understand learning well, meaning that better learning outcomes for students in relation to some of the actual material during EFL classes are expected as a result of this research. Specifically, they provide a superior EFL classroom experience and adhere to Emancipated Curriculum norms.

c. For Other Researchers

It is presumed that this research will become a basis or reference and source for other researchers who will take up the same topic, namely regarding the development of learning materials, so that it will expand and improve the quality of education.