

CHAPTER I

INTRODUCTION

1.1 Research Background

The emergence of the Emancipated Curriculum by publishing the Merdeka curriculum brings new strength to the world of education in the era of learning 4.0 in the 21st century. Education 4.0 is known as an innovation characterized by student-centeredness, this approach can not only develop students who are knowledgeable but also able to create new patterns of thinking that can respond to life's challenges, increase creativity and innovation in various aspects of life (Tan, Al-Jumeily, Mustafina, Hussain, Broderick and Forsyth, 2018). This program is an effort to encourage and advance improvements to the education system in Indonesia. The Emancipated Curriculum program has a positive impact on students, such as improving the hard and soft skills possessed by each student. Apart from that, this program also encourages students to be more innovative and creative during the learning process. According to the results of a survey conducted, around 46% of students understand the Emancipated Curriculum policy. The Emancipated Curriculum program equips students with various basic skills that will be useful after they graduate (Sundi, Marini, and Nafiah, 2022).

At the Senior High School level, the Merdeka curriculum at the high school level implements more flexible learning activities, referring to the development of student character and competence. Through the Emancipated Curriculum program, the involvement of students in the world of learning will increase so that it can support the

realization of improving human quality through the quality of education, expanding access, and relevance in the application of technology in realizing world-class education based on collaboration, communication, and thinking skills. critical and creative (Sherly, Dharma, and Sihombing, 2020). Education's mission is to achieve the full goal of creating quality individuals, as well as contributing to national prosperity (Ridwan, 2022). All this relies heavily on efficient educational management. Therefore, all steps start with careful planning. The planning itself must be prepared well before the implementation of the activity begins. This also applies to the learning process, which requires careful planning so that goals can be achieved.

The Emancipated Curriculum emphasizes the freedom of thought, ensuring that students can attain autonomy and unrestricted access to knowledge within both formal and non-formal education realms. This approach to the learning process, as outlined by Ridwan in 2022, removes conventional limitations. It places a strong emphasis on the need for both teachers and students to demonstrate creativity in its application. Learning materials have a very important role in curriculum design, and therefore, must be prepared carefully to achieve the desired competencies and learning targets. Learning objectives must be in line with the basic competencies and competency standards of students in this EFL class. In selecting learning materials, it is necessary to pay attention to various factors such as the appropriate type of learning, coverage of the material, teaching sequence, and the approach used in classes that use the material (Raharjo, 2019). When determining the scope of learning material, it is necessary to consider whether the material includes cognitive aspects (facts, concepts, principles, procedures), affective aspects, or even psychomotor aspects (Nazarudin, 2007). This is important because the material used

in the learning process must be appropriate to the type of competency that students want to achieve and can help them understand it better.

Learning material is considered a key element in almost all language programs Richards (2001) and has a very important role in the language teaching process. Without appropriate learning materials, language learning goals cannot be achieved. Therefore, learning teaching materials are an essential need in organizing the teaching and learning process, and must be relevant to students' needs. English teachers must plan and manage the teaching and learning process optimally so that students can learn effectively and participate actively. They must also encourage and facilitate students in communicating with other people, using English language teaching materials that are specific and appropriate to the context.

Because learning materials are a supporting element that is needed by every student in the learning process using a freer curriculum, learning materials become a crucial component in the learning process to provide assistance, support, and motivation to students in obtaining information, competencies, and skills. Learning resources can include all types of resources used by teachers or instructors in the teaching process. Group learning materials into two broad categories: materials created specifically for educational purposes, and authentic materials (Damayanti, Fauzi, and Inayati, 2018). The material created is material prepared for educational purposes so that it can achieve teaching objectives. Authentic learning materials include various types of sources, such as original texts, films, radio broadcasts, television programs, graphs, tables, charts, and maps. Ideal learning materials are materials that can help students understand subjects

effectively, with the support of advanced technology in the Industrial Revolution 4.0 era (Wakhidah, Sunismi, and Alifiani, 2020).

The newest curriculum in Indonesia, known as the Emancipated Curriculum, is an innovation from the 2013 Curriculum. The main aim is to improve the quality of human resources and improve the quality of education in Indonesia. This curriculum has been adopted by various levels of education, from elementary school, middle school, and high school, to college. Therefore, the important role of all educational institutions is needed in achieving the success of the programs contained in the Emancipated Curriculum. The Emancipated Curriculum provides an interesting and meaningful learning experience for all students because it gives each individual the opportunity to express their uniqueness. Apart from that, it also helps shape the character of students so that they are by the principles of Pancasila learning. Thus, it can be considered that the "Emancipated Curriculum" is a 21st-century education system that focuses on developing communication skills, collaboration, creativity, and critical thinking abilities (Kemendikbudristek, 2022a).

