THE DEVELOPMENT ENGLISH LEARNING MATERIAL FOR 7TH GRADE STUDENTS OF JUNIOR HIGH SCHOOL BASED ON EMANCIPATED CURICULLUM

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This study was intended to support teachers in delivering learning material based on the Emancipation Curriculum so that it can be utilized as well as possible for junior high school students in Buleleng Regency. Researchers develop learning materials by creating learning materials based on learning styles which include visual learners, aural learners, read/write learners and kinesthetic learners who use the syntax of three learning methods, namely Problem Based Learning (PBL), Project Based Learning (PjBL), and Discovery Learning (DL). This research uses qualitative and quantitative methods. The subjects of this research were class VII students and the teachers. Data collection was carried out through observation, interviews and questionnaires. Qualitative and quantitative approaches were used to analyze the data. The results of the research show that emancipated curriculum-based learning materials need to be developed further because the English teacher at one of the junior high schools in Buleleng Regency still applies monotonous activities to all students in the class. In other words, schools do not provide supplementary books to students, so that there are no variations in learning activities which result in reduced student motivation and creativity as well as analysis documents used by teachers using ATP (*Alur Tujuan Pembelajaran*) and Teaching Modules. After distributing questionnaires to students, the results showed that students used Kinesthetics more in the learning process.

Keywords: Emancipated Curriculum; Developing English Material; Learning Style; Learning Method

1. INTRODUCTION

The Emancipated Curriculum, according to the Ministry of Education and Culture (2022), is a curriculum that accommodates the development of students' talents and interests. The curriculum focuses on developing and cultivating the abilities and interests of students by enhancing their learning access and fosters their self-development. Its primary advantage lies in its emphasis on crucial content for student growth and development. By assigning numerous projects, the curriculum cultivates students' awareness of the issues they face. According to Vhalery et al., (2022) the Emancipation Curriculum is a structured educational program designed to enhance knowledge by systematically reconstructing and reinforcing it. Education is focused on the needs and interests of the students, promotes working together, presents difficult tasks, and is interconnected. The main focus of education is on students, who are instructed in the development of the 4C skills: critical thinking, communication, collaboration, and creativity. Learning materials are provided to facilitate the learning process of the Emancipation Curriculum. Learning materials, as defined by Mayasari et al., (2020) refer to systematically organized resources utilized by both teachers and students during the learning process. The learning material holds a key position in the curriculum as it allows for the organization and successful attainment of goals during its implementation. These targets align with the Core Competencies and Basic Competencies that students are required to attain. Furthermore, with regards to English learning materials, which is a globally recognized language, it holds a significant influence in the field of education in Indonesia. This factor is a significant factor in the necessity of teaching English and other foreign languages in schools.

According to Alfarisy (2021) the fundamental requirement for junior high school students in English subjects is the ability to learn English as the primary language for international communication, demonstrated via a strong enthusiasm for learning. The Emancipation Curriculum promotes an engaged learning methodology that fosters the development of

