

DIFFERENTIATED ENGLISH LEARNING MATERIAL VIEWED FROM STUDENT LEARNING STYLES

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This research specifically analyzes the needs of students and teachers in the use of learning materials in the emancipated curriculum. The results of the analysis from this research will be used as a basis for developing a learning material product that focuses on student learning styles as an implementation of differentiated learning in the classroom. The subjects of this study were grade 12 students from two high school level schools in Buleleng Regency and the second subject was the English teacher at each school. Data was collected through questionnaires and interviews. Descriptive qualitative research methods were used in this research to examine the data properly. The study's findings demonstrate that students from two distinct schools use four different learning styles: visual, auditory/aural, read/write, and kinesthetic. Of the respondents, 33% of students in School A had an auditory/aural learning style, while 26% had a read/write learning style. Kinesthetic learners come third with a percentage of 22%, while visual learners rank last with the lowest percentage of 19%. Subsequently, School B's results indicated that 29% of students preferred an auditory/aural learning approach. With 25% of the total, visual learning has become the second most popular method of learning. The kinesthetic and read/write learning modalities come in second and third, respectively, with a share of 23%. Interviews conducted in the interim revealed that although the two schools had adopted varied instruction based on students' learning preferences, they had not done so by providing them with learning resources that met their requirements. It is envisaged that the analysis's findings may be appropriately turned into a product of learning materials that will help instructors and students in the classroom execute differentiated instruction.

Keywords: *Emancipated Curriculum; Differentiated Learning; English Learning Material; Learning Style*

1. INTRODUCTION

According to Karmelita (2023) The curriculum known as the "emancipated curriculum" is based on the educational concept of Ki Hajar Dewantara, an Indonesian educational pioneer, this means that the curriculum's independence is intended to give students the flexibility to develop their character while learning. The goal of the Emancipated Curriculum is to create an education that is in line with all the advancements made possible by the Fourth Industrial Revolution. This requires students to be proficient in critical thinking, problem-solving, creativity, and innovation in addition to effective communication and teamwork. Nadiem Makarim, the Minister of Education, is now pushing a curriculum that has numerous modifications and alterations from earlier versions by stating that the Emancipated curriculum has three main benefits. Firstly, it is simpler and more comprehensive than other curricula since it emphasizes the development of students' basic skills at each step and the utilization of necessary materials. Second, this program is both participatory and relevant. Third, teachers can modify the autonomous curriculum to suit their needs and the needs of their students by tailoring the material to the needs of the local curriculum and the students' abilities. By announcing the word *Merdeka Belajar*, which is described as a system that allows students to choose classes that they find fascinating, the new curriculum's guiding premise is learning that is entirely focused on the needs of the individual student (Cholillah et al., 2023).

The Emancipated Curriculum, whose application is very flexible and gives students and

instructors tremendous latitude in carrying out learning at school, is currently being implemented in Indonesian high schools. The authority of educational units at all levels to carry out an independent or free learning process, which means that it follows the characteristics of the educational unit and students, is something that is highly emphasized in the independent curriculum, as well as equality in terms of learning is something that is also highly emphasized in the freedom of this curriculum (Fitriyah et al., 2022). It is hoped that the characteristics of this curriculum will advance learning in the classroom by helping students develop their critical thinking, collaboration, and communication skills, all of which serve as the foundation for students' success in the classroom and the field of education as a whole. According to Kemendikbud (2022), the implementation of the emancipated curriculum comprises three learning activities. One of these is a co-curricular learning project that aims to improve the Pancasila Student Profile by utilizing the interdisciplinary learning principle that emphasizes general competence and character development. At this point, the Emancipated curriculum is being used in high school at every level. It is anticipated that the adoption of this emancipated curriculum will benefit not just one side but also both teachers and students in terms of having more freedom to carry out educational activities in the classroom. Since students are one of the most significant subjects in education, the curriculum's implementation must be done successfully in light of the high school students' characteristics namely, that of adult learners. A curriculum that offers a range of extracurricular activities is known as an emancipated curriculum. This approach aims to improve students' academic performance by strengthening their concepts and competencies. Whether the student is a young adult or not, this notion must also be modified to fit their level and learning style (Jannah et al., 2022).

Gusteti (2022) stated that the educational unit in the emancipated curriculum must create a curriculum that is tailored to the particular requirements of the teaching unit and the features of the school, this curriculum also calls for the implementation of differentiated learning by the instructors. The Emancipated Curriculum is being implemented with a focus on differentiated learning, which means that teachers are encouraged to employ many teaching modalities in order to meet the unique needs of each student. The diversity in the methods that children learn and their skills to do so are truly respected and valued by this emancipated curriculum. Since each student has unique learning qualities, teachers cannot equally defeat children by employing a single strategy. Differentiated learning is a well-researched educational concept. The goal of differentiated learning is to provide an education in which every step of the way is designed to meet the requirements of the pupils (Jayanti et al., 2023). The Emancipated Curriculum prioritizes student interests and talent by emphasizing essential learning processes, which will result in substantial benefits for both teachers and students. In response to the Emancipated curriculum's implementation, differentiated learning was developed. This curriculum acknowledges that students in the classroom possess unique learning styles and habits, and that no two students learn the same way or in the same way. It's critical to understand that no two students in the same class have precisely the same learning style.

The use of ELT materials, particularly global coursebooks, is largely to blame for the failure of many English language learners, whether they are studying the language for other purposes or as a second language, to even reach rudimentary proficiency, let alone become proficient users of it. This is because global coursebooks place a greater emphasis on teaching language skills than on providing opportunities for learning and growth. In addition, teachers encounter several challenges in executing instruction due to the adoption of the decentralized curriculum. Several issues come up when the emancipation curriculum is implemented in schools, such as the lack of texts, shortened class periods, inadequate facilities, