



Innovating Emancipated Curriculum Differentiation Learning Materials for X Grade Senior High School Students

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Abstract

This research aims to develop and analyze the quality of developing learning materials based on Emancipated Curriculum for 10th grade senior high school. The concept of the Emancipated Curriculum emerged based on providing freedom of thought, ensuring that students can independently access knowledge in formal and non-formal education without any restrictions. This research design will consist of four stages such as 1) Analysis, 2) Design, 3) Development, and 4) evaluation. Based on few experts, it can be called as ADDE models (W. & Creswell, 2010). The focus of D&D research includes analysis, planning, production, and evaluation. D&D research is also known as a method for creating procedures, techniques, and tools based on systematic analysis of specific situations. Various methods were used to collect data as follows observation sheet, interview, questionnaire and documentation. Analysis method that used in this research is using a mixed methods approach that includes both qualitative and quantitative based on the method questionnaire. The qualitative data will be obtained through interviews and observations with EFL teachers and students, with a particular focus on the syllabus and lesson plans. Quantitative data collected through questionnaires, on the other hand. The findings of the research are the learning needs required by students at schools A and B generally include several needs for visual, aural, kinesthetic, read and write learning styles. Differentiated learning materials are developed based on a blueprint that includes learning topics and subtopics, basic competencies, teaching methods, types of assessment, teacher guidelines, learning activities. Learning materials are designed to guide teachers in carrying out daily learning to achieve a learning objective. The product as a whole has been adapted to the independent curriculum, as it focuses on innovative teaching methods, and is also suitable for use in all situations as it focuses on 21st century skills. Even so, the

material prepared still has several improvements, such as design revisions related to a more systematic layout. The material prepared in this research has also provided several clear instructions to support students' active learning starting from observation, observation and several related projects.

Keywords: *EFL class, emancipated curriculum; learning material development; student's learning style.*

Introduction

The Emancipated Curriculum is a step taken by the government to improve the quality of education (Kemendikbud, 2021). Based on Article 1 Paragraph 9 of Law Number 20 of 2003, curriculum is defined as a series of plans and arrangements relating to objectives, materials and learning methods determined to achieve certain educational goals. The history of education in Indonesia has recorded several changes and revisions to the curriculum, the most recent being the emergence of the Emancipated Curriculum (Fatmawati & Yusrizal, 2021). The concept of the Emancipated Curriculum emerged based on an idea from Nadiem Makarim, Minister of Education and Culture of the Republic of Indonesia. The main principle in the Emancipated Curriculum is to provide freedom of thought, ensuring that students can independently access knowledge in formal and non-formal education without any restrictions (Manalu, Sitohang, Heriwati, & Turnip (2022). Implementation of the Emancipation Curriculum demands creativity from teachers and students in home interests and talents from an early age to focus on essential material, develop students' character and competencies.

Emancipatory learning is a policy program established by the Indonesian Minister of Education and Culture, which aims to restore the national education system in accordance with the law by providing freedom to schools, teachers and students. In this context, emancipation and freedom mean the freedom to innovate, learn and create. To implement the "emancipatory learning" program, transformation is needed in the school curriculum, learning management in national education, as well as regional education management with school autonomy. This statement is in line with Saleh's research (2021) which states that Emancipated Learning is a program that aims to explore the potential of teachers and students in innovating, in order to improve the quality of learning in the classroom.

There are a number of regulations governing the implementation of the Emancipation Curriculum. The Ministry of Education, Culture, Research and Technology through Number 56/M/2022 has established guidelines for the Emancipation Curriculum. One of the main criteria is the existence of differentiation and cultural sensitivity in learning. This principle of differentiated learning is based on the understanding that each student has different needs (Ellen & Sudimantara, 2023). Learning differentiation can include various aspects, such

as differentiation of material, learning process, products produced, based on student learning styles, and based on student ability levels. Meanwhile, cultural sensitivity refers to an educational approach that pays attention to and respects the various cultural aspects that exist in society. This includes recognition and respect for the varying values, norms, traditions, and beliefs among individuals or cultural groups participating in the education system. Therefore, the government hopes that with the Emancipated Curriculum, the learning experience will be tailored to the individual needs of each student. Learning materials that support differentiated learning are an important focus in implementing the Emancipated Curriculum (Kemendikbud, 2022). Alignment with cultural sensitivity and authentic content is also a priority in implementing the Emancipated Curriculum (Ellen et al., 2023). Overall, the implementation of the Emancipated Curriculum is the government's effort to advance the education system in Indonesia.