essential 21st century competencies, including critical thinking, creativity, cooperation, and communication. The primary objective of the Emancipation Curriculum is to provide students with pertinent competencies to confront the contemporary world's obstacles, including technology. The integration of educational approaches with technology will foster creativity and innovation among pupils. Outlines specific requirements for skills training in 21st century learning. These criteria include a curriculum that is directly applicable to students' everyday life, collaborative learning in teams, integration of technology into the learning process, and fostering student creativity (McCombs et al., 2019). In the 21st century, there are three distinct learning methods: problem-based learning, project-based learning, and discovery learning. Therefore, syntax will be employed to distinguish activities depending on their respective syntax. One approach is Problem Based Learning, a pedagogical model in which students are presented with a real-life problem that serves as a training ground for enhancing critical thinking abilities and acquiring knowledge of key concepts. In this method, the teacher's role is primarily to assist students in developing their self-directed learning skills and finding solutions. Problem Based Learning has the ability to actively enhance communication, creativity, and teamwork skills Mayasari et al., (2020). The problem-based learning paradigm is an effective method for developing students' soft skills (Sulistyani, 2018). The objective of problem-based learning is to facilitate the cultivation of cognitive abilities and proficiency in problem-solving among students. In this problem-based learning approach, the focus of learning extends beyond the acquisition of procedural knowledge, thus requiring evaluation methods that go beyond traditional assessments. In addition, it is crucial to note that each child possesses a unique learning style. Each child possesses a unique learning style, necessitating tailored learning activities that align with their own preferences. One successful strategy employed in the Emancipated Curriculum to cater to the diverse attributes of students is differentiated instruction (Halimah et al., 2023). Teachers in differentiated teaching modify resources, strategies, and assessments based on the learning styles and individual requirements of their students (Tomlinson, 2017). When educators are creating and implementing customized learning methods, they might employ the VARK theory (Visual, Auditory, Reading/Writing, Kinesthetic) to evaluate and consider their students' learning preferences. VARK is a novel advancement on the well-known learning style preference called VAK. Neil D. Fleming developed the VARK model in 1987, as stated by (Kurniawati, 2017). The VARK learning style model classifies pupils based on their favored sensory modality for receiving knowledge (Fleming et al., 1958). Nevertheless, empirical evidence indicates that at the junior high school level in the Buleleng Regency area, there is a lack of variation in the instructional materials utilized or provided by teachers. The activities conducted are highly repetitive, and the books employed tend to lack appeal to students, thereby failing to meet the learning standards set by the Emancipation Curriculum. The Emancipation Curriculum aims to foster an engaging and meaningful learning environment for students, rather than simply presenting content. Hence, it is crucial to furnish instructional resources that might enhance students' curiosity and drive in the process of acquiring knowledge. The teacher's involvement is crucial not just in terms of literature but also in offering diversity in instruction. Therefore, a viable alternative would be to offer supplementary educational resources in the form of digital books that are presented in an appealing manner. The required learning materials include customized instruction and diverse learning resources tailored to accommodate different learning styles (Othman & Amiruddin, 2019). The approach to address this issue involves employing a pedagogical technique that integrates many learning modalities. In order to effectively meet the learning objectives in the Emancipation Curriculum, it is anticipated that enhancing the quality of teaching materials and implementing diverse teaching methods will be beneficial (Sarnoto, 2024). This intervention aims to enhance student engagement, drive, and academic performance specifically among junior high school students in the Buleleng Regency region. In addition to that, these enhancements will also have a favorable influence on the learning atmosphere and education in its whole. The task at hand is to create educational resources that align with the individual learning preferences of the students.

The Emancipated Curriculum enables teachers to incorporate varied learning into the educational process. Differentiated learning is a pedagogical approach that acknowledges the diverse learning styles and preferences of students in the classroom, in response to the

adoption of the Emancipated Curriculum. It is necessary to utilize diverse educational resources in order to effectively apply the curriculum. Consequently, educators are required to furnish educational resources that are tailored to the individual learning preferences of students. The Emancipated Curriculum is characterized by three main features: a subject-centered design that focuses on adapting to the local context and content, a learner-centered design that prioritizes active participation and flexibility in the classroom, and a problem-centered design that promotes problem and project-based learning to develop students' soft skills and character (Cholilah, Tatuwo, Komariah, Rosdiana, & Fatirul, 2023) & Ferdiyanto, 2023).

2. RESEARCH METHOD

This research used a qualitative descriptive method to examine the requirements of students and teachers in creating various assessment tools for class VII SMP students, focusing on their learning styles within the emancipation curriculum. The data collected was evaluated using the qualitative method of Interactive Model Analysis, as provided by (Miles and Huberman, (1994). The process of analyzing data using Miles and Huberman, (1994) Interactive Model Analysis consists of three main steps: data gathering, data reduction, and extracting conclusions through data display. This can be observed in the following manner. The researchers employed various data collection techniques, such as direct observation, delivering questionnaires to students, conducting interviews with grade 7 English teachers, and analyzing ATP. Analysis is conducted to evaluate multiple facets of the classroom, encompassing the pedagogical and learning processes, instructional approaches, and the overall caliber of the teacher's instruction. Using the collected data, the researcher will conduct an analysis to ascertain the attributes of students and discern the requirements of teachers and students in the process of learning English. Interviews were performed in person, through direct interaction, with teachers at the school. The interview has a total of forty questions. Interview results are recorded using electronic instruments. The questionnaire consists of two sections and a total of twenty questions. Part I focuses on the examination of learning methods, whereas Part II delves into the exploration of student learning styles. The survey was administered to a group of thirty-three seventh grade pupils at a junior high school in Buleleng, Bali. The questionnaire is initially conducted on paper, after which the obtained data is transcribed onto Google Forms. Researchers conducted a study on a specific document called "Learning Objective Flow (ATP)" in the field of document analysis.

