

THE DEVELOPMENT OF ENGLISH LEARNING MATERIAL FOR 9TH 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 Emancipated 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 IX 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 research results show that emancipation 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 other words, schools do not provide supplementary books to students, so there are no variations in learning activities which results 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 Method; Learning Style*

1. INTRODUCTION

In the field of education, the term "Curriculum" is often used to describe how education is structured. The curriculum is vital to education because it will explain and maintain his lifestyle identity (Kusuma, 2021). The higher the level of education, the more likely it will influence the future. A series of plans and course arrangements set goals, themes, etc. Course Materials and Learning Activities are needed to achieve this specific educational goal (Muhson, 2022). The term "curriculum" refers to the general layout or design of a course and describes how the course's material is transformed into a roadmap for instruction and learning that facilitates the achievement of the targeted learning goals (Richards, 2013). The Emancipated Curriculum is an appropriate curriculum that considers intellectual freedom. To provide ability-based learning adaptations, the Ministry of Education and Culture chose the Emancipated Curriculum (Damayanti, 2022). Project-based learning for the growth of soft skills and character in keeping with the Pancasila students' profile is one of this curriculum's important components that support learning recovery. Use the Emancipated Curriculum in schools that are preparing to restart classes from 2022 to 2024 due to the pandemic (Ahmad, 2022). It appears that teachers are having difficulties putting it into practice, though. One of the gaps between the demands of the government and teachers is that, despite the government's desire for this autonomous curriculum to enhance the teaching and learning process, it appears that teachers still do not know of it. The teaching module in the independent curriculum is a new language from the RPP that has been used previously, even though the substance of the RPP and the teaching module are very different. Before first grade, several schools have established an Educational Unit Operational Curriculum (KOSP) which contains learning objectives and Learning Objective Flow (ATP). Enriching learning

resources that can direct teachers in conducting learning in both closed and open classes is the aim of creating teaching modules that suit learning and assessment needs. Here, teachers have the option to perfect the modules in two ways, namely they can create their modules based on the content and student personality, or they can choose or change the teaching modules prepared by the government.

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, English learning materials, which is a globally recognized language, it hold 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 lives, 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 can 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 (Sulistiyani, 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 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 appealingly. 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. 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 as a 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 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 et al., 2023) & (Ferdianto, 2023).

2. RESEARCH METHOD

The present study applied a descriptive qualitative study, which means the researcher describes the responses to the variables. The purpose of this study was to analyze and explore the learning material that needs to be developed for 9th-grade students based on the Emancipated Curriculum in one of the schools in the Seririt Area. This school already applied an Emancipated Curriculum for three academic years. The data of this current research was collected through observation, interview, and questionnaire distribution. The things that were being observed are ATP or the Flow of Learning Objectives and the teaching module that focused on the first semester. The interview was conducted with an English teacher of 9th-grade students in that school. Then, the questionnaire was distributed to the students to collect information about their learning styles. All of the data collected through those ways are used as media for the researcher to consider and then analyze the learning materials that need to be developed. The analysis of the data done by identifying the result of the observation, interviewing the teacher's result, and calculating the student's responses and the last is conclusion drawing.

The researchers employed various data collection techniques, such as direct observation, delivering questionnaires to students, conducting interviews with grade 9 English teachers, and analyzing ATP. Analysis is conducted to evaluate multiple facets of the classroom, encompassing the pedagogy and learning processes, instructional approaches, and the overall caliber of the teacher's instruction. Using the collected data, the researcher

will analyze 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 revealed that there were Interviews, questionnaires, and document analysis were carried out at a junior high school located in Buleleng, Bali. An interview was carried out with the 9th-grade English teacher at the school, a survey was given to 9th-grade junior high school students, and documents were analyzed using (ATP).