In a learning context that uses differentiation curriculum, students can achieve optimal learning outcomes when teachers adapt their teaching methods by paying attention to variations in the level of readiness, interests, and learning characteristics of each individual (Sofiana et al., 2024). Students are given a variety of choices regarding materials, teaching techniques, and assessments. Therefore, it is very important for teachers to use a variety of teaching techniques that suit each student's learning style, considering that each individual has unique needs. Teachers also need to apply authentic teaching methods, namely by conveying relevant and meaningful information in class (Saban & Atay, 2023). It is necessary to observe directly whether the government's hopes regarding the implementation of the Emancipated Curriculum have been realized or not. Implementation of the Emancipated Curriculum has become the focus of research through teaching experience in the Learning Service Program (PLP). This research involves direct observation of the practice of the Emancipation Curriculum in several schools in Bali, especially in the Singaraja area, Bali. Even though many schools have adopted the Emancipated Curriculum, observations of the situation in schools show that learning practices do not fully follow the principles of differentiation and culture of sensitivity.

This research obtains direct insight from the opinions of teachers and students regarding the reality of implementing the Emancipated Curriculum. Teachers stated that they need a variety of learning materials, such as books with different content, various types of learning activities, a variety of learning styles, and materials adapted to students' ability levels. However, the use of books provided by the government for this purpose has not yet reached its maximum potential. In addition, research highlights the importance of implementing differentiated learning from the beginning of senior secondary education, especially in English language learning materials in grade 10. There is a need for

immediate solutions to create learning materials that support differentiated learning practices (Tomlinson, 2014).

A number of studies have focused on developing learning materials, especially in the province of Bali. A qualitative study conducted by (Damayanti, Susilaningsih & Nugroho, 2023) produced additional material for grade 9 students in Buleleng Regency which can maximize the learning potential of slow learner students. Another research by (Pinatih, 2022) used the Design and Develop method to create English learning materials in book form for grade 7 students in Singaraja. The results show that the development of learning materials is able to improve the quality of the English language learning process. Previous studies also emphasize the importance of developing learning materials that are tailored to student needs (Tomlinson, 2014).

To ensure its completeness, researchers have conducted preliminary research which includes observations in two public schools, namely SMA Negeri in Buleleng, Bali, which has implemented the Emancipated Curriculum. The results of preliminary observations show that there are obstacles in the implementation of differentiated learning. This is supported by the results of previous research which also shows that teachers in the field are still confused in making differentiated learning materials and need time to develop them. One of the main problems is the lack of supply of learning materials that support differentiated learning. Teachers also expressed difficulties in teaching students with various learning styles. This finding indicates that students need additional learning resources that can be tailored to their individual needs (Tomlinson, 2014).

In addition, in 2 public schools in Buleleng Regency, each of them has not made learning styles a reference in teaching the learning process in the classroom. Everyone is an individual, and they will all perceive the world differently. Everyone also learns in different ways. Some people learn faster than others-through reading, seeing, trying, failing, trial and error, experience, etc. So effective learning styles may be different for each person. By understanding and accommodating students' learning styles, teachers can create a learning environment that is more inclusive and responsive to individual learning needs. This can improve student understanding, information retention, and student engagement in the learning process. Therefore, we develop learning materials that are adapted to learning styles. The type of learning style used is V-A-R-K according to the results of the questionnaire filled out by students and the V-A-R-K learning style is more dominant in the school that is the target of our research.

The results of observations in schools show that teachers need learning media in the form of supplementary books that are able to provide content that is appropriate to various activities and support diverse learning styles, and content that provides material according to students' ability levels. Currently, the use of books provided by the government is still less than optimal. Especially in grade 10th English lessons. This is a problem that must be resolved immediately, so it is

necessary to create learning materials that support differentiated learning (Tomlinson, 2014). Apart from that, differentiated learning must be carried out from the start of high school, namely in grade 10th. Because grade 10th is a good first step for developing differentiated English learning materials.