3. FINDINGS AND DISCUSSION

The results from the interviews, questionnaires, and document analysis were carried out at a junior high school located in Buleleng, Bali. An interview was carried out with the 7th-grade English teacher at the school, a survey was given to 7th-grade junior high school students, and documents were analyzed using (ATP).

1. Interview Guide

In Buleleng regency, Bali, one of the junior high school English instructors was questioned by the researchers. The Emancipation Curriculum, student characteristics, learning styles, learning resources utilized, and the manner in which learning activities are carried out in the classroom are the basis for the information that is required while conducting interviews about English language acquisition. The following are the interview's findings. The Emancipation curriculum has been applied for two years, but only by students in grades 7 and 8. This information was discovered by the researchers. The emancipation curriculum's own syntax is applied when implementing this curriculum. Students complete an initial evaluation as part of the work system, after which they split up into groups, have discussions, give presentations, and work independently on LKPD. The three stages of the learning activities are as follows: the first involves taking attendance and posing semantic questions; the second involves conducting group discussions and presenting material; and the third involves asking questions and providing answers or gauging the students' comprehension of the material presented. Because the Emancipation curriculum includes discussion groups that are organized into three levels, such as low, medium, and high, teachers constantly use

books when in group discussions. This is a result of the fact that every student reacts differently; some show great curiosity, while others do not. As a result, assigning students to cognitive ability-based groups can facilitate both the teaching and strengthening processes, which separate students into low, medium, and high levels. Low- and medium-achieving students will feel more at ease with their peers, while high-achieving students can support and care for one another's interests, enabling teachers to modify their teaching strategies to better meet the requirements of all students. Students can work at their own pace based on their aptitude. Students definitely feel bored during lessons, so teachers try to break things up by using little games. However, because students still don't have a lot of vocabulary, this makes it difficult for the teachers to run these games, so one of their main goals is to help the students learn the fundamentals of vocabulary. Because many students lacked access to an English dictionary due to financial constraints, Chromebooks provided by schools offer a different kind of media support for learning. With these devices, students can access digital dictionaries like Google Translate. In addition to using Chromebooks, teachers also always use other media, like LCD projectors, to show vocabulary and other English learning materials. They also allow students to take notes on the topic by using videos. When an educator notices that a pupil is uninterested or bored, the educator provides for students who attend school throughout the day, ice breaking is a really effective way to get students to sing and help them focus again. individuals differ in their learning styles and pace at which they absorb information. Additionally, some individuals are better suited for a particular learning style than others. This demonstrates the diversity of learning styles and aptitudes among students. Students therefore require a learning style, as a learning style that aligns with their method of doing learning tasks will enhance learning outcomes according to the interests and skills of the learners. By using a variety of teaching strategies in the classroom, teachers can conduct in-depth and direct observations to determine the learning preferences of their pupils. Teachers that work with students that have a visual learning style (Visual) typically project images, videos, diagrams, or maps onto the board so that students can attempt to communicate their thoughts through writing or drawings. When teaching students that have an auditory learning style, the instructor will typically present an audio file or dialogue with a problem. The students then engage in a discussion to work out the solution. When a student has a read/write learning style, teachers typically assign LKPD, which requires the student to read short, understandable passages and write responses to LKPD questions. Teachers typically boost role playing or simulations for kids with a kinesthetic learning style, where students act out roles with their classmates.

