

# CHAPTER I

## INTRODUCTION

### 1.1 Background of The Research

*Kurikulum Merdeka* translated as Emancipated Curriculum Minister of Education and Culture (Mendikbud) Nadiem Anwar Makarim in his Independence *Merdeka Belajar* meeting Episode 2 (Ministry of Education, 2020). Emancipated Curriculum is one of the new policies introduced by the Ministry of Education and Culture of the Republic of Indonesia designed by *Kabinet Indonesia Maju* (Azmi & Iswanto, 2021). This program is developed to respond to the transformation of learning (Sintiawati et al., 2022), aiming for students to have learning motivation aligned with their desires without pressure from any entity. According to (Sanusi, 2022) the hallmark of the Emancipated Curriculum is the presence of critical, creative, innovative, transformative, relevant, effective, and efficient learning processes. In this context, the Ministry of Education and Culture of the Republic of Indonesia provides the freedom for students to think freely and determine their destiny (Sanusi, 2022). Nadiem suggests that teachers should understand the concepts of the Emancipated Curriculum before imparting the concepts to students. The concepts introduced by Kemendikbud RI emphasize self-directed learning and the role of the teacher as a facilitator. This signifies that students have the freedom to acquire education, while teachers act as facilitators to support students in discovering their learning styles and present materials emphasizing students' willingness, interests, and learning (Gusteti & Neviyarni,

2022), to achieve a self-directed learning process.

Students possess diverse intelligences aligned with their interests, and providing students with the freedom to explore various fields with different learning styles is the appropriate choice to create a positive learning environment (Azmi & Iswanto, 2021). The emancipated curriculum provides students with the opportunity to gain a broader learning experience according to their competencies through various learning activities with teaching materials tailored to students' learning styles (Gusteti & Neviyarni, 2022). According to (Ocampo et al., 2023) learning styles it self refers to the preferred methods by individuals in processing and retaining information. Teachers emphasize students' willingness, interests, and learning when presenting material.

Learning styles affect how people think, retain information, and solve issues as well as how they decide to arrange information (Abante et al., 2014). Emancipated Curriculum itself is related to the learning style because it is used to develop differentiated learning aims to the student needs. The Emancipated Curriculum supports a variety of learning styles and pays special attention to student diversity. By accommodating different learning styles, this curriculum creates a learning atmosphere that is more inclusive and respects individual differences such as general learning preferences, sensory inclinations, and cognitive capacities. Furthermore, it's critical to recognize that each student has distinct preferences for learning styles.

Differentiated learning according to (Fitra, 2022) was created to adapt the learning system in class according to ability and learning needs from different students. in this case the teacher can choose one or more aspects Differentiated

learning to apply in the learning process in accordance with students' needs need's so that the learning outcomes which are skills cognitive skills, affective skills, psychomotor skills can be achieved optimally. However, during the Implementation of Teaching Practice (PLP), there exists a discrepancy between the government's policy to implement differentiated teaching methods, as emphasized in the Emancipated Curriculum and the on-the-ground reality.

Preliminary direct observations conducted by the researcher in three secondary schools in Buleleng Regency affirm that despite the curriculum's emphasis on the importance of varied instruction tailored to student's needs, teachers continue to adopt a standardized approach – a one-size-fits-all method – in the use of instructional materials. These observations highlight a misalignment between the curriculum's focus on differentiated teaching approaches to support self-directed learning and the actual teaching practices in these schools. This discrepancy signifies challenges in policy implementation and underscores a gap between aspirations and realities in achieving the objectives of the Emancipated Curriculum.

Several scholars have conducted studies on the creation of educational materials on multiple occasions. In particular, studies conducted recently in the province of Bali on the creation of educational materials include those conducted by (Damayanti et al., 2023) and (Pinatih, 2022). The study was qualitative in nature, and the findings indicate that products in the form of extra resources can help slow learners in Buleleng Regency's junior high school students in grade 9 reach their full learning potential (Damayanti et al., 2023). The study employed the Design and Development approach to create a book that served as English

learning materials for seventh-grade students at a junior high school in Singaraja. The findings indicate that the creation of learning materials was successful in raising the caliber of the English language learning process (Pinatih, 2022). Several earlier research demonstrate how important it is to establish educational resources. If the learning resources are created with the needs of teachers and students in mind, they will be extremely helpful (B. Tomlinson & Masuhara, 2018). To support individualized learning with authentic material and cultural sensitivity, no researcher has, however, created English learning materials based on the application of the Emancipated Curriculum for Senior High School level schools in Bali.

