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## Developing Learning Material Based on Emancipated Curriculum for 12<sup>th</sup> Grade of Senior High School in The Second Semester

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### Abstrak

Penelitian ini membahas tentang pengembangan materi pembelajaran berbasis kurikulum kelas XII SMA semester kedua. Tujuan dari penelitian ini adalah untuk menganalisis pengembangan materi pembelajaran dengan menggunakan metode kuisisioner kepada perwakilan siswa di dua sekolah, (Sekolah A) dan (Sekolah B) kuisisioner disebar melalui google form didapatkan hasil bahwa sekolah A kelas 12 sebagai subjek penelitian didominasi oleh pembelajaran auditori oleh karena itu, siswa kelas 12 sekolah A lebih dominan gaya belajar pendengaran. Sementara itu nilai sekolah B berada di bawah. Berdasarkan hasil angket dibereikan peneliti pada sekolah B, terdapat dua kelas dengan siswa pada setiap kelasnya, sehingga jumlah responden sebanyak 66 siswa. Persentase gaya belajar di sekolah A adalah auditori (33%), baca/tulis (25%), kinestetik (22%), dan visual (19%). Evaluasi materi pembelajaran oleh ahli dan melakukan perbaikan langkah ini merupakan akhir dari ADDE dan dianggap sebagai langkah penutup dalam penelitian pengembangan.

Kata Kunci: *Kurikulum, Siswa, Pengembangan Materi Pembelajaran*

## Abstract

This research discusses the development of curriculum-based learning materials for class XII SMA second semester. The purpose of this study was to analyze the development of learning materials by using the questionnaire method to student representatives in two schools, (School A) and (School B) questionnaires were distributed through google form obtained the results that school A grade 12 as the research subject was dominated by auditory learning therefore, school A grade 12 students are more dominant auditory learning style. Meanwhile, the value of school B is at the bottom. Based on the results of the questionnaire given by researchers at school B, there are two classes with students in each class, so the number of respondents is 66 students. The percentage of learning styles in school A is auditory (33%), reading/writing (25%), kinesthetic (22%), and visual (19%). Evaluation of learning materials by experts and making improvements to this step is the end of ADDE and is considered the closing step in development research.

*Keywords: Curriculum, Students, Learning Material Development*

## INTRODUCTION

MBKM (Emancipated Curriculum) policy, students are encouraged to become more independent and responsive to changing situations (Meke et al., 2022). They can choose programs and courses outside of their fixed curriculum, allowing them to explore diverse areas of knowledge and develop interdisciplinary skills. This flexibility allows students to pursue their interests, deepen their understanding, and acquire broader competencies beyond their chosen field of study (Krishnapatria, 2021). The implementation of MBKM (Emancipated Curriculum) is guided by the principles of pedagogical learning, which enable students to engage with the potential of their environment, science, and technology. It promotes active and practical learning, where students actively participate in learning, take responsibility for their education, and engage in real-world problem-solving (Meke et al., 2022). The MBKM (Emancipated Curriculum) policy aims to develop students' understanding, character, and critical thinking skills by encouraging them to explore various issues.

In addressing the concept of "das sein" (the being) and "das solen" (the ought to be) about the MBKM (Emancipated Curriculum) policy, we can explore how this educational approach aligns with the understanding of the current state of education and the desired goals for educational reform (Laga et al., 2022). "Das sein" refers to the present state or condition of something, in this case, the state of education in Indonesia. It acknowledges the existing challenges and limitations within the educational system, such as the need for improved English language learning and teaching processes, inconsistent policies, and

curriculum design issues. Recognizing these shortcomings in the "das sein" of education has led to the urgency for change and the need for a reformed approach.

Based on this condition, this research aims to design the development of learning materials, considering that preparing teaching materials is not just collecting material for learning to develop knowledge. The result of teaching materials must be seen as designing learning activities or experiences. Thus, the constituent of the teaching material must pay attention to the basic principles of developing material according to methods of selected learning, systematic development steps, and standardized assessment criteria. Thus, it will be evaluated through testing the material so the reference is apparent, input from the assessor is easily given, and revisions will be easy. Hopefully, this research can be used as a reference for designing learning materials, especially for EFL with the Emancipated Curriculum's policy.

