

CHAPTER I

INTRODUCTION

1.1 Research Background

For students, using learning materials in the learning process is very important because learning materials are one of the determining factors of student success in the learning process (Magdalena et al., 2020). That is why using effective learning materials plays a pivotal role in enchanting the learning experience for students and increasing students' knowledge (Rambe, Makhroji, Fadila, Chairuddin, and Rahmiati 2020). Learning materials offer the teacher the means to create dynamic lessons that can cater to various proficiency levels and language skills, ensuring that students not only acquire language skills but also develop a deeper understanding of the cultural and social context in which English is used. Besides that, Setyowati, Sari, and Habibah (2020) also state that when the learning material is well-designed, the materials facilitate language acquisition and promote critical thinking, cultural awareness, and practical language usage.

According to Pattaufi, Aswa, and Hakim (2023), learning material is a reference for students to understand the concept and what they learn. Meanwhile, Damayanti Fauzi and Inayati (2018). have defined learning materials as valuable in fostering a student-centred approach to teaching English and empowering learners to take ownership of their language acquisition journey by providing resources that can be accessed independently outside the classroom. Besides that, Tomlinson (2011) also stated that learning materials are anything that language learners can use to facilitate the learning process, which can be in the form of videos, songs,

photos, textbooks, cartoons, dictionaries, CDs, and ROMs. Even the material could be in the form of exercises, activities, assignments, and presentations.

There are two categories of materials: created materials and authentic materials. The created materials are a course book, audio, and video materials. Meanwhile, authentic materials are texts, movies/films, radio broadcasting, television programs, graphs, maps, tables, and charts (Damayanti et al., 2018). According to Srinivas Rao (2019), authentic material in learning English is beneficial for teachers and students because, by using it, teachers and students can improve their skills in learning and teaching. Not only that, Nuralisa (2023) said that the use of multimedia materials, such as videos, audio recordings, and interactive software, adds an extra dimension to language learning, making it more immersive and enjoyable. Sun (2010) said that using colourful and exciting learning materials, such as authentic learning materials, will generate motivation to learn languages. The learning material may include colourful picture books, flashcards, educational games, and multimedia resources. Therefore, learning materials for young learners should also be culturally and contextually relevant.

The exciting learning materials that are used in the learning process are one of the factors that help students succeed, but developing learning materials takes work. Hertiki (2018) said that developing learning material for young learners challenges the teacher. It is essential to use materials that are not only age-appropriate but also engaging and interactive based on what young learners need in the learning process. Besides that, Tomlinson (2001) and Raza, 2020) also stated that the development of learning materials includes all steps practitioners take, from

production to use, including evaluation, adaptation, design, production, utilisation, and research of language teaching materials.

Moreover, according to B. Tomlinson & Masuhara (2011), there are some principles in developing learning materials for teaching the English language according to Tomlinson (2011) namely: Learning materials must be able to meet the diverse needs of each student in the classroom. Learning materials must help students feel comfortable and increase their self-confidence. Materials should also expose learners to the language in authentic use to improve students' understanding of the learning process and allow students to convey something. The material must be relevant to students to provide moisture for students. This principle can be a role model as an educator and facilitator for teachers and teaching staff, guiding them in designing optimal teaching materials that suit students' needs, especially in teaching English to children.

Meanwhile, Magdalena et al. (2020) stated that learning materials are prepared systematically and based on the applicable curriculum. Currently, Indonesia is using a new curriculum, namely the Emancipated Curriculum. According to the Ministry of Education, Culture, Research, and Technology (2022), an emancipated curriculum has diverse extracurricular learning so that teachers can choose teaching tools tailored to students' learning needs and interests. Ngaisah, Munawarah, and Aulia., (2023) said that the Emancipated Curriculum is a curriculum that can create a pleasant learning atmosphere for students without any pressure or coercion. Meanwhile, in the Emancipated Curriculum Academic Study book, it is also explained that the Emancipated Curriculum was developed to achieve the Pancasila Student Profile, where the learning process can provide

meaningful learning experiences for students and make students become lifelong students with Pancasila characteristics (Dinn et al., Abdul Hakim, Elih Sudiapermana, Leli Alhapip, Maisura, Nur Rofika Ayu Shinta Amalia, Lukman Solihin, Nur Berlian Venus Ali, 2024). Meanwhile, according to Nadiem Makarim, a Minister of Education, Culture, Research, and Republic of Indonesia Technology (Inayati, 2022), an emancipated curriculum is an innovation in creating an ideal and effective learning material.