However, the background of differentiated curriculum showed that learning materials must meet certain criteria, such as; containing learning objectives, being differentiated, and containing cultural sensitivity to raise the profile of Pancasila students. However, in reality, teachers still do not understand each individual's learning style. So they have not been able to design differentiated teaching materials. The development of learning materials is very necessary to organize the learning process efficiently so that students are able to improve their English language skills. Based on previous observation field, teachers report that it is very difficult for them to teach students with different learning styles. The findings of this phenomenon suggest that both teachers and students need more learning materials and resources tailored to each student's preferred learning style.

Therefore, researchers fill the existing gaps in research by recommending new studies. This research will investigate the development and implementation of differentiated learning and identify its impact on the level of learning outcomes. This is especially important, considering that these schools may face unique challenges and challenges when compared to other classes and subjects. Furthermore, the purpose of this study was to design appropriate learning materials for 10th grade high school students, by developing a "learning materials" approach. This means that all materials prepared should be based on a selected and differentiated topic. In the developed product, the researcher will also incorporate various teaching methods that are compatible with the Emancipated Curriculum. Thus, the study investigates the following research questions: 1) To find out what the needs of teachers and students are in the process of learning English using learning material, 2) to Develop differentiated English learning materials in book form for 10th grade students of Senior High School (SMA) second semester in accordance with the Emancipated Curriculum and 3) Knowing the quality of English learning materials in the form of books for students of grade 10th Senior High School second semester based on the use of the Emancipated Curriculum. Through this research, it is hoped that teachers can seek and identify appropriate solutions to the challenges they face.

Method

This research design consisted of four stages such as 1) Analysis, 2) Design, 3) Development, and 4) evaluation. Based on few experts, it can be called as ADDE models (W. & Creswell, 2010). The focus of D&D research includes analysis, planning, production, and evaluation. D&D research is also known as a method for creating procedures, techniques, and tools based on systematic analysis of specific situations (Richey & Klein, 2007). D&D research and innovative activities are developed to produce possible solutions to practical problems. The ADDE model has been used in the design of learning systems, and one of its purposes is to guide the creation of a learning program infrastructure that is more efficient, dynamic, and supports the improvement of the learning process. ADDE implementation believes that learning should be student-centered, innovative, authentic and inspiring. The concept of structured product development has been around since the advent of social communities. Product creation using the ADDE process remains one of the most effective methods today. Because ADDE serves as a guiding framework for complex situations, it is well suited for developing educational products and other learning resources.

There are four steps that researcher stages based on the ADDE approach. The process is below:

- a) Analysis. This analysis process involves identifying problems and selecting appropriate solutions in creating educational resources through needs assessment.
- b) Design. The design stage is carried out with some planning for making teaching materials as follows 1) making teaching materials by analyzing core competencies and basic competencies based on student needs, as well as principles and schedules to determine tools in the next research step, 2) designing learning scenarios consisting of several activities on English materials, 3) selecting teaching material competencies according to student needs, 4) planning the initial use of teaching aids according to subject competencies, and 5) designing teaching materials and learning evaluation tools.
- c) Development. The creation of learning materials suitable for different grade levels was the first step in developing this research. The researcher started the process of developing learning materials by following the previously developed and revised plan.
- d) Evaluation. Evaluation is defined as the process of adding value to the development of educational materials. There are two categories of evaluation, namely summative and formative assessment.

This research has a target for 10th-grade high school students, consisting of at least 30 individuals for each class and one English teacher during the learning process. The sample will be used by convenience sampling. This sampling carried out non-probability selection where the participants are chosen based on location, availability, etc. The sample selection of participants or samples for this study is based on the needs of the research, namely by selecting teachers in two public schools as the main informants who are directly involved in the teaching process. The selection of participants was also affected by the research background as a student majoring in English, and by the characteristics of the research background. Thus, the samples for this reset were grade 10th teachers and students.

This research also has several data-collecting techniques, as follows 1) Observation Sheet. The researcher will be responsible for the observation stage. The Teaching Module and Syllabus (ATP) used by the teacher during the learning process were analyzed by the researcher. 2) questionnaires Distribution. A questionnaire consists of a series of questions or statements addressed to participants, and 3) Interview Guide. According to Sugiyono (2018), interviews are conducted by both parties, where the first party is the interviewer while the second party is the informant or source of information. This research conducted some interview activities, especially for the English teachers and students at the location. This interview stage will use closed-ended questions. During this stage, the researcher will record all statements the interviewer provides, the last one is 4) Document. According to Sugiyono (2018), document is a process to get an interpretation for specific problems based on a few data sources. The research can utilize materials in the learning process for both schools, such as books or other references used during EFL classes. This step has an outcome as the transcript data is qualitative.

The data were thoroughly examined and analyzed by using a mixed methods approach that includes both qualitative as described by Miles, Huberman, and Saldana (2014). quantitative based on the method described by Nurkancana and Sunartana (1992). Quantitative research is research that collects and analyzes non-numerical data to understand social, cultural, or human behavioral phenomena. Quantitative based on the method described by Nurkancana and Sunartana (1992) and collected through questionnaires sheet to identify student's learning needs and feasibility of learning materials that have been developed. Quantitative data also analyzed by the expert judgement to identify the feasibility of learning materials. Two experts were selected who were best qualified in their fields related to English materials and learning media so that both experts understood the product well and were able to provide appropriate assessments.

Meanwhile, Qualitative research is a research method that aims to understand a phenomenon in depth. This research emphasizes the search for meaning, concepts, characteristics and symptoms of a phenomenon. The qualitative data will be obtained through interviews and observations with EFL teachers and students, with a particular focus on the syllabus and lesson plans. Data triangulation is a data collection technique in qualitative research that combines various data and sources. Miles and Huberman (1984:16) suggest that activities in qualitative data analysis are carried out interactively and continues continuously until completion as follows: a) Data Reduction. Data reduction means summarizing, selecting the main things, focusing on the important things, Look for themes and patterns, b) Data Display. After the data has been reduced, the next step is to display the data. The most frequently used to present data in qualitative research is with narrative text, and 3) Conclusion Drawing / Verification. The conclusion put forward in initial stage, supported by valid and consistent evidence when researchers return to the field collect data, then the conclusions put forward are credible conclusions.

Results

A. Analyze The Specific Needs of Teachers and Students

1) Understanding of the Emancipated Curriculum

The needs of the teachers were examined as the study's primary goal based on teacher interviews conducted at two different schools. It was discovered from the interview that teachers continue to consider the Emancipated Curriculum as a new curriculum that requires further study in order to make the most of its use in the future. The teacher at school A mentioned that:

“Seingat saya penerapan Kurikulum Merdeka di sekolah ini sudah masuk tahun ketiga, berarti dari tahun 2021, sudah menerapkan kurikulum merdeka dari kelas 10, 11, dan 12, “The teacher at school B also mentioned that”:

“Karena saya adalah guru yang cukup baru disini, saya baru mengajar di sekolah ini dari tahun 2022. Kalau tidak salah sekolah ini menerapkan kurikulum merdeka dari tahun 2020”

“Untuk pembelajaran intrakurikuler khususnya di mata pelajaran yang saya ampu yaitu Bahasa Inggris, sebagian sudah dilakukan secara terdiferensiasi, namun belum maksimal. Karena kami masih terkendala di pemahaman kurikulumnya sendiri. Terkadang kalau bicara soal terdiferensiasi pasti benturannya ke waktu, management kelas dan lain sebagainya.” (L1)

This statement clearly shows that teachers need to learn further regarding the use of the emancipated curriculum.

2) Differentiated Learning Based on Learning Style

Teachers at school A mention that:

“Iya, kalau di tingkat mapel bahasa Inggris diagnostic assessment tentunya sudah dilakukan, bahkan di modul itu harus dicantumkan hasilnya. Cuma saya cantumkan secara sederhana tidak memakai instrument yang kompleks seperti seharusnya.” It was revealed that teachers only focus on students' abilities, teacher at school A also mentioned:

“Diagnostic berdasarkan learning style belum dilakukan sepenuhnya, karena untuk tindaklanjutnya kami masih belum memiliki banyak waktu.”

“Namun untuk pembelajaran intrakurikuler telah dilakukan secara terdiferensiasi, kita membedakan setiap tingkatan kemampuan siswa.”

Although there is a desire among teachers to try grouping students by learning style in the future, due to time constraints teachers only group students by ability level and have not grouped students by learning style or other factors.

Furthermore, the questionnaire also was given to representative students at the two schools, namely SMAN 3 Singaraja (School A) and SMAN 1 Gerokgak (School B), the number of classes targeted was 2 classes at School A and 2 classes at School B. The questionnaires were distributed via Google Forms. The first questionnaire was carried out at School A, with the following results.