The goal of implementing the Emancipated Curriculum to support Indonesia's vision of achieving progress, independence, sovereignty, and strong character is for educational institutions to be able to produce students who believe in Pancasila, worship the true God, have good conduct, are self-sufficient, think critically and imaginatively, have a supportive spirit, and understand the diversity of the world. Teachers should prioritize selecting learning materials before beginning teaching and learning activities. The use of teaching resources significantly impacts the effectiveness of the language learning process. In English language learning, appropriate learning materials are critical to facilitate an efficient teaching and learning experience that allows students to improve their English language proficiency. Teachers and students must be creative when using the Independent Curriculum. Educational materials must meet specific criteria when implementing the Emancipated Curriculum. These criteria include textbook alignment with learning objectives, differentiation support, and a strong emphasis on cultural sensitivity and authentic content within textbooks. Teachers also face challenges in selecting appropriate strategies and methods for developing learning materials due to differences in the characteristics of students in one class, making it difficult for teachers to understand their individual needs. This research has several problems above to support the quality of education in the scope of learning material development based on teacher and student needs. Hopefully, This product will be helpful, especially for 12th-grade students at Senior High School. Learning material development will consider an emancipated curriculum based on authentic material and cultural sensitivity.

## RESEARCH METHOD

The curriculum design within the MBKM (Emancipated Curriculum) framework strongly emphasizes learning materials. These materials are carefully selected to align with the essential competencies and competency standards set for students (Baharuddin, 2021). The scope, sequence, and treatment of learning materials are determined based on the cognitive (facts, concepts, principles, procedures), affective, and psychomotor aspects relevant to each type of competency—various stakeholders. Educators play a crucial role in creating active and effective learning environments and contributing to the administrative and management functions of the MBKM (Emancipated Curriculum) activities (Meke et al., 2023). They design engaging learning experiences, facilitate Student-centered discussions and activities, and guide and support students' independent learning journeys. Students are expected to actively participate in their education actively, taking advantage of the opportunities provided by the MBKM (Emancipated Curriculum) policy to explore and engage with diverse topics and issues.

### 1. Research Objectives

This research also has the following objectives:

- a. Determine the needs of students and teachers in learning English through learning materials.
- b. Develop learning materials using a specific learning method based on Emancipated Curriculum competencies.
- c. To determine the authenticity of learning materials developed for 12th-grade Senior High School students.

### 2. Review of Related Literature

#### a. Theoretical Reviews

##### 1) The Emancipated Curriculum

Emancipated Curriculum based on the study of Fatmawati & Yuzrizal (2021) This kind of curriculum is based on independent students' study. This curriculum does not limit learning at school or other creative programs. Meanwhile, the study of Manalu *et al.*, (2022) The emancipated curriculum will reflect the application based on Pancasila's profile to face the global challenge. It will conduct a few dimensions, such as global diversity, morals, or another project-based learning approach that naturally encourages the students to develop intelligence intolerance and social interaction.

## 2) The Definition of English Learning Material

This material can be instructional, experiential, elicitive, or exploratory in that it can inform learners about the language. So, it can provide an experience of the language in use, stimulate language use, or help learners discover the language for themselves. Learning English is quite important in education, considering that English is an international language in many countries worldwide. Therefore, English is essential for learning in learning activities and outside learning hours, such as extracurricular activities. This can be used as a basis and provision for continuing to the next level of education at the intermediate level. (Antari, 2021).

## 3) Learning Style

According to Fleming (2001), learning style is an individual's distinct characteristics and preferred approaches to acquiring, organizing, and processing information. The V-A-R-K instructional preferences model focuses on perceptual modes influencing how we absorb and convey information. It focuses on vision, audition, reading/writing, and kinesthetic senses while ignoring taste and smell. The V-A-R-K inventory evaluates metrics in the four perceptual modes, and individuals may prefer one to all four modes.