1) The Result of Observation

The researchers observe how students learn, and what the situation is in class and school. This aims to obtain information about teaching and learning activities such as what teachers use in the classroom and the books used for teaching. By looking at the data collected in the observations, the result showed that the English teacher at one of the schools in Seririt Area still implemented monotonous activities for all students in the class. In another word, the school did not provide supplementary books to students, so that there is no variation in learning activities which resulted in less attraction to student motivation and creativity. In this case, researchers try to create products for students that contain several activities according to students' learning styles with the aim of students being able to think critically and be creative. ATP analysis is carried out to find out and understand the topics, content, and learning objectives provided in the ATP. In product development, researchers looked at the first-semester syllabus for class 9 of junior high school as a guide in creating appropriate activities by looking at the ATP, the topics given, and the learning objectives for each topic. In this case, the product content will be suitable based on the needs of the student. The research results show that ATP covers two topics. The topics are Report Text and Recount Text.

2) The result of questionnaire

Researchers distributed questionnaires to ninth-grade students of SMPN 1 Seririt. In the questionnaire, there are 20 questions distributed to 30 students in one class containing 4 learning styles, namely Visual Learner, Aural Learner, Read/Write Learner, and Kinesthetic Learner. The data for each learning style obtained is presented in the form of a bar chart. Each diagram will provide a clear picture of the dominant learning preferences among respondents. By analyzing these four bar charts, we can gain in-depth insight into the variations in learning styles among respondents and how each learning style can be accommodated to increase the effectiveness of the educational process.

a. Visual Learner

There are five questions in the questionnaire based on the visual learner category. In the bar chart, the blue bar means "yes" and the orange bar means "no", and "items" means the number of questions on the questionnaire and percentage means the percentage of the number of students who answered the questionnaire.

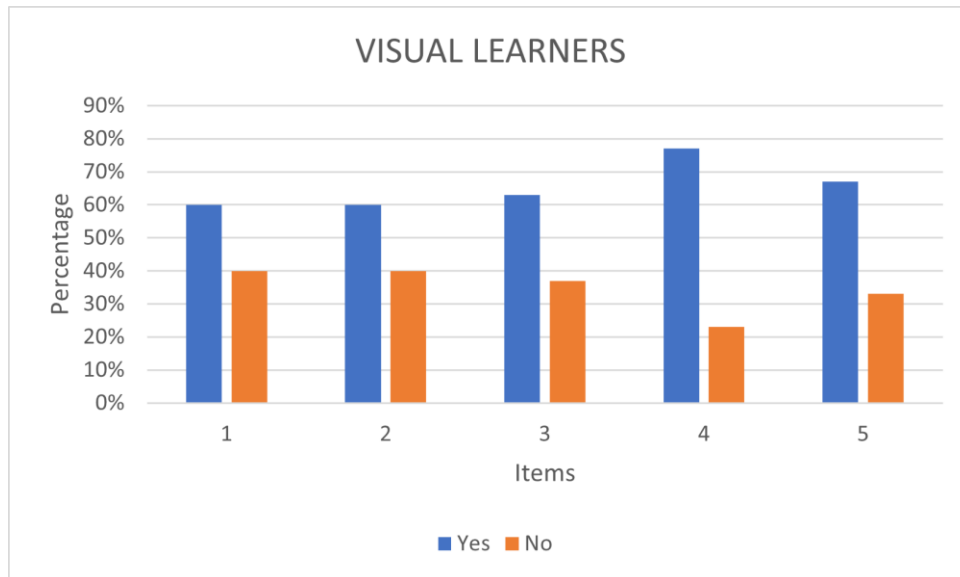


Figure 1. Result Description of Visual Learner

Based on Figure 1, it shows that in each bar diagram, there are 30 respondents. It can be seen also that in questions number (1) and (2) there are the same results, namely 60% or 18 students who chose "yes" were interested when the teacher used pictures, posters, PPT, and LCD when teaching materials in class and interesting when the teacher uses book learning media equipped with picture illustrations. And 40% or 12 students who chose "no" don't like the visual learning style. Questions numbers (3) show the result namely 63% or 19 students are interested when the teacher explains learning material using LCD or PPT media and students are more interested when the teacher gives drawing assignments and 37% or 11 students answered "no" mean don't like visual learning style. Then, in question number (4) there were 77% or 23 students who chose "yes" because it was interesting when the teacher used posters in class and there were 23% or 7 students don't like visual learning style. Next, in question number (5) there were 67% or 20 students chose "yes" because the media used by the teacher was appropriate for them and there were 33% or 10 students didn't agree with the statement.