The quality of student learning is significantly influenced by the learning resources that teachers employ. The Ministry of Education and Culture's Bright English Book and English for Nusantara serve as the primary resources used by teachers to help students learn English. It should be mentioned, nevertheless, that there are variations in how these two learning materials are used. While the subjects in ATP are based on English for Nusantara, Bright English Book is primarily geared toward at-home instruction. This demonstrates how crucial it is to modify instructional materials in order to facilitate and streamline the process of teaching English in the classroom. Instructors utilize YouTube videos as extra media in addition to LKPD (Learner Worksheets) and these two books. The issue is that there isn't always a correlation between the content being studied and the learning videos. Teachers encounter difficulties while creating lesson plans that take into account the four distinct learning styles of their students. Presently, the developed teaching modules frequently adhere to low, medium, and high standards without taking into account the variety of learning preferences among students. Although the teacher's handbook is deemed to be of sufficient quality, there are some issues, such as the themes being incomplete and the activities being overly repetitive. This motivates educators to seek out supplementary materials from other online resources, like Google, to enhance the lessons they teach. It is critical that educators keep creating lesson plans and instructional strategies that meet the requirements of their students in the face of these obstacles. To establish the best possible learning environment, there needs to be more alignment between the teaching modules, learning resources, and learning styles of the students.

2. Students Questionnaire

Buleleng grade 7 children received surveys from researchers. There are twenty items on the questionnaire, which is given to twenty students in a class with four different learning styles: kinesthetic, read/write, auditory, and visual. A bar chart is used to display the data for each acquired learning type. Every bar diagram will give a clear image of the respondents' preferred methods of learning. Through a thorough analysis of these four bar charts, we can obtain a comprehensive understanding of the differences in learning styles exhibited by the participants and how each style may be tailored to optimize the educational process. The bar chart can be seen in the following figure.
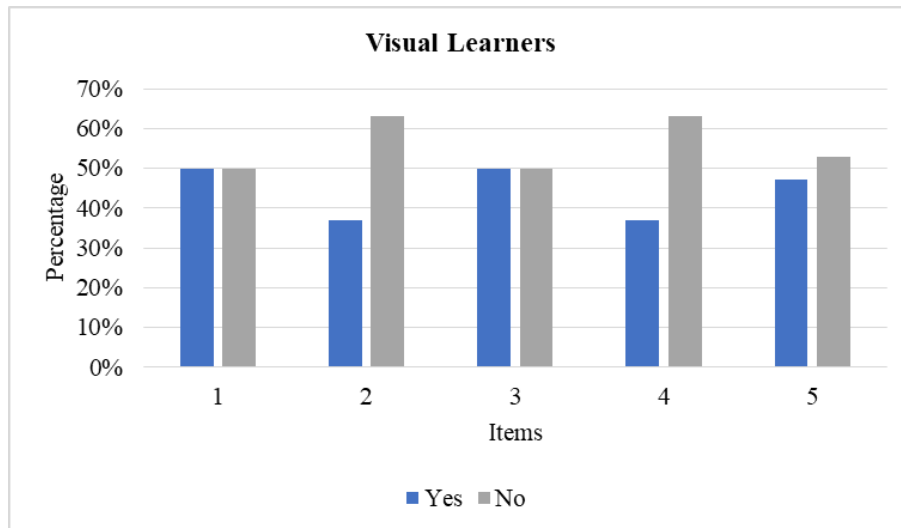

