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BREAKING BOUNDARIES: DEVELOPING CUSTOMIZED LEARNING MATERIALS FOR SENIOR HIGH SCHOOL WITH EMANCIPATED CURRICULUM DESIGN

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ABSTRACT

This study aims to develop differentiated English learning materials in the form of books for 10th-grade students of Senior High School in first semesters based on using an Emancipated Curriculum. This research uses the Design and Development model by Richey and Klein (2014) as the basis of the methodology. The design and Development model has four stages: analysis, design, development, and evaluation. The data obtained from this study used instruments in the form of interviews, questionnaires, and document analysis. The quality of the product received excellent from two experts, and this product is valid for use in differentiated learning-based learning styles for teachers and students. The results of this research show that differentiated English learning materials in the form of books for 10th-grade students of Senior High School in first semesters based on using an Emancipated Curriculum can help teachers in differentiated teaching and make it easier for students to learn according to their learning style.

Keywords: Differentiated Learning, English Material, Learning Style, Emancipated Curriculum

INTRODUCTION

The Emancipated Curriculum represents a significant initiative by the Indonesian government, particularly through the Ministry of Education, Culture, Research, and Technology, to enhance the quality of education (Kemendikbudristek, 2021). Defined by Law No. 20 of 2003, article 1 paragraph 9, a curriculum encompasses a comprehensive set of plans and arrangements concerning educational objectives, content, and learning materials aimed at



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achieving specific educational goals. Over the years, the Indonesian education system has undergone several curriculum revisions, with the most recent being the introduction of the Emancipated Curriculum, a concept championed by Nadiem Makarim, the Minister of Education and Culture. This curriculum emphasizes the freedom of thought, ensuring that students gain independence in accessing knowledge across both formal and non-formal educational contexts, without restrictive boundaries in the learning process (Fatmawati & Yusrizal, 2020; Manalu, Sihotang & Turnip, 2022).

A crucial aspect of the Emancipated Curriculum is its reliance on differentiated learning, as stipulated by the Ministry of Education, Culture, Research, and Technology's Regulation No. 56/M/2022. This approach acknowledges the diverse needs of students, requiring educators to tailor learning experiences to individual differences in content, processes, products, learning styles, and abilities (Ellen & Sudimantara, 2023). The aim is to provide a more personalized and effective educational experience, aligning with the unique needs of each student (Mulyawati, Zulela & Edwita, 2022). To achieve this, learning materials must support differentiated instruction, emphasizing cultural sensitivity and authentic content (Kemendikbudristek, 2022; Ellen et al., 2023).

Despite the promising framework of the Emancipated Curriculum, its implementation faces several challenges, particularly in the realm of differentiated learning. Preliminary research conducted in Bali, specifically in Singaraja and Buleleng, revealed that while schools have adopted the Emancipated Curriculum, there is a significant lack of supportive learning materials for differentiated instruction. Teachers reported difficulties in addressing the diverse learning styles of students due to the insufficiency of appropriate resources. This issue underscores the need for supplementary learning materials tailored to both students' and teachers' needs (Tomlinson, 2014).

Further research highlights the importance of developing learning materials that cater to differentiated learning. Past studies in Bali have demonstrated the positive impact of such materials on the educational process, particularly for slow learners and junior high school students (Damayanti, Susilaningsih & Nugroho, 2023; Pinatih, 2022), this previous studies show that the development of learning materials is very necessary. However, there is a noticeable gap in research focusing on English learning materials designed for senior high school students under the Emancipated Curriculum. Addressing this gap is critical to ensuring that the curriculum's goals are fully realized, particularly in supporting differentiated learning with culturally sensitive and authentic content.

To support the quality of education in Indonesia, there is an urgent need to develop English learning materials based on the Emancipated Curriculum that meets the diverse needs of students and teachers. This research aims to create comprehensive learning material in the form of a book for 10th-grade students in

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their first semester, designed to facilitate a differentiated learning process. This book aligns with the principles of the Emancipated Curriculum, ensuring it supports varied learning styles and abilities, thereby enhancing the educational experience for all students.

THEORETICAL FRAMEWORKS

Emancipated Curriculum

The latest changes/revisions to the curriculum in Indonesia have resulted in the Emancipated Curriculum (Kemendikbudristek, 2021). The Emancipated Curriculum is a curriculum concept that demands independence from students (Fatmawati & Yusrizal, 2021). Independence means that every student is given the freedom to access the knowledge obtained from formal and non-formal education. This curriculum does not limit the concept of learning that takes place at school or outside school and also demands creativity in teachers and students (Manalu, Sihotang, & Heriwati, 2022). The Emancipated Curriculum reflects inclusion through the application of the Pancasila student profile, including dimensions of global diversity and morals towards others, as well as through a project-based learning approach that naturally encourages tolerance and inclusion (Anggraena, Felicia, Pratiwi, Utama, Alhapip, & Widyastuti, 2021). The new Emancipated Curriculum will become the national curriculum in 2024 (Kemendikbudristek, 2021).