## 4) Learning Materials

Active and discovery-based learning is promoted. He believes that students should be able to explore and experiment with material in order to gain a better understanding of concepts. Students should actively engage with learning material to build their knowledge rather than passively receiving it. Piaget proposed that cognitive development occurs in stages, each distinguished by a distinct way of thinking and understanding the world. The sensorimotor stage, preoperational stage, concrete operational stage, and formal operational stage are among them. The learning materials and experiences appropriate for a child are determined by his or her cognitive development stage. In this case, learning books must stimulate critical thinking and allow students to construct their understanding.

## b. Empirical Review

Meanwhile, another study by Hogarth, Matthiesen, & Bakken (2022) and Gisselle, Danny, & Maarten (2020) Specific curricula have motivated and

emancipated students to be more active in the learning process, especially language material that has successfully helped students observe how they learn English as a foreign language more effectively and develop critical thinking. This chapter will discuss the research method included in data collection and other instruments used in this research. D&D research focuses on analysis, planning, production, and evaluation. D&D research also develops procedures, techniques, and devices to systematically examine specific situations (Richey & Klein, 2007). D&D research and innovative activities are created to generate potential solutions to practical problems. This study focuses on the application of the ADDE model, which evolved from the work of Dick and Carey (1996). This ADDE model has been used in the design of learning systems, and one of its goals is to serve as a guide for creating learning program infrastructure that is more efficient and dynamic and supports learning process improvements. By the ADDE implementation, learning must be student-centered, innovative, authentic, and inspiring. Structured product development has existed since the beginning of social communities. Making products using the ADDE process is still one of the most efficient methods. ADDE is well suited for developing educational products and other learning resources because it serves as a guiding framework for complex situations.

The advantages of the ADDE development model in its structured and systematic work process are why researchers choose to use it. Because each phase requires careful revision and evaluation, the ADDE model is an excellent choice for creating media and learning materials that are both valid and effective. Furthermore, ADDE is a learning design model that provides an organized framework for developing teaching materials for both face-to-face and online learning. Create learning guides for different grade levels within the Emancipation Curriculum Framework. Researchers will begin designing learning materials at this stage after conducting a needs analysis, which is the first step in data collection. The blueprint developed by researchers results from an analysis of the development of learning materials, and the preparation of learning materials is based on the Syllabus/Learning Objectives (ATP) and teaching modules aligned with the Emancipation Curriculum. To improve the effectiveness of the learning process, teaching methods such as Problem-Based Learning (PBL), Project Based Learning (PjBL), and Discovery Learning are used in the development of learning materials. Researchers change each syllabus/learning objective (ATP) topic to create learning materials. This research has a target for 12th-

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 were chosen based on location, availability, etc. The data will be thoroughly examined using a mixed-method approach that includes qualitative techniques described by Miles, Huberman, and Saldana (2014) and quantitative methods based on the methods presented by Nurkancana and Sunartana (1992). Qualitative data will be obtained through interviews and observations with EFL teachers and students, focusing on syllabuses and lesson plans. On the other hand, quantitative data collected through questionnaires will be analyzed using the formula developed by Nurkancana and Sunartana (1992). The researcher must conduct research for six working days. This time is divided into three days for each school. The researcher requires one day from each school during the observation and interview stage. The researcher will use the remaining four days in the expert evaluation stage. Each school is responsible for two days. However, this depends on the experts' schedules and allows the researcher to combine them. The researcher will distribute questionnaires to the experts simultaneously or on the same day, requiring only one working day. The experts use the remaining three working days to evaluate the quality of the researcher's product.

## RESULT AND DISCUSSION

Based on a questionnaire, was given to representative students at the two schools, (School A) and (School B); the number of classes targeted was two classes at School A and two classes at School B. The questionnaires were distributed via Google Forms. The first questionnaire was conducted at School A, with the following results.