In conclusion, the highest answer "Yes" is in question number (4) which means that students are more interested when the teacher explains learning material using LCD or PPT media and students are more interested when the teacher gives drawing assignments compared to other questions.

b. Aural Learner

There are five questions whose questions are numbered sequentially starting from the visual learning, the questionnaire based on the Aural learner category. In the bar chart, the blue bar means "yes" and the orange bar means "no", and "items" means the number of questions on the questionnaire and percentage means the percentage of the number of students who answered the questionnaire.

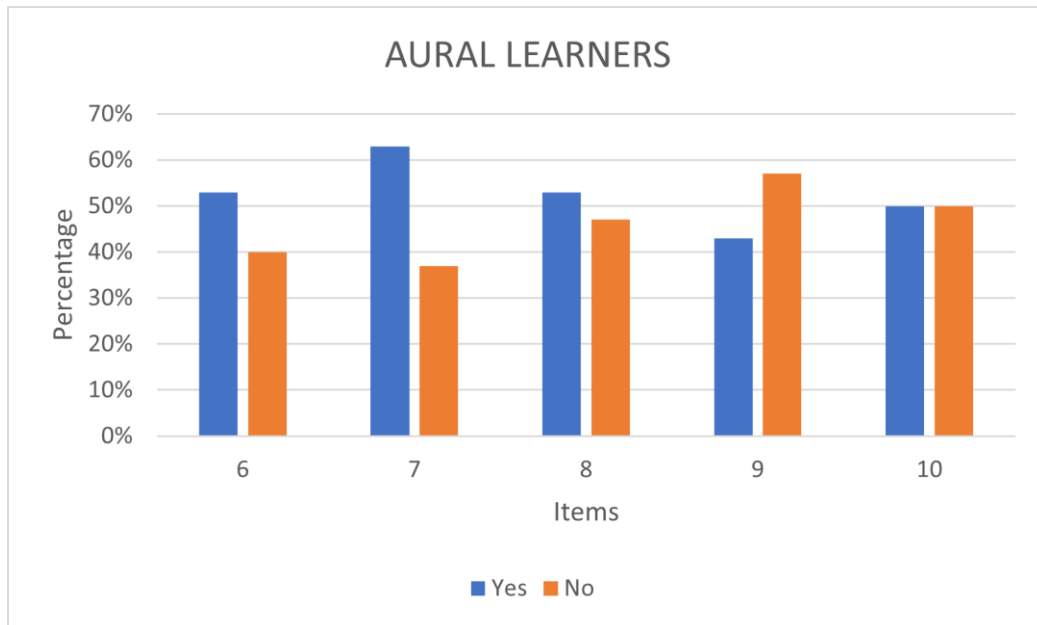


Figure 2. Result Description of Aural Learner

Based the Figure 2, it can be seen that in each bar diagram, there are 30 respondents, which means that in questions number (6), and (8) there are the same results, namely 53% or 16 students who chose "yes" the student were interested when teachers use audio learning media to teach material in class and the student are interested when teachers read a story and as many as 47% or 14 students chose "no" which means students do not like the aural learning style. Furthermore, in number (7), there are results of 63% or 19 students who chose "yes" who were interested in the teacher explain/explain material directly in front of the class during English learning and 37% or 11 students who answered "no" which means students are not interested in the learning style. Then, in number (9), there are results of 43% or 13 students who chose "yes" who were interested when doing the review material and 57% or 17 students who answered "no" which means students are not interested in the learning style. Last, in number (10), there are results of 50% or 15 students chose "yes" because the students find it easier to remember and understand the material by listening to teacher explanations, discussions, listening audio, and so on and as many as 50% or 15 students chose "no" which means students do not like the aural learning style.