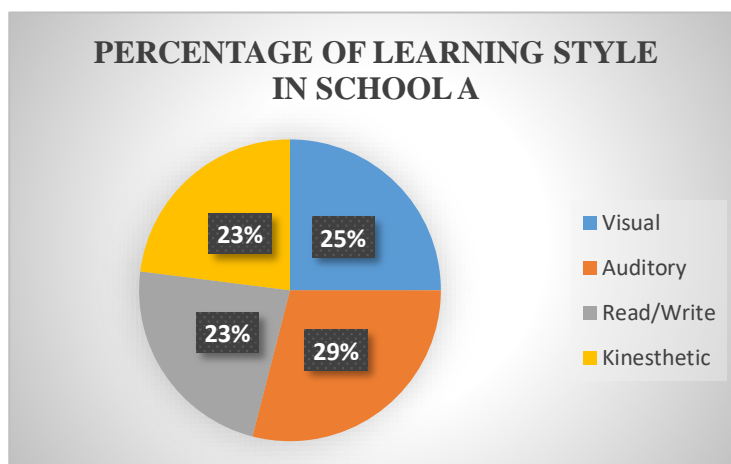


Figure 1. Percentage of Learning Style in School A

It can be concluded based on the results of the questionnaire obtained the percentage of auditory learning style is the highest. So, students in grade 10 at School A have a more dominant auditory learning style.

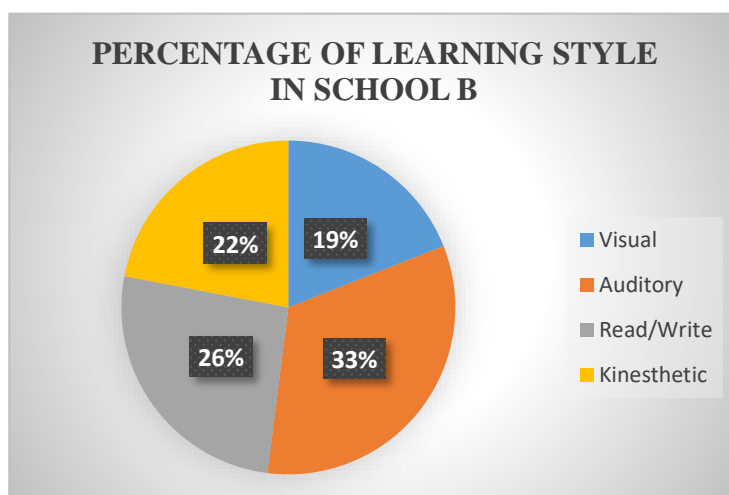


Figure 2. Percentage of Learning Style in School B

Based on the results of the questionnaire provided by researchers at School B, there were 2 classes with students in each class, so the total number of respondents was 66 students, with the percentage of learning styles at School A; Auditory (33%), Read/Write (25%), Kinesthetic (22%), and Visual (19%).

3) Teachers and Students Need English Learning Materials

From the interview, it was found that teachers need English learning materials. Teacher at school A said that:

“Materi pembelajaran yang digunakan secara umum mampu menunjang proses pembelajaran yang terdiferensiasi namun kurang maksimal, saya berharap lebih dari itu.”

This statement is supported by the statement of the teacher from school B, which stated:

“Learning material yang digunakan selama ini belum cukup mampu menunjang proses pembelajaran yang terdiferensiasi. Untuk di kelas, terdiferensiasi itu kan juga bisa dibedakan dari output yang akan siswa kerjakan. kalau mereka memang suka membuat video dan menjelaskan langsung, saya akan berikan kesempatan mereka untuk mengumpulkan tugasnya tentang itu”

The teacher at school A said:

“Kalau bicara masalah keefektifan materi pembelajaran yang digunakan dalam proses pembelajaran bahasa Inggris secara terdiferensiasi, dilihat dari persentasi itu tidak lebih dari 70%”. The teacher answered as follows:

“Kalau ditanya apakah diperlukan adanya pengembangan materi bahasa inggris yang berdiferensiasi menurut saya sangat diperlukan karena pasti, siswa juga akan sangat terbantu jika tersedia materi pembelajaran yang sesuai dengan kebutuhan mereka”

4) Analysis Materials in Accordance with The Emancipated Curriculum

Document analysis used in this research includes Syllabus/Learning Objectives Flow (ATP) and teaching modules in each school, the researcher only used two documents because both schools do not have handouts.