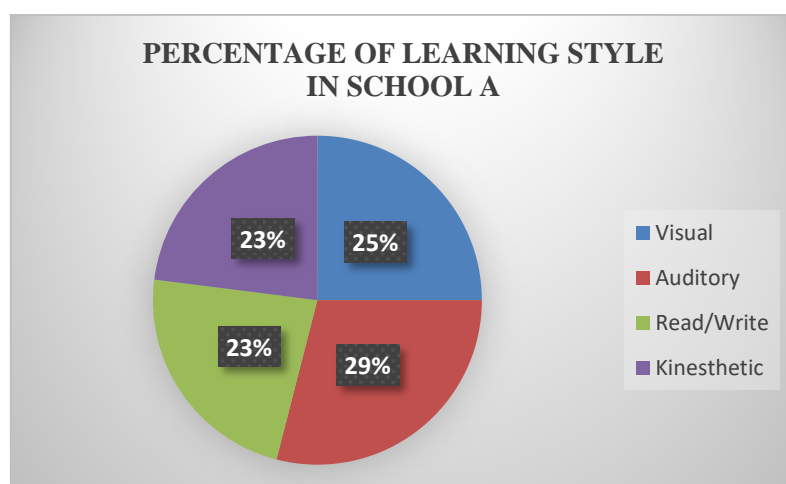


Figure 1. Learning Style of School A

The data above shows that School A in grade 12 as a research subject was dominated by auditory learning. Therefore, students in grade 12 at School A have a more dominant auditory learning style. Meanwhile, the result for school B is below.

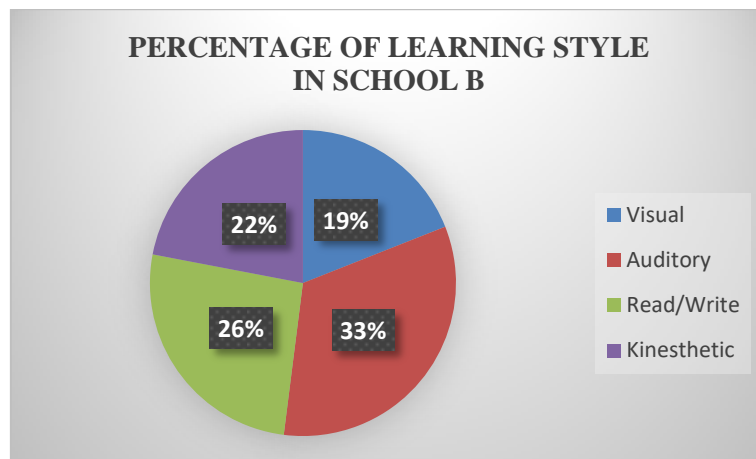


Figure 2. Learning Style of School B

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

The development of English language material for class 12 senior high school is carried out through several steps as formulated in the previous development method, namely using the ADDE principle:

#### 1. Analysis

The results of the analysis process, the first stage of the development process, are based on a student needs questionnaire and analysis related to the existing syllabus and learning objectives. The results showed that both school A and B's subject research has been dominated by auditory learning style, namely 29% and 33% for schools A and B, respectively. So, the development process will contain auditory elements more thoroughly. 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 complete material that has gone through several previous stages to the appointed English teacher.

## CONCLUSION

Based on a questionnaire, was given to representative students at the two schools, (School A) and (School B); the number of classes targeted was two classes at School A and two classes at School B. The questionnaires were distributed via Google Forms. The first questionnaire was conducted at School A, with the following results. The data above shows that School A in grade 12 as a research subject was dominated by auditory learning. Therefore, students in grade 12 at School A have a more dominant auditory learning style. Meanwhile, the result for school B is below. Based on the results of the questionnaire provided by researchers at School B, there were two classes with students in each class, so the total number of respondents was 66 students. The percentage of learning styles at School A was auditory (33%), Read/Write (25%), Kinesthetic (22%), and Visual (19%).

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