In conclusion, the highest answer "Yes" is in question number (7) which means that students were interested when teachers used audio learning media to teach the material in class and the students were interested when teachers read a story or material in front of the class.

c. Read/Write Learners

There are five questions whose questions are numbered sequentially starting from the visual learning, the questionnaire based on the Read/Write learner category. In the bar chart, the blue bar means "yes" and the orange bar means "no", and "items" means the number of questions on the questionnaire and percentage means the percentage of the number of students who answered the questionnaire.

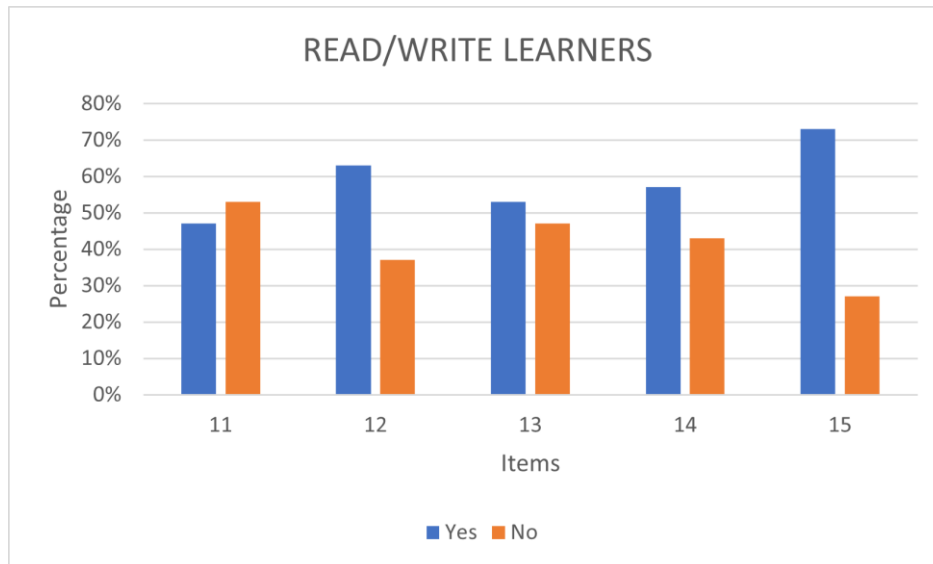


Figure 3. Result Description of Read/Write Learners

Based on Figure 3, it can be seen that in each bar diagram, there are 30 respondents, which means that in question number (11) the results, namely 47% or 14 students who chose "yes" were interested if the teacher wrote the lesson material in front of the class and as many as 53% or 16 students chose "no" which means students do not like the read/write learning style. Furthermore, in number (12), there were results of 63% or 19 students who chose "yes" who were interested in taking note of the material explained by the teacher and as many as 37% or 11 students answered "no" which means students were not interested in this learning style. Then, in question number (13) there were results of 53% or 16 students who answered "yes" were interested in the short story to read and summarize and as many as 47% or 14 students answered "no" which means students were not interested in the learning style. Then, in question number (14) there were 57% or 17 students who answered "yes" who were interested if the teacher gave the reading assignment and 43% or 13 students answered "no" which means students were not interested in the read/write learning style. Last, in question number (15) there were 73% or 22 students who answered "yes" who were interested and liked to read or review the summary and their notes and 27% or 8 students answered "no" which means students were not interested in the read/write learning style.

In conclusion, the highest answer "Yes" is in question number (15) which means that students were interested in reading and taking notes of the material explained by the teacher and then they liked to review the summary of their notes.

d. Kinesthetic Learners

There are seven questions whose questions are numbered sequentially starting from visual learning, the questionnaire is based on the Kinesthetic learner category. In the bar chart, the blue bar means "yes" the orange bar means "no", and "items" means the number of questions on the questionnaire and percentage means the percentage of the number of students who answered the questionnaire.