a. Learning Objective Flow Analysis (ATP)

The Learning Objectives Flow (ATP) contains the topics that will be presented to students and are studied for two semesters (one year) for grade 10 students. The topics in the ATP were used by researchers as reference materials to develop learning materials and activities. Researchers analyzed each school's ATP to determine activities that were in line with the topics and learning objectives. This research focuses on topics for 10th-grade high school students in the second semester. These topics serve as the basis for developing English language learning and are adapted to the chosen teaching method.

b. Teaching Module Analysis

To better understand the learning process, researchers gathered teaching modules from the second semester. The module is then examined and evaluated in order to provide guidance for creating educational materials. To acquire insight into the teaching process, researchers observed learning-related teaching modules. The creation of differentiated English learning materials based on learning styles will be based on the teaching module.

B. The Development and Quality Evaluation of English Learning Materials of 10th High School in Accordance with The Emancipation Curriculum

The development of English language material for class 10 senior high school is carried out through several steps as formulated in the previous development method, namely using the ADDE principle:

a. Analysis

The results of the analysis process as the first stage of the development process are based on a student needs questionnaire and analysis related to the existing syllabus and learning objectives. As per the results of the student needs questionnaire, which relates to visual, auditory, kinesthetic and read/write learning styles, each of which has a balanced portion. The results of the two schools as research objects are dominated by the need

for auditory, namely 29% and 33% for schools A and B respectively. So that in the development process it will contain auditory elements more thoroughly.

Then analysis is carried out on the existing syllabus and learning objectives. Class 10 material for English subjects was chosen, namely 3 parts in the form of "Recipe", "Wild Animal", and "Help The Planet We Call Home". The selection of these three topics was based on an ongoing timeline analysis at both schools so that they could follow developments in students' learning needs at that time. The development also considered the material that will be contained in the book such as procedure text, narrative text and exposition text. Next, the preparation of the material is carried out in stages and is adjusted to the guidelines for selecting student learning styles. The selection of learning methods is also carried out based on an analysis of the suitability of learning objectives with learning styles to strive for learning effectiveness. The development of English language material will use learning methods in the form of problem based learning, project based learning and also discovery learning.

b. Design

The design preparation in developing English language material is then adjusted to the learning objectives, learning methods, learning styles and elements of the emancipated curriculum, namely the Pancasila profile in it. The blue print designs that are tailored to students' learning styles are displayed with attractive visualizations based on existing learning style elements.

c. Development

Researchers have begun the process of developing learning materials by following previously prepared and revised plans. Aside from that, the learning material will be checked by experts and revised at this stage to ensure that the learning material being developed becomes a more perfect and useful learning tool in its implementation. Aside from that, the researcher will create an assessment sheet that will be distributed to experts in order to obtain their feedback and input on the learning material that the researcher has created.

d. Evaluation

Evaluation of learning materials by experts and making improvements. This step represents the end of the ADDE process and is considered the concluding step in development research. At this stage, the researcher will present material that is complete and has gone through several previous stages to the appointed English teacher.

this stage is carried out based on the results of expert value considerations. Expert judgment includes several components such as the relevance of English material development in general, evaluation standards for material effectiveness, language elements and also visualization of the layout of the material.

The evaluators were two experts, namely expert 1 and expert 2, and an English teacher. The expert judgments were analyzed using Nurkancana and Sunartana (1992). Then, the data from the feasibility test of the English language material is presented in comprehensive comparative quantitative data for expert assessment as follows

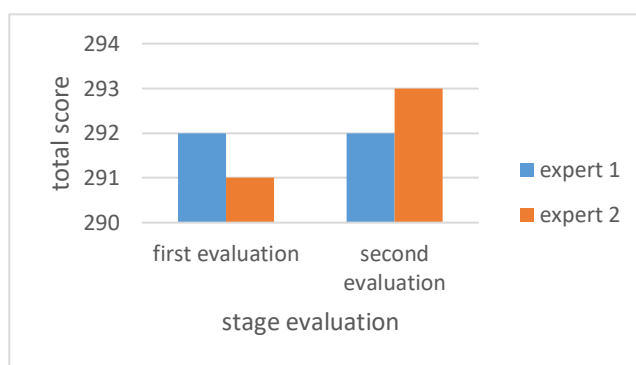


Figure 3. Comparative Quantitative Result of Expert Assessment

Based on the data table above, the first evaluation data presented, the total score by expert 1 and 2 has average around 291,5 and the category is “Excellent” media. futher development happend with some revision and has increased the feasibility score. 292,5. After the expert judgments stage 1, the material was revised based on the score and suggestion result obtained from the experts and teacher. After the material was revised based on the expert judgments stage 1 result, the expert judgments stage 2 was conducted. The result of the expert judgments stage 1 and 2 are shown below:

Table 1. Expert Judgement Score

Expert Judgement	Score	Criteria
First Expert Judgement	292	Excellent
Second Expert Judgement	293	Excellent

Table 2. Teacher Judgement Score

Expert Judgement	Score	Criteria
Teacher School A	293	Excellent
Teacher School B	295	Excellent

Based on these results, it can be concluded that the overall assessment results of the two expert judgments resulted in scores of 292 and 293 and were categorized as very good, because all scores exceeded 265,5. Meanwhile, the assessment of two English teachers in schools A and B assessed the teaching material product as an excellent book. Based on these assessments, it can be said that the development of English teaching materials can be used and implemented for grade X semester 2 high school students.

This result is relevance with the theory of (H. G. Tarigan & Djago, 2016) that good material will at least perform a material that supports and stimulates student activity to use it. Other indicators are also in accordance with the objectives of the emancipation curriculum, namely equipping students with 21st century skills. The emancipated curriculum implemented today aims to refine and simplify the previous curriculum which is considered less effective and efficient in learning in the 21st century

Discussion

The purpose of this research is to create differentiated learning materials based on learning styles and using the syntax of three 21st century learning methods: problem-based learning, project-based learning, and discovery-based learning. The first step in developing differentiated English learning materials is to conduct a needs analysis, the researcher looks for the specific needs of students and teachers in grade 10th high school in the second semester based on the use of the Emancipated Curriculum.

The first need of teachers shows that there is a need for a deeper understanding of the Emancipated Curriculum, according to the theory put forward by the Ministry of Education and Research (2022) which states that learning must be carried out according to the rules and guidelines. So, teachers must have an in-depth understanding based on the use of the Emancipated Curriculum. The adjustment that teachers must make is to implement differentiated learning.

Second, teachers need to implement differentiated learning as well as possible for learning styles. This statement is in line with the theory put forward by the Ministry of Education and Culture (2022) which states that one of the characteristics of good learning activities based on the use of the Emancipated Curriculum is that learning must be differentiated. This theory proves the truth that learning must respect differences, for example, the different learning needs of students. The discovery of students' needs to implement differentiated learning and learning styles is in line with Mulyawati, Zulela, and Edwita's (2022) theory that teachers must have a good understanding and focus on students' needs. The results of the questionnaire showed that some of the dominant learning styles used by students are visual, aural, reading or writing, and kinesthetic learning styles. The use of the right learning style will arouse students' enthusiasm for learning so that students feel comfortable when learning, the statement is in line with the research of Aryuntini, Astuti, and Yuliana, (2018).

The third need is that teachers and students need English learning materials that support differentiated learning. In line with the results of Hammer and Rohimajaya's research, (2018) which shows that products in the form of English learning materials are very useful in supporting the achievement of the desired learning. Teachers have received some learning materials from the center, but the utilization is not optimal enough. There are still many things that need to be adjusted so that learning materials can support the learning process.

The fourth need is the need of teachers and students for English learning materials that meet the criteria of the Emancipated Curriculum. If we talk specifically about the development of English learning materials because there are no schools that use the Emancipated curriculum, of course, the learning materials developed will meet the criteria of the Emancipated Curriculum. Teachers need it because the learning materials developed will be very helpful in supporting the English learning process. The existence of this phenomenon clearly shows that students also need to develop learning materials. There have been several studies on the development of English learning materials conducted in Bali, particularly in Singaraja Education City.

Differentiated learning materials are developed based on a blueprint that includes learning topics and subtopics, basic competencies, teaching methods, types of assessment, teacher guidelines, learning activities. Learning materials are designed to guide teachers in carrying out daily learning to achieve a learning objective. The learning materials are developed to support students' learning process according to their learning style and the syntax of the three learning methods. With differentiated learning materials, it will be easier for students to reflect on their learning interests and cover their weaknesses during the learning process and have metacognitive awareness.