The creation of this English learning material is based on several theories compiled by experts in the field of education. According to Brown (2007), teaching theories that integrate a holistic understanding between students and the subject matter to be studied will help create procedures that are successful on a given day for students, regardless of the various contextual constraints that exist. Further highlights the importance of fulfilling productive needs by ensuring (1) the level of difficulty of tasks is appropriate to students' abilities, (2) learning materials and tasks have meaning for students, and (3) students can express themselves freely because they are given the

opportunity (Madya, 2007). to participate actively in the learning process. This material can help students in the learning process to improve students' understanding.

English language learning that does not follow the latest developments by curriculum standards and emancipated curriculum policies has the potential to hurt students' understanding and learning outcomes. Previous research has revealed that one of the causal factors is the use of learning materials that are not appropriate to student characteristics (Shahriarpour & Kafi, 2014). The implementation of an emancipated curriculum, especially in English as a foreign language classes, has its responsibilities for all parties involved in its implementation. Teachers are required to contribute to curriculum administration in addition to fostering engaging and productive learning environments. Teachers are responsible for overseeing the administrative and management facets of the emancipated curriculum, according to the guidance for implementing it (Fikri, Arifin, and M, 2022). Meanwhile, student participation is expected through more relevant and interactive learning, which provides greater opportunities for students to actively explore actual issues such as the environment, health, and other issues that can support the development of students' understanding and character. As this is going on, more interactive and relevant instruction is demanded of students, giving them more chances to actively investigate real-world problems like the environment, health, and other topics that can help them develop as thinkers and people. (Ningsih, Akib, and Barhanuddin, 2022).

In the context of the learning process, there is a very important need for the availability of learning materials. Learning materials refer to all components prepared by the teacher to ensure that the implementation and assessment of learning are carried out

regularly, to achieve the desired results, as mentioned by (Nazarudin, 2007) and (Fitri, Yuanita, and Maimunah, 2020). Several elements of learning materials that must be present in managing the teaching and learning process include learning planning, student work materials, syllabus, learning outcome evaluation tools, and student textbooks, as explained by (Al-Tabany & B, 2017) and (Nababan & Tanjung, 2020). Many schools lacked appropriate learning materials to support this teaching approach, making it challenging for teachers to instruct students with varying English language proficiencies and learning styles. Consequently, it became apparent that students required supplementary learning resources tailored to their specific needs, as outlined by (Tomlinson, 2014). Furthermore, teachers also expressed consistent demands for learning materials that offered diverse content, a variety of learning activities, different learning styles, and content that matched students' varying abilities. This issue necessitates an immediate solution: the development of learning materials that support developing learning, addressing the concerns raised by (Tomlinson, 2014).

However, in reality, there are still many teachers who face difficulties in designing lesson materials according to the Emancipated curriculum. The main obstacle in designing lesson materials is the teacher's difficulty in creating material that is interesting for students. Apart from that, research in the field shows that teachers also experience difficulties in implementing the lesson material and require sufficient time in the creation process. Teachers also often have difficulty understanding the individual characteristics of each student, making it difficult for them to determine appropriate materials, including methods and strategies that suit student characteristics and follow the Emancipated curriculum. This is due to the diversity of students within a class, which makes it difficult

for teachers to follow a monotonous learning approach. Some of the findings above are based on the results of pre-observations conducted by researchers in two public schools in Buleleng Regency. It is hoped that this research can help teachers find the right solutions to overcome the problems they face.

Each of the two public schools in Buleleng Regency that use learning styles as a guide for instruction does not employ them in the classroom. Each person may have a distinct effective learning style. Teachers can establish learning environments that are more inclusive and sensitive to each student's unique learning needs by being aware of and accommodating different learning styles among their students. This has the potential to enhance comprehension, memory retention, and student involvement in the educational process. As a result, we developed educational resources that make use of the V-A-R-K learning style, which is more prevalent in the schools that are the focus of our research and is employed in accordance with the answers to the student questionnaire.

Learning styles influence the way individuals choose to organize information and their approaches to thinking, retaining information and solving different problems (Abante, Almendral, Manansala, and Manibo, 2023). Learning styles are associated with the distinct and favored approaches that an individual employs to comprehend and handle data. It is determined by factors including cognitive strengths, sensory preferences, and general learning preferences and includes the variety of methods that people absorb, comprehend, and retain knowledge. Understanding your preferred method of learning will help teachers modify their methods and resources to better suit your needs. This will improve your comprehension and memory of the subject, as well as the learning process

itself. It's also critical to remember that students exhibit their own learning styles. style preferences in terms of their learning style (Songbatumis, 2017).