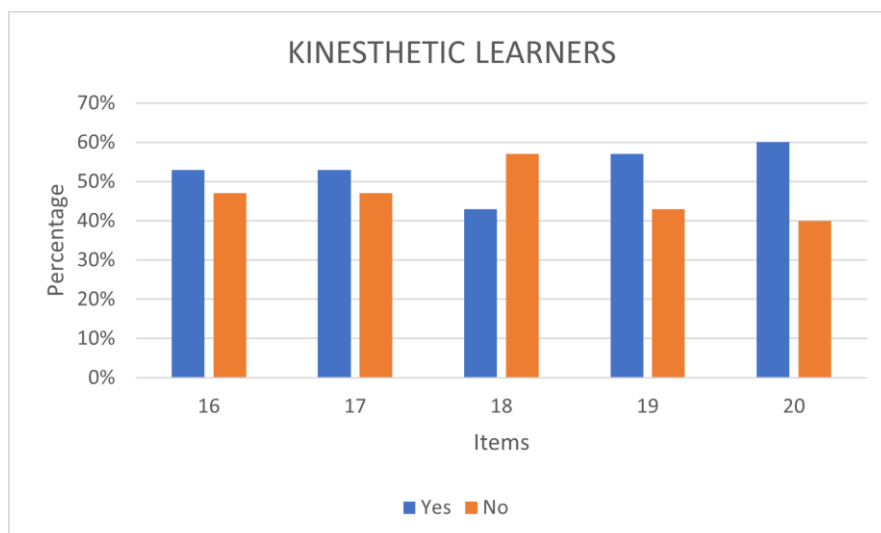


Figure 4. Result Description of Kinesthetic Learners

Based on Picture 4, it can be seen that in each bar diagram there are 30 respondents, which means that in question number (16) (17) there was the same result, namely 53% results or 16 students who chose "yes" where students tend to prefer learning that involves movement rather than just staying in class and listened to the teacher's explanation and as many as 47% or 14 students chose "no" which means students do not like the kinesthetic learning style. Then the next question in number (18) had the result of 43% or 13 students who chose "yes" Students were happier and more interested if the teacher taught the material by demonstrating the material and the remaining 57% or 17 students answered "no" which means the students didn't like the kinesthetic learning style. Then question (19) as many as 57% or 17 students chose "yes" Students were happier and more interested if the teacher invited them to play games that involved body movements and the remaining 43% or 13 students chose "no" which means students did not like the kinesthetic learning style. In question number (20), the result was that 60% or 18 students were happier and more interested if the teacher used songs in learning and invited them to sing while moving and the remaining 40% or 12 students chose "no" which means students did not like the kinesthetic learning style.

In conclusion, the highest answer "Yes" is in question number (20) which means that students were interested in learning that involves movement rather than just staying in class and listening to the teacher's explanation.

3) The result of teacher interview

The researchers found that one of the schools in the Seririt Area has implemented the Emancipation curriculum for 3 years and all of the grade students have implemented the curriculum. Implementing this emancipation curriculum uses the syntax of the emancipation curriculum itself. The work system is that students carry out an initial assessment first, then divide into groups, discuss, present, and work on LKPD independently. The learning activities carried out are divided into three stages, namely the initial activity is taking attendance and asking semantic questions, the core activity is conducting group discussions and presenting material, then at the final activity conducting questions and answers or checking students' understanding of the presentation of the material that has been presented. Teachers always use books when in group discussions because the Emancipation curriculum has discussion groups whose groups are divided into three levels such as low, medium, and high. This is because each student's response is different, some are very interested, and vice versa. So, grouping students based on cognitive ability can make it easier for teachers in the teaching process and make it easier for teachers in the strengthening process which is divided into students with low, medium, and high levels. Students who have low and medium achievements will feel more comfortable with their peers, as well as students who have high

achievements can look after each other and support their interests, helping teachers adjust teaching methods to suit their needs. Students can work quickly or slowly according to their ability level. There is a feeling of boredom experienced by students during each lesson, therefore teachers vary it by using small games unfortunately, students are still very lacking in vocabulary so running these games is somewhat hampered, so one of the teacher's focuses is to teach students to learn the basics of vocabulary. Media assistance such as Chromebooks provided by schools is also a variation of learning and media to support the learning process because many students do not have an English dictionary due to financial constraints, so on these Chromebooks students can use Google Translate or other digital dictionaries. Apart from Chromebooks, teachers also always use additional media such as LCD via projectors and display English learning material such as vocabulary, and teachers also allow students to take notes on material displayed via video. When the teacher realizes that students feel bored or bored, the teacher gives Ice breaking is like inviting students to sing so that students can focus again, and this is very effective for students who attend school during the day.