In the final stage of development, four experts evaluated the assessment rubric, two of whom were lecturers from Ganesha University of Education, and two teachers from schools A and B in grade ten who were the subjects of the study. The experts evaluated the learning materials using an expert assessment sheet developed by Nurkencana and Sunartana (1992). The expert assessment consisted of 59 items. Based on the results of the first stage of expert assessment, a score of 292 with a very good category was obtained, 291 with a very good category. However, there were some revisions and inputs obtained in the first stage. The lecturer suggested revising the use of language to make the instructions more detailed, and correcting writing errors or typos. Based on the second stage expert assessment, the scores obtained were 294, and 293. After going through the assessment of the two expert's judgment, the differentiated learning materials will be assessed directly by teachers in both schools. The results of the assessment from teachers in schools are 293 with a very good category from teachers in school A and 295 with a very good category from school B. So in summary, the final evaluation results are very good, which indicates that differentiated learning materials can be used to help teachers in teaching every day.

The product as a whole has been adapted to the independent curriculum, as it focuses on innovative teaching methods, and is also suitable for use in all situations as it focuses on 21st century skills. Even so, the material prepared still has several improvements, such as design revisions related to a more systematic layout.

Then the influence of the emancipated curriculum in empowering students is by adjusting the content of the material. For example, there are several elements that are based on students' learning styles, whether visual, aural, kinesthetic, write or read. This is in accordance with theory of (Tarigan, 2010) that the books must present some illustration to attract student's motivation. This research consist some materials that also create some illustration relevance with the theory of student's learning style. Previous study of Hogarth, Matthiesen, & Bakken (2022) and Gisselle, Danny, & Maarten (2020) which states that certain curricula have motivated and freed students to be more active in the learning process. Especially for language learning materials that successfully encourage students to observe how they learn English as a foreign language more effectively and develop creative and critical thinking. The material prepared in this research has also provided several clear instructions to support students' active learning starting from observation, observation and several related projects.

However, there were some revisions and inputs obtained in the first stage. The lecturer suggested revising the use of language to make the instructions more detailed, and correcting writing errors or typos. Based on the second stage expert judgment, the scores obtained were 292, and 293. After going through the assessment of the two expert's judgment, the differentiated learning materials will be assessed directly by teachers in both schools. The results of the assessment

from teachers in schools are 293 in the “Excellent” media category from teachers in school A and 294 in the “Excellent” media category from school B.

It also showed few student’s response in positive feedback which student A mentioned that:

“bahan ajar bahasa inggrisnya menarik terlebih ada pembagian tipe belajar jadi aku bisa menyesuaikan dengan gaya belajar aku.” Meanwhile student B also stated that

“materinya variatif ya sesuai dengan tipe materinya terlebih tampilan materinya menggunakan media yang interaktif seperti ada gambar dan instruksinya jelas.” Based on direct statements from student feedback, it can be seen that the development of English material based on the emancipated curriculum is attractive to students by adapting their learning styles. Apart from that, the attractive appearance of the media is also another positive side for students in EFL class learning.

In summary, the final evaluation results are excellent, which indicates that differentiated learning materials can be used to help teachers in teaching every day. The product has been adapted to the Emancipated Curriculum, as it focuses on innovative teaching methods, and is also suitable for use in all situations as it focuses on 21st-century skills.

Conclusion

Based on these results, it can be concluded that the overall assessment results of the two expert judgments resulted in scores of 292 and 293 and were categorized as very good, because all scores exceeded 265,5. Meanwhile, the assessment of two English teachers in schools A and B assessed the teaching material product as an excellent book. Based on these assessments, it can be said that the development of English teaching materials can be used and implemented for grade X semester 2 high school students.

The material prepared in this research has also provided several clear instructions to support students' active learning starting from observation, observation and several related projects. The differentiated learning materials developed in this study are expected to be useful for grade 10th teachers in Buleleng district in conducting authentic assessment on their students. These learning materials can also be used as a powerful tool to promote and improve the quality of students' learning by engaging them in various innovative learning activities and promoting 21st century learning skills. Although this study focused on teachers in Buleleng district, these learning materials can be used by teachers from other regions as long as they use learning materials based on the emancipated curriculum.

Because in this study researchers only developed three topics and found out the quality of the product, other researchers can develop other topics by integrating 21st-century learning methods and, can also look for the effectiveness of the product.

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