English Learning Materials

Learning material is a form of techniques and exercises used in the classroom learning process with a systematic description (Tomlinson, 2014). Material can be interpreted as an intermediary in conveying information (Zaim, Refnaldi, & Arsyad, 2020). Material is various types of things used to convey information. Learning material can be interpreted as a tool for providing information in communication in learning activities (Kristian, A. K. 2020). Learning material is a useful tool in the learning process for both teachers and students (Hamer & Rohimajaya, 2018). Learning material can also be defined as anything that can provide stimulation for students to do something in learning activities, either by learning something or by understanding written material (Saunders, M. E., Roger, E., 2018). From several theoretical descriptions mentioned by several experts, it can be interpreted that English learning materials are all types of things that are used to convey material or information about English learning.

Theory of Good English Learning Material in the Form of a Book

According to Tomlinson (2018), good learning materials in book form possess several key characteristics. The book should have attractive illustrations and engaging content that covers relevant topics, texts, and activities. The materials must be credible and meet the needs and desires of students, teachers, and administrators. The materials should be effective for different learner groups and teachers, facilitating cognitive engagement and presenting achievable challenges to



reach learning goals. The content must be pertinent to students' lives, needs, and desires, offering short-term benefits like increased interest and improved test performance, as well as long-term benefits such as language skills development and communicative competence. The perceived value of the materials should be high for both students and teachers. Additionally, the books should assist teachers in preparation, delivery, and assessment, be flexible for adaptation to different contexts, and comply with administrative requirements like standardization, syllabus coverage, and exam preparation. All these characteristics are adapted from Tomlinson (2018).

The criteria for learning materials in the form of books based on an Emancipated curriculum are important. The Emancipated Curriculum requires specific criteria for learning materials. According to Law Number 3 of 2017 concerning the Book System, Article 65 mandates that main textbooks published by the Central Government must align with the applicable curriculum. Government Regulation Number 57 of 2019, Article 53, allows educational units to use companion textbooks and non-textbooks approved by the Central Government (Kemendikbudristek, 2021). Based on the Ministry of Education, Culture, Research, and Technology, good learning materials should support soft skills and character development, such as projects to enhance Pancasila student profiles. They should focus on essential, relevant, and in-depth material to foster creativity, innovation, literacy, and numeracy. Flexibility is crucial, allowing teachers to adapt materials to students' developmental stages and local contexts (Kemendikbudristek, 2022). Good learning materials for the Emancipated Curriculum must support differentiated learning, cultural sensitivity, and authentic content (Ellen et al., 2023). Suitable learning approaches include project-based learning, problem-based learning, and discovery learning (Kemendikbudristek, 2022).

Theory of Step for Developing a Learning Material in the Form of a Book

By ADDE Model by Richey and Klein, (2007). In this model, there are four stages namely (1) Analysis, (2) Design, (3) Development, and (4) Evaluation. the second one is model dari Tomlinson one of them is Brian Tomlinson, in formulating an open material development model, there are two frameworks, namely text-driven and task-driven (Tomlinson, 2018). Text-driven is ideal for developing open books and additional classroom materials. Task-driven is for independent assignments in class. To implement text-driven open development materials, eight steps must be taken by a developer: Text collection, text selection, text experience, readiness activities, experiential activities, intake response activities, and development activities, in this activity, students are allowed to create meaningful language based on their understanding of the text, input response activities.

METHOD

This research applied the Design and Development (D&D) model by Richey and Klein, (2008). In this model, there are four stages namely (1) Analysis,



(2) Design, (3) Development, and (4) Evaluation. It started with the needs analysis, followed by designing the rubric blueprints, developing the rubric, and evaluating the quality of the product.

The subjects in this research were 10th-grade students and two English teachers at two public schools, Senior High School in Singaraja, Bali. The data in the analysis phase was collected through observation, interviews with the teachers, questionnaires for students, and document analysis with the Syllabus, Lesson Plan, *Alur Tujuan Pembelajaran (ATP)*, and Module Book. The researcher employs nonparticipant observation, observations were carried out by pre-observations, to find out the conditions at two public schools in Singaraja, Bali. This study used close-ended questions to know about students' learning styles. This interview stage used open-ended and closed-ended questions. Document analysis was carried out using research notes and the results obtained were used to design and develop learning materials. For the method of the design phase, it used the blueprint of learning material and for the development and evaluation phase, it used a rubric from the expert judgment. Two competent expert judges are involved in evaluating the quality of the product developed. Besides, the English teachers who would be the users of the product also took part in evaluating the product's quality. To calculate the score and determine the rubric criteria, it used Nurkancana and Sunartana's (1992) formula. The formula to determine the quality of the rubric can be seen in Table 1.

Table 1. Formula of Nurkancana and Sunartana (1992)

Formula	Score	Criteria
$X \geq Mi + 1.5Sdi$	$X \geq Mi + 1.5Sdi$	Excellent
$Mi + 0.5Sdi \leq X < Mi + 1.5Sdi$	$Mi + 0.5Sdi \leq X < Mi + 1.5Sdi$	Good
$Mi - 0.5Sdi \leq X < Mi + 0.5Sdi$	$Mi - 0.5Sdi \leq X < Mi + 0.5Sdi$	Average
$Mi - 1.5Sdi \leq X < Mi - 0.5Sdi$	$Mi - 1.5Sdi \leq X < Mi - 0.5Sdi$	Below Average
$X < Mi - 1.5Sdi$	$X < Mi - 1.5Sdi$	Poor

FINDING AND DISCUSSION

The very first step to developing the differentiated English learning material is conducting a need analysis, the researcher looks for the specific needs of students and teachers in 10th grade of Senior High School in the first semesters based on the use of an Emancipated Curriculum, as suggested by Tomlinson (2018) it is essential to develop learning materials that based on users' interest and needs. The need analysis was conducted in February 2024 by conducting interviews with the teachers, distributing questionnaires to students, and also conducting document analysis. The interview conducted with the teacher based on the principle semi-structured interviews proposed by (Easwaramoorthy & Zarinpoush, 2006). Based on the needs analysis findings, four major needs were found. The first need, the teachers show that they need a deeper understanding of the Emancipated



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Curriculum, based on the theory put forward by the Ministry of Education and Research and Research (2022) which states that learning must be carried out in accordance with the rules and guidance of the curriculum used, so teachers must adapt learning based on the use of the Emancipated Curriculum. The adjustment that teachers must make is to implement differentiated learning. Second, teachers need to carry out differentiated learning based on learning style, 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 is based on the use of an Emancipated Curriculum is that learning must be differentiated. Students' needs have been found, namely, students need to carry out differentiated learning based on learning style, in line with the theory of Mulyawati, Zulela, & Edwita (2022) that teachers must have a good understanding and focus on students' needs. The questionnaires were developed based on the principle of closed-ended questions proposed by Acharya (2010), showing that students need lessons based on learning style. The questionnaires consisted of sixteen questions adopted from the VARK learning style that was developed by Fleming, (2001). The results of the questionnaire show that several learning styles are dominantly used by students, that are visual learning style, aural, read/write, and kinesthetic learning style.

Table 2. Students' Questionnaire Result

Learning Style	School A	School B
Visual Learner.	25%	19%
Auditory Learner.	29%	33%
Read/ Write Learner.	23%	26%
Kinesthetics Learner.	23%	22%

The third need is that teachers and students need English learning materials that support differentiated learning. In line with the results of research by Hamer & Rohimajaya, (2018) which shows that the product in the form of English learning material is very useful in supporting the desired learning achievement.. for The results of the document analysis provide information regarding the learning material criteria that must be developed. Document analysis used in this research includes Syllabus/Learning Objectives Flow (ATP) and teaching modules in each school. Topics in ATP are used by researchers as reference material for developing learning materials and activities. Topics in ATP for the first and second semesters can be seen in the next page following table.

Table 3. Learning Topic in ATP

No.	Semesters	Topic
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1.	First Semester	Narrative Text Descriptive Text Recount Text
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However, the teaching module still lacks differentiated learning activities based on learning styles. Therefore, teachers must be aware of the differences that exist in students so that the learning activity process can be adjusted to these differences. The teaching module will be the basis for developing English learning material that is differentiated based on learning style. The fourth need is that teachers and students need English learning materials that comply with the Emancipated Curriculum criteria. There have been several studies on the development of English learning materials conducted in Bali, especially in the Singaraja Education City. Some of the latest research regarding developing English Learning Materials in Singaraja, Bali is Research by Pratiwi, Utama, & Dewi, (2021) producing additional material to support students in improving their speaking skills. Apart from that, research by Damayanti, Sianturi, Damayanto, Bangkara, & Ristianti, (2023), research shows that the additional material can help slow learners learn more effectively and is assessed by teachers as learning material that is very helpful for teachers. Both research results provide evidence that developing supplementary material is very useful and needed because additional material can support and complement learning material according to student needs. Learning materials that need to be developed that comply with the Emancipated Curriculum criteria must comply with several criteria for good material development according to the theory put forward by the Ministry of Education and Culture (2022).