The characteristics of the learning process of different students are different, some are slow and some are fast in capturing information, some suit certain learning styles and some do not suit that learning style. This shows that each student has different abilities and ways of learning. So, what students need is a learning style, because a learning style that suits the way they carry out learning activities will be able to improve learning achievement by the student's interests and talents. To find out students' learning styles is by direct observation and detailed observation which can be done through the use of various learning methods in the classroom. For students with a learning style (Visual), teachers usually show pictures, videos, diagrams, or maps to students so that students can try to illustrate their ideas in pictures or writing. For students with a learning style (Aural), the teacher usually provides an audio/dialogue containing a problem and the students will participate in the discussion to solve the problem from the audio/dialogue. For students with a learning style (Read/Write), teachers usually give students LKPD to read concise but clear material and write answers to LKPD questions given by the teacher. For students with a learning style (Kinesthetic), teachers usually increase simulations or role-playing and students will play roles with their classmates.

The learning resources used by teachers are very important in determining the quality of student learning. Teachers use the books English for Nusantara from the Ministry of Education and Culture as the main basis for learning English. However, it should be noted that the use of these two learning resources has differences in their use. Bright English Book is more focused on home learning, while the topics in ATP are based on English for Nusantara. This shows the importance of adapting learning resources to help simplify the process of learning English in the classroom. Apart from these two books, teachers also use LKPD (Learner Worksheets) and additional media in the form of videos from YouTube. However, there is an obstacle where there is not always a match between the learning videos and the material being studied. Teachers also face challenges in designing teaching modules that consider 4 student learning styles. Currently, the teaching modules created tend to follow low, medium, and high standards without paying attention to the diversity of student learning styles. The quality of the teacher's handbook is considered adequate, but there are shortcomings in that the activities are too monotonous and the topics are incomplete. This encourages teachers to look for additional references from other sources such as Google to complement the material presented. In facing these challenges, teachers need to continue to develop learning methods and teaching modules that suit student needs. Better matching between learning resources, teaching modules, and student learning styles is needed to create an optimal learning environment.

4) Document Analysis

In this research, document analysis used is the *ATP (Alur Tujuan Pembelajaran)* and teaching modules.

a. *(ATP) Alur Tujuan Pembelajaran*

In this step, an ATP analysis is carried out to find out and understand the topics,

content, and learning objectives provided in the ATP. In product development, researchers looked at the first-semester syllabus for class 9 of junior high school as a guide in creating appropriate activities by looking at the ATP, the topics given, and the learning objectives for each topic. In this case, the product content will be suitable based on the needs of the student. The research results show that ATP covers three topics. The topics are Report Text and Recount Text. The topics to be designed must also be based on learning objectives, which aim to achieve students' goals in learning.

b. Teaching Module Analysis

The researchers analyzed the teaching module to gain a deeper understanding of the learning process that occurred in the first semester. This module is then carefully examined and evaluated to develop a comprehensive guide for developing educational materials. The evaluation carried out involves a detailed analysis of various aspects of the module, including its structure, the content contained therein, and the effectiveness of the module in achieving the set learning objectives. Through these observations, researchers can identify the strengths and weaknesses of existing modules, as well as gain valuable insights to improve the quality of educational materials. This research provides an important contribution for researchers in improving educational materials to make them more relevant effective, and able to meet students' needs. In the context of developing English learning.

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 of 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 learning and reading/writing. On the other hand, auditory learning is the least preferred learning style among students.

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