Figure 1. Result Description of Respondent

According to the figure in the bar diagram above, each bar diagram has 30 respondents, indicating that questions (1) and (3) yielded the same results: 50% of students who selected "yes" said they were interested when their teachers used pictures or posters as teaching aids in the classroom, and they found it interesting when their teachers used book learning materials with picture illustrations. Additionally, 15% or 50% of the students that selected "no" dislike the visual learning technique. The answers to questions (2) and (4) also reveal the same patterns: 37% of students, or 11 students, are engaged when the teacher uses an LCD or PowerPoint to explain the content, and students are more engaged when the teacher assigns drawing projects, with 63% of students, or 19 students, participating.
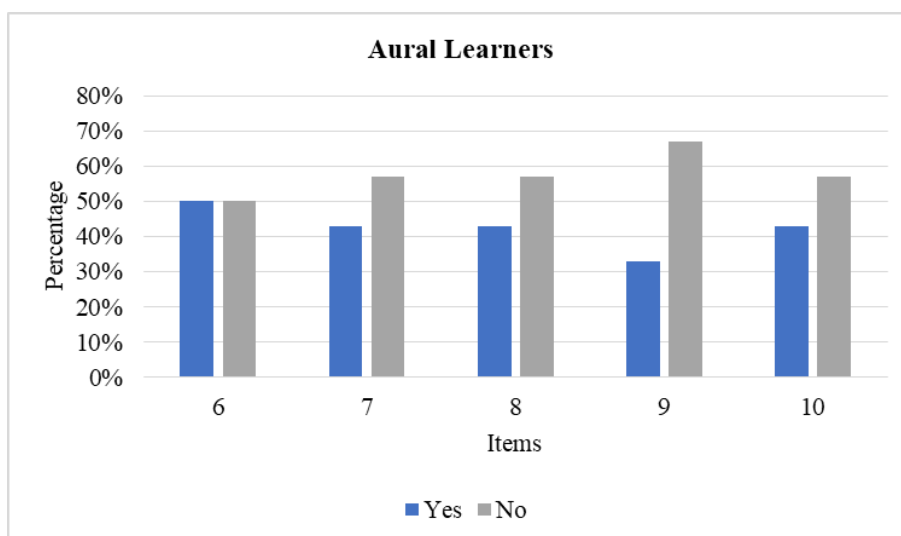

Figure 2. Result Description of Respondent

The bar diagram shows that each bar diagram has 30 respondents, indicating that the same results as in questions (7), (8), and (10) apply. Specifically, 43% of students or 13 students who selected "yes" said they were interested in teachers using audio learning media to teach material in class, that they were interested in teachers explaining material in front of the class during English language learning, and that they found it easier to remember and understand the material by listenin Additionally, up to 17 pupils, or 57% of the total, selected "no," indicating that they dislike the aural learning technique. In addition, number (6) shows that 50% of students, or 15, indicated that they would be interested in the teacher using audio learning materials to teach the content in class, while up to 50% of students, or 15, indicated that they would not be interested in the learning style. This. Subsequently, in response to question number 9, 10 students, or 33%, indicated that they were interested in learning through discussion activities, whereas 20 students, or 67%, indicated that they were not interested in the aural learning approach.
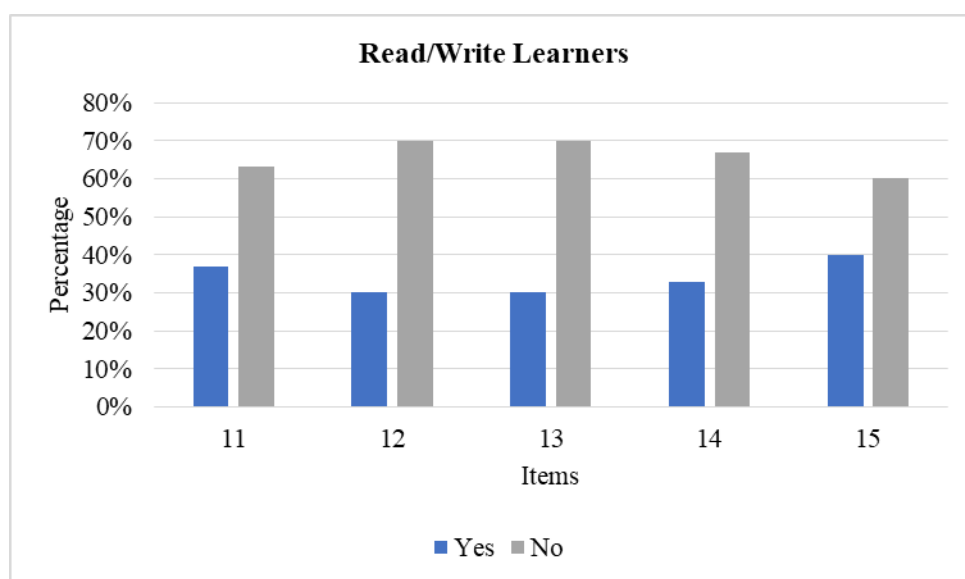