To enhance the quality of English language education in high school, it is crucial for researchers to urgently develop English learning materials tailored to the specific requirements of both students and teachers. These materials should align with the principles of the Emancipated Curriculum and cater to the 11th-grade English education at Singaraja Bali State High School. The envisioned product comprises educational resources in the form of textbooks designed for second-semester 11th-grade high school students. These textbooks will introduce innovative content, accommodating varying levels of student proficiency, offering references for diverse learning activities that align with individual learning styles, and providing additional resources that students require during their English language learning journey. Consequently, this researcher's creation will facilitate a personalized learning experience, aligning seamlessly with the Emancipated Curriculum, which is the latest curriculum in use.

1.2 Problem Identification

Based on the context explained above, the problems that can be identified are as follows:

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 will support Indonesia's vision of achieving progress, independence, sovereignty, and strong character.

2. Prioritizing the selection of instructional resources should come before carrying out instructional activities. The effectiveness of the language learning process is greatly influenced using instructional resources. Appropriate learning resources are essential for an effective teaching and learning process in the context of English language acquisition, allowing students to improve their English language proficiency.
3. Teachers and students are expected to exhibit a high degree of creativity when utilizing the Independent Curriculum. When implementing the Emancipated Curriculum, educational materials must meet specific criteria. These criteria include alignment of textbooks with the learning objectives, support for differentiated learning, and a strong emphasis on cultural sensitivity and authentic content within the textbooks.
4. Because each student in a class has unique traits that make it challenging for teachers to comprehend their individual needs, teachers frequently struggle to choose appropriate strategies and approaches for generating learning materials.

1.3 Limitation of The Problem

Emphasis on limiting the problem is essential in any research, including this research. The function of limiting the problem is to keep the discussion and testing focused and avoid deviation from the initial goal. In this research, the main focus is on developing learning materials for class XI students in high school. The development of this learning material will be adjusted to the needs and characteristics of students, to achieve the set learning targets. Apart from that, the development of this learning material

will also be by the emancipated curriculum which supports the vision of realizing progress, independence, sovereignty, and Indonesian personality.

1.4 Research Questions

Based on previous information, this study asks several research questions which include:

1. What do teachers and students need to be able to develop learning materials by the emancipated curriculum?
2. How do the development differentiated of learning materials for class XI students in high school by integrating elements of the emancipated curriculum?
3. What are the quality differentiated learning materials developed for class XI students in high schools?

1.5 Research Objectives

1. To comprehend the needs of the students in relation to the creation of educational resources that follow the liberated curriculum.
2. To provide educational resources using techniques that integrate liberated curriculum ideals.
3. To assess the quality of instruction utilizing resources created especially for high school students in class XI.

1.6 Significance of The Study

Generally, this study provides two expected research significances, which are:

1.6.1 Theoretical Significance

The creation of English learning materials is based on several theories developed by education experts. According to Brown (2007), a teaching theory that combines a thorough understanding between students and the subject matter to be studied will help create successful procedures on a particular day for students, regardless of the various contextual constraints that exist. In addition, Madya (2007) emphasizes the importance of meeting productive needs by ensuring that (1) the level of task difficulty is appropriate to students' abilities, (2) learning materials and tasks have relevance for students, and (3) students have the opportunity to actively participate in the process. learning and being able to express oneself freely. The meaning of this research is more inclined towards class distinctions related to learning materials used in learning. So that the learning materials used can be in harmony with the learning process in class.

1.6.2 Practical Significance

1.6.2.1 For Teacher

It is hoped that this research can contribute to facilitating teachers' understanding of adapted learning materials. In addition, it is hoped that teachers will have the ability to apply this adapted learning material in their teaching process, to achieve learning goals more efficiently. There is also encouragement for teachers to explore innovations in designing and developing learning materials that are varied and can be adapted to student needs.

1.6.2.2 For Students

By conducting this research, it is hoped that students can take advantage of the learning process carried out by their teachers by utilizing adapted learning materials. In addition, it is hoped that students can engage efficiently in the English language learning process and that the quality of their learning can be improved through the use of accurate and appropriate materials.

1.6.2.3 For Other Researcher

By conducting this research, it is hoped that other researchers can obtain useful guidance in their research on the development of learning materials that have special differences. The results of this research can be used as a reference for other researchers so that they can complete their research more efficiently.