There are several main characteristics of the Emancipated Curriculum, namely flexibility in the learning process, where the teachers are given freedom in creating their learning materials to suit students' needs and interests. This curriculum also emphasises project-based learning for students to help them improve their creativity, practical skills, and critical thinking. Another characteristic is authentic assessment, which focuses on the student's learning process and progress, not the result. Lastly, there is character education, which is the main focus in implementing this curriculum, by integrating every moral and ethical value to form a Profile Students Pancasila with integrity (Dinn Wahyudin, etc., (2024).

The Pancasila Student Profile is an ability and character built in students' daily lives through culture, multicultural learning, projects to strengthen the Pancasila student profile, and extracurricular learning (Rizky Satria et al., 2022). Therefore, there is a program in the emancipation curriculum called the "Strengthening Pancasila Student Profile Project." It aims to develop student character through Pancasila values through real projects with the community (Rizky Satria et al., 2022). This profile reflects the values of Pancasila and aims to form

students who excel in academics and have strong character and national insight. According to the Ministry of Education, Culture, Research, and Technology (2022), the project to strengthen the Pancasila Student Profile is a learning approach project to achieve the dimensions of the Pancasila student profile, which there are 5 dimensions, namely: 1) devotion to God, and having noble character, 2) independence, 3) working together, 4) global diversity, 5) critical reasoning, and 6) creative.

In line with several dimensions contained in the Pancasila Student Profile, cultural sensitivity, which is included in 'global diversity,' is an inseparable part of the learning process in the classroom with teachers and students, intending to create student character that is in line with Pancasila values. In global diversity, there are several essential aspects: cultural understanding, tolerant and inclusive attitudes, the ability to interact, and respect for universal values (Ministry of Education, Culture, Research, and Technology, 2022). Cultural sensitivity means understanding and appreciating cultural diversity in the learning environment and preparing students to interact positively and productively in a multicultural society. This shows that the emancipated curriculum and the development of cultural sensitivity are related because, by implementing an emancipated curriculum, cultural sensitivity can become an integral part of the learning process (Khairani et al., 2024). Therefore, it can produce students who are not only academically intelligent but also have broad national insight and can play an active role in appreciating differences and building a harmonious society (Dinn et al., 2024).

Apart from that, According to Nurul, Hadiyanto, and Rusdinal (2023), successful implementation of the emancipated curriculum can be achieved by using

differentiated learning strategies, which enable teachers to adapt learning methods and materials to suit the needs and potential of each student. Differentiated learning is a practical approach to learning because it is created based on students' needs and interests. According to C. A. Tomlinson (2001), differentiated learning is an approach that aims to adapt instruction and learning experiences to meet each student's individual needs, interests, and abilities in a class. Besides that, there are four essential elements in implementing differentiated learning under the teacher's control: content, process, product, and learning environment (C. et al., 2001) (Kristiani et al., 2021). Content is learning material tailored to students' needs and abilities. The process is one of several methods teachers use to convey information to suit student needs and different student abilities. The product is the final result that can show students' understanding of the material that has been taught. In the learning environment, teachers and students create a safe and comfortable learning environment. Therefore, it can support the learning process and be practical and comfy for students.

An elementary school that uses an emancipated curriculum will be outstanding if it implements differentiated learning in the learning process because it can help students succeed in the related learning process. Lestari et al. (2023) and Alfath et al. (2023) also stated that differentiated learning has several benefits: improving student learning outcomes, increasing student learning motivation, and making the learning process more effective.

Primary research conducted by researchers at two schools in North Denpasar shows that both schools have implemented an emancipated curriculum from grade 1 to grade 6. However, the classroom learning process still cannot meet

the needs of students' learning styles and teachers. The students also still cannot feel freedom in learning, where the learning process is at the teacher's centre. Besides that, according to the results of interviews with grade 4 students at School A, the English learning process needs to be more differentiated. The teachers tend to focus on explaining material only in one book the government provides and game activities using flash cards carried out by teachers for once. Besides, this learning activity only suits some students' learning styles. Therefore, understanding the material is complex, and students tend to feel bored. In addition, the results of interviews with grade 4 students at school B also found that English language learning needed to be more differentiated; there were no games with flashcards like at school A, and it only focused on teacher-centred. It is also what makes students feel sleepy and bored more quickly.

Meanwhile, the results of interviews with teachers at the two schools found that teachers needed more time to design differentiated learning to suit students' learning styles because there was too much administration to do. Moreover, the books provided by the government also need more differentiation. This causes the learning process in class 4 to run poorly, decreasing student learning motivation, causing teacher dissatisfaction, and a mismatch with the goals of the Pancasila student profile.