Figure 3. Result Description of Respondent

The bar diagram in figure 3 shows that each bar diagram has 30 respondents, indicating that the same results can be found in questions number 12 and number 13, where 30% or 9 students selected "yes" to indicate that they were interested in recording the points from the lesson that the teacher had explained and that they preferred to go over the material and notes that they had made again. Furthermore, 21 out of the 70 students who responded "no" indicated that they disliked the auditory learning method. Additionally, out of the 11 pupils, or 37% of the total, selected "yes" when asked if they would be interested in the teacher reading the lesson in front of the class. Furthermore, up to 19 pupils, or 63% of the total, gave the "no" response, indicating that they had no interest in this type of learning. Next, in response to question number 14, 33% of students, or up to 10 students, indicated that they would be interested in reading and writing assignments if the teacher assigned them in class, and 67% of students, or 20 students, indicated that they would not be interested in the aural learning style. Subsequently, in response to question number (15), 40% of students, or 12 people, indicated that they were interested in and preferred reading and summarizing text stories, whereas 60% of students, or 18 people, indicated that they were not interested in the aural learning approach.
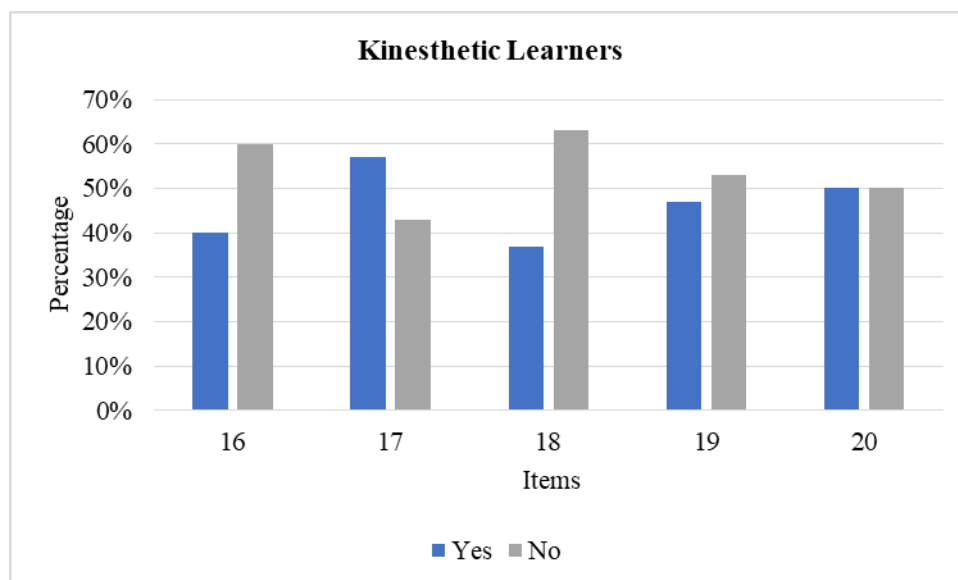
Figure 4. Result Description of Respondent

According to the bar diagram in figure 4, each bar diagram has 30 responders, indicating that 12 students or 40% of the sample answered "yes" to question number 16. Instead of only listening to the teacher's explanation and staying in class, pupils generally prefer learning that involves movement. Up to 70% of students, or 18, indicated that they did not appreciate the kinesthetic learning style. In response to the subsequent question in number (17), 57% of the students, or 17 students, said they were happier and more engaged if the teacher demonstrated the material. The remaining 43% of the students, or 13 students, said they didn't like it. tactile learning approach. Then, in response to question (18), as many as 37% of students, or 11 students, said that they would be happier and more engaged if the teacher invited them to play games that required movement. The remaining 63% of students, or 19 students, said that they did not appreciate the kinesthetic learning approach. In response to question (19), 47% of students, or 16 students, said they would be happier and more engaged if the teacher utilized songs to educate and encouraged them to sing while moving. The remaining 53% of students, or 16 students, said they would not like the kinesthetic learning technique. Regarding the final question, number (20), the results showed that 50% of the students, or 15 students, said that they found it easier to understand the material by watching demonstrations or using their bodies to learn outside of the classroom. The remaining 50% of the students, or 15 students, said they didn't like the kinesthetic learning style.
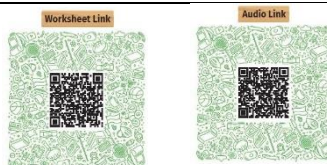
3. Document Analysis