The development of the product begins with product design, the design was a blueprint of the learning material that was created based on the results of a needs analysis, and materials were developed based on the Merdeka curriculum syllabus. Making blueprints is very important to make it easier for researchers to develop products (Tomlinson, 2018). The blueprint included essential components such as; the first one is grades, which products in the form of a teacher's book focusing on English lessons for class 10 in the first semester. The second component is unit and topic, which are three units in developing the differentiated English learning material such as Unit 1: Language, Lens of Understanding (topic Narrative Text, and focuses on the use of common nouns and proper nouns in narrative texts), Unit 2: Great Athletes (topic Descriptive Text and the use of Simple Present Tense in describing something), Unit 3: Sports Events (topic Recount Text and use of temporal conjunctions). The third component is basic competencies, which have been determined and are following the Emancipated Curriculum criteria, but there are also adjustments to the needs of teachers and students. The fourth one is learning objectives, which is an important tool in effective learning, helping to



direct and optimize the learning process to achieve the desired results, in each unit, there are three learning objectives developed in the product, there are C2 - Understanding, B1- Literal Comprehension, C5 - Evaluating, B3 – Inferential, and P2 – Manipulation, B2 – Reorganization. The fifth component is the learning method, there are three learning methods used, namely Problem-Based Learning (PBL), Project-Based Learning (PjBL), and Discovery Learning which each have their advantages in the learning process. The last component is learning activities, which are created based on each syntax in the method, and the selection of activities and materials developed are based on other blueprint components. The material selected must truly suit the needs of teachers and students. The material used is adapted to learning styles. The VARK learning style (visual, aural, read/write, and kinesthetic) used in developing this differentiated learning material is based on the results of the analysis carried out by researchers (Fleming, 2001). The product layout is based on the blueprint. The layout consists of 11 parts; The front cover, preface, table of contents, chapter cover, basic competencies, learning objectives, method syntax, activities, and the material, references, author bio, and back cover. Several of these important components were obtained based on research results by Tomlinson (2018).

During the development stage, the differentiated English learning materials were created using the Canva application. The development of differentiated English learning materials focuses on differentiated learning based on students' differences in learning styles. The material is prepared carefully, taking into account several important components that must be present in learning materials in book form, namely the front cover, preface, table of contents, chapter cover, basic competencies, learning objectives, method syntax, activities, and appropriate materials. with student and teacher needs, references, author bio, and back cover. All descriptions and activities are compiled into a teacher's book. The development of a product in the form of a book must of course go through development stages which are very important and detailed in each step, while the steps for making a book are adapted and modified based on the ADDE learning material development theory model proposed by Richey and Klein (2007). At the development stage, the researcher adapts and makes good book development theory put forward by Tomlinson (2018) as a guide for paying attention to several criteria for good learning material. As well as paying attention to several criteria for good learning materials based on the provisions for using the Emancipated Curriculum put forward by the Ministry of Education and Culture (2022). After becoming a teacher's book, the researcher consulted the product with the supervisor for input and suggestions. Then, the researcher made the revision of the product based on the input and also the suggestions given, so that the product could be more suitable for use and publication and could go to the next stage, which is the evaluation of the product. After these two steps have been carried out, the researcher gets the final product in the form of differentiated English learning materials in the form of books for 10th-grade students of Senior High School in first semesters based on the



use of an Emancipated Curriculum.

The last aim of this research is to find out the quality of the product, by being evaluated by two experts, the two experts assess the books based on the suitability and validity of the content and quality of the books developed (content validity), expert judgment is carried out in two stages, namely first evaluation and final evaluation. Apart from that, two teachers were also asked to provide an evaluation of the books developed as target users. There are 4 dimensions assessed in expert judgment, with a total of 59 question items that must be filled in, each question item is adapted from the results of Tomlson's (2018) research regarding the criteria for good learning materials and follows the criteria for good learning based on the use of Emancipated Curriculum by the Ministry of Education and Culture (2022). Expert judgment sheets were given to the two judges to evaluate the product, after the experts were considered, researchers measured the assessment results by adapting and referring to the formula created by Nurkencana and Sunartana (1992). There are five value criteria based on the results of the formulator's calculations, such as Excellent, Good, Average, Below Average, and Poor. Expert judgment is carried out twice, namely the first evaluation and the final evaluation result of experts' and users' judgments can be seen in Table 6.