Previously, similar research had been conducted about developing learning material. First, Hasibin Inayah (2021) researched to develop English textbooks based on local wisdom in Banyuwangi because the researchers have identified limitations in the availability of more diverse textbooks oriented towards local wisdom. Therefore, the researchers conducted a study on 12 teachers as

respondents. Interview sheets, questionnaires, and document analysis of the data. Besides that, the researcher also uses assessment to know the quality of textbooks. From the prototype test results, the development of this textbook received a positive score, but further research is needed to see whether this textbook, with local wisdom, can meet the needs of students and teachers. Next, Mandarin, Nova (2020), which is the research conducted at SDN 11 Langkai with 30 students for fourth-grade students. In this study, the researcher used interview sheets to collect the data and ADDIE by Branch (2009) as the method design. The results show that the speaking material in textbooks is still not enough to meet students' needs in learning speaking skills. From previous research, it can be seen that there has been no study about developing differentiated learning material based on an Emancipated curriculum, which only focuses on student needs but contains cultural sensitivity. Apart from that, students also gain relevant and enjoyable learning experiences.

Therefore, the researchers want to develop differentiated English learning material for fourth-grade students in the second semester based on the emancipated curriculum, which meets the needs of students' diverse learning styles. This learning material can also be an additional tool to support the learning process, which helps teachers support students during the learning process and allows the students to understand the material quickly.

1.2 Problem Identification of The Study

Based on primary research conducted by researchers at two schools that have implemented the independent curriculum, several problems exist in schools in North Denpasar.

1.2.1 Lack of differentiated learning materials.

Learning material is the most crucial tool for teachers and students in the learning and teaching process. Without learning materials, teachers cannot convey information to students, and students will have difficulty learning. However, there is a lack of learning materials in these two schools, and differentiated teaching materials are not available to meet the needs of students' learning styles.

1.2.2 The learning process is less effective

The government-provided package book "My Next World" is the leading resource for the two schools' learning process. However, the teaching materials contained in the book are less differentiated and dominated by learning materials for visual and kinesthetic learners. Therefore, the teacher's learning process is less effective because it cannot meet the needs of every student in the class.

1.2.3 The teachers have a limited time.

Another problem is the limited time teachers have due to a large number of administrative tasks, which means the teachers are sometimes unable to prepare differentiated learning materials to support the learning process in class based on implementing the emancipated curriculum.

1.2.4 Teachers never provide project-based learning

In implementing the emancipated curriculum, project-based learning is essential to improve students' collaboration skills, critical thinking, and creativity. However, the students in class 4 are never given project-based assignments.

1.3 Limitations of The Study

This research has several limitations: the lack of differentiated learning materials for students and teachers to support the English language learning process and the teachers who do not have time due to the enormous administrative burden. Therefore, this research focuses on developing differentiated English learning materials for teaching grade 4 students the English language learning process based on the emancipated curriculum. The development of this e-book also contains cultural sensitivity as an integral part of the learning process, so it can help the teacher to create students' character into a Pancasila student profile. Besides that, this learning material will be developed into printed and non-printed e-books so the students or teachers can use it anywhere, both at and outside school. Through the development of differentiated learning materials, the classroom learning process carried out by teachers can run effectively and meet students' needs. Apart from that, this e-book can become an additional book to help teachers and students create dynamic and enjoyable learning for students.

1.4 Research Question

Based on the research background above, the research questions of this study are as follows:

- 1.4.1 What are students' and teachers' need in developing learning materials based on the Emancipated Curriculum for teaching fourth-grade students in the second semester of elementary school?
- 1.4.2 How can learning material based on an Emancipated Curriculum be developed for fourth-grade students in the second semester of elementary school?

1.4.3 How is the quality of learning material for fourth-grade students in the second semester of elementary school?

1.5 Objectives of the Study

Based on the research questions formulated by the author, the objectives of this study are as follows:

1.5.1 To identify the specific needs of students and teachers in developing learning material based on an Emancipated Curriculum for teaching fourth-grade students in the second semester of elementary school.

1.5.2 To develop learning material based on an Emancipated Curriculum for fourth-grade students in the second semester of elementary school.

1.5.3 To assess the quality of the learning materials created for fourth-grade students in the second semester.

1.6 Significances of the Study

The results of this research are expected to be useful theoretically and practically:

1.6.1 Theoretical Significance

Theoretically, this research can help add references to developing Emancipated Curriculum learning material for fourth graders in the second semester. In addition, this research is also expected to help increase teacher knowledge in developing learning material that contains cultural sensitivity and differentiated learning to meet the student's learning styles.

1.6.2 Practical Significance

This study was conducted to contribute valuable contributions to students and other researchers.

1.6.2.1 For the Students

This research is expected to be useful for students in the learning process based on the emancipated curriculum for fourth grade in the second semester of primary school.

1.6.2.2 For the Education Institutions

This research is expected to be useful for educational institutions in developing and refining Emancipated Curriculum learning materials.

1.6.2.3 For Other Researchers

This research is expected to be useful for further researchers who want to research the same thing but with different subjects. It can also be a literature review.