Researchers must provide English learning resources that are suited to the individual requirements of students and teachers in order to improve the quality of English language learning in senior high schools. This product should meet the specific needs of English language instruction for eleventh-grade students at Senior High School in Singaraja, Bali, while also conforming to the features listed in the Emancipated Curriculum. During the first semester, the expected outcome will be a book that focuses on English learning resources for students in the eleventh grade. By providing a variety of learning resources according to each student's level of competency, this book seeks to present unique information. References to educational activities that take into account different learning styles and other essential modifications for students at various stages of the English language learning process will also be included. Ultimately, the researcher's creation will support a differentiated learning approach in line with the latest curriculum, the Emancipated Curriculum.

## 1.2 Identification of Problem

Based on the background information provided, some key issues that can be identified include:

1. The emancipated curriculum, which stresses student-directed learning and the teacher's role as a facilitator, is still difficult for teachers to completely comprehend and apply. More assistance and training for teachers is required.
2. Differentiated instruction based on students' varied interests and skills is not being used successfully in practice. Despite the fact that different students have different learning styles, teachers continue to use the same materials for every student.
3. Students' capacity to learn through methods that best fit their abilities and interests is restricted by the absence of varied resources. This goes against the aims of the emancipated curriculum.
4. Differentiated English learning materials have not been developed to align with the emancipated curriculum. There is a need for differentiated English authentic materials that concern cultural sensitivity for 11th-grade students in Buleleng Regency high schools based on their learning style.

## 1.3 Limitation of Research

Differentiated English learning materials have not been developed to support the emancipated curriculum for 11th-grade students in several high schools in Buleleng Regency based on their learning styles. This study is limited to developing differentiated English learning materials for 11th-grade students in



several high schools in Buleleng Regency by considering students' learning styles.

The research will concentrate on formulating differentiated English authentic learning content concerns the cultural sensitivity for 11th-grade students in certain high schools in Buleleng Regency, taking into account variances in their learning styles. The scope encompasses two senior high schools in Buleleng Regency without specifying their names.

#### **1.4 Research Questions**

Based on the background of the study, the research question will be formulated as follows:

1. What are the student's and teachers needs in English learning based on Emancipated Curriculum?
2. How is the development of Differentiated English learning materials tailored for 11th-grade students in Senior High Schools' first-semester curriculum accomplished, following the Emancipated Curriculum framework?
3. What is the quality of the Differentiated English learning materials developed for the first semester of 11th-grade students in Senior High School, developed by the Emancipated Curriculum?

#### **1.5 Research Objective**

1. To understand students' needs regarding the development of Differentiated English learning materials that are by the emancipated

curriculum.

2. To create Differentiated English learning materials that incorporate emancipated curriculum principles in their methods.
3. To evaluate the quality of Differentiated English learning by using learning materials specifically designed for 11<sup>th</sup> grade of Senior High School Students.

## **1.6 Significance of The Research**

### **1.6.1 Theoretical Significance**

The anticipated outcomes of the research aim to furnish insights and enhance understanding regarding the creation of educational resources, particularly in the context of crafting tailored English learning materials. This involves incorporating the principles of the Emancipated Curriculum, grounded in both the Emancipated Curriculum theory and Tomlinson's material development theory. The emphasis lies in addressing differentiated learning needs and cultural considerations.

### **1.6.2 Practical Significance**

#### **1.6.2.1 Teachers**

The differentiated learning materials developed through this research will serve as useful resources that teachers can readily utilize in their classrooms to cater to the needs of diverse learners. Additionally, insights garnered from teachers regarding the opportunities and challenges they face in implementing differentiated instruction will inform the development of targeted training and support to build their capacity in this area. Furthermore,

teacher feedback collected in this study will directly shape recommendations on how to better facilitate differentiated instruction aligned with the emancipated curriculum in the Indonesian context.

#### **1.6.2.2 Students**

Students will gain access to customized materials tailored to their specific learning styles and strengths, which is expected to enhance their motivation and academic performance. Providing differentiated materials allows students to experience learning opportunities that resonate with their personal needs and preferences. Overall, exposure to differentiated learning can empower students to take greater ownership of their education and leverage their learning styles in productive ways aligned with the vision of the emancipated curriculum.

#### **1.6.2.3 Other Researchers**

This study's methodology and outcomes can guide other researchers who may be exploring the application of differentiation principles within the Indonesian education system. The findings will contribute new knowledge regarding the development of culturally relevant differentiated learning materials. Additionally, analysis of the impacts of differentiated materials on student motivation and achievement provides a model that can inform future research on this topic.