Table 6. Experts' Judgment Scores in First Evaluation

Expert	Scores	Criteria
First expert	290	Excellent
Second expert	292	Excellent

The average score of both experts in the first evaluation is 291 which is categorized as "Excellent". From the first expert judgment, there were several comments and suggestions from the experts, researchers revised the product according to the comments, input, and suggestions received. After that, the revised product is given back to the experts to carry out the final evaluation, the result can be seen in Table 7.

Table 7. Experts' Judgment Scores in Final Evaluation

User	Scores	Criteria
First expert	295	Excellent
Second expert	295	Excellent

The average score of both experts in the final evaluation is 295, this means that the product value in the final evaluation is categorized as "Excellent". Next is the result of users' judgment, which can be seen in Table 8.

Table 8. Users' Judgment Scores



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User	Scores	Criteria
First user	293	Excellent
Second user	294	Excellent

The average score of both users is 293,5 so the product is categorized as “Excellent”. Overall, based on those judgments, the results obtained mean that this book could be used and implemented for 10th-grade students and teachers in senior high schools in Singaraja, Bali, fulfilling the criteria for "Excellent" material development proposed by Nurkencana and Sunartana (1992).

Developing learning materials adapted for high school with an emancipated curriculum design demands an innovative and adaptive approach, especially with a focus on differentiated learning based on student learning styles. The emancipation curriculum emphasizes student freedom, autonomy, and active participation, so that each student can learn according to their interests, talents, and needs (Kemendikbudristek, 2022). This approach recognizes that each student has different learning styles, such as visual, auditory, and kinesthetic, and understands that differentiation in learning can increase educational effectiveness. By adapting teaching materials and methods to suit individual learning styles, students are more motivated and able to achieve optimal learning outcomes (Tomlinson, 2018). This implementation requires early identification of student learning styles through assessment and observation, development of flexible materials, and teacher training to manage differentiated learning. Breaking boundaries by developing customized learning materials through emancipatory curriculum design is a step forward in high school education.

CONCLUSION

Based on the ADDE research model used in this research, the first research phase refers to the Analysis stage. From the interview, questionnaire, and document analysis results, four major needs of students and teachers were found. There are; teachers need a deeper understanding of the Emancipated Curriculum, teachers and students need to carry out differentiated learning based on learning style, need English learning materials that support differentiated learning, and need English learning materials that comply with the Emancipated Curriculum criteria. The results of the needs analysis will be used as guidelines for developing products so that the products developed can suit the needs of teachers and students as target users. The development of the product begins with product design, the design was a blueprint of the learning material. The product layout is based on the blueprint. After the product is designed, the next step is to develop it using the Canva application. The first step is drafting, in the drafting stage the researcher makes the Canva account, cover design, and content design. The second step is revising, several aspects have been revised, starting from the cover, introduction, and



activities, to worksheets in the development stage. Several designs and instructions were also improved to increase accuracy and precision in the designs and instructions delivered. After these two steps have been carried out, the researcher gets the final product in the form of differentiated English learning materials in the form of books for 10th-grade students of Senior High School in first semesters based on the use of an Emancipated Curriculum. The average score of both experts in the first evaluation is 291 which is categorized as “Excellent”. From the first expert judgment, there were several comments and suggestions from the experts, researchers revised the product according to the comments, input, and suggestions received. After that, the revised product is given back to the experts to carry out the final evaluation. The average score of both experts in the final evaluation is 295, this means that the product value in the final evaluation is categorized as “Excellent”. Next is the result of users' judgment. The average score of both users is 293.5 so the product is categorized as “Excellent”. Based on those judgments, it could be said that the product could be used and implemented for 10th-grade students and teachers. Based on those judgments, it could be said that the product could be used and implemented for 10th-grade students and teachers. Breaking boundaries by developing customized learning materials through emancipatory curriculum design is a step forward in high school education.

This study has several significant implications in the field of education, especially the development of English learning materials. After conducting need analysis, observation, and also research, the researcher developed differentiated English learning materials in the form of books for 10th-grade students of Senior High School in first semesters based on the use of an Emancipated Curriculum as a result of research conducted. This book can be used as a learning reference material, especially for first-semester tenth-grade students who have various learning styles. This book can also be a reference for subsequent researchers to redevelop and adapt to existing technological developments because it is important to note that this research may have limitations for improvement. The focus of the learning materials developed is limited to a specific set of topics in one semester of the Emancipation curriculum. Therefore, future researchers can explore other topics and expand existing topics with the same curriculum or according to future curriculum developments.

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