Teaching modules and the Syllabus/Alur Tujuan Pembelajaran (ATP) were among the documents analyzed for this study. Analysis of Learning Objective Flow (ATP). To determine and comprehend the subjects, material, and learning objectives included in the ATP, an ATP analysis is performed in this step. In order to create appropriate activities for product development, researchers examined the junior high school class 7 second semester curriculum, taking note of the ATP, the subjects covered, and the learning objectives associated with each topic. In this instance, the product's content will be appropriate given the student's demands. The study's findings indicate that ATP spans two units. My Class Schedule and the School Building are the units. In order to accomplish students' learning objectives, the units that need to be constructed also need to be founded on learning objectives. The ATP can see in the following table.

Table 1. Learning Objective Flow (ATP)

Unit 3. My Class Schedule	
Alur Tujuan	Peserta didik mampu berbicara tentang jadwal kelas dan matapelajaran sekolah
Perkiraaan jumlah PJP	22 JP
Kata Frasa/Kunci	Berbicara tentang jadwal kelas dan mata pelajaran sekolah
Topic/Konten ini	Asking and Giving Information about class schedules and school subjects.
Penjelasan Singkat	Fokus pembelajaran adalah tentang berbicara tentang jadwal kelas
Alur Tujuan	Peserta didik mampu berbicara tentang jadwal kelas dan matapelajaran sekolah
Perkiraaan jumlah PJP Glosarium	22 JP

Section 2.c

go ahead =

silakan anytime

= *sama-sama*

Section 3.a

keep on track = tetap berada di jalur yang baik

believe = yakin

achieve =

mencapai

reminder =

pengingat

study goals = target belajar

sticky notes = notes/kertas tempel

time management = pengelolaan waktu

screen time = waktu yang digunakan untuk

menggunakankomputer, menonton TV, atau

bermain video games. *homework* = PR

assignment = tugas

small steps = langkah kecil

enough = cukup

smaller = lebih kecil

Unit 4. School Building	
Alur Tujuan	Siswa harus dapat meminta dan memberi petunjuk
Perkiraaan jumlah PJP	22 JP
Kata Frasa/Kunci	Berbicara tentang meminta dan memberi petunjuk
Topic/Konten ini	Asking and Giving Direction School Building.
Penjelasan Singkat	Fokus pembelajaran adalah tentang meminta dan memberipetunjuk sekolah.

Glosarium

Worksheet Link

Audio Link

Glosarium

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4. CONCLUSION AND SUGGESTIONS

Open materials are one of the keys for teachers in conducting learning activities in class. Material is a resource for teachers to teach and for students to learn. Explaining the material to encourage students to be more involved and interested. This research aims to develop a suitable collection learning material. Teachers must develop instruction to accommodate diverse student needs and learning styles as a follow-up to diagnostic material. Teachers must adapt teaching to accommodate students' learning styles and needs. Differentiated teaching requires teachers to develop materials that suit different student learning styles. As a result, to accommodate students' varying learning styles, educators must develop materials. In developing materials, teachers of course need to carry out a needs analysis to find out the needs of students and the learning styles of each student. Students' needs and learning styles can be taken into consideration for developing different instruments, especially for grade 7 junior high school students, as follows. Learning activities and learning materials must be clearly implemented in the classroom. In implementing different teaching materials, teachers can choose 21st century methods to

determine the syntax of the learning process, between problem-based learning, project-based learning, and discovery learning. Furthermore, the process of determining student learning styles shows that students have various learning preferences, such as visual, auditory, reading/writing and kinesthetic styles. Based on analysis. Visual learning is the most common learning style among students, followed by kinesthetic lea learning and reading/writing. On the other hand, auditory learning is the least preferred learning style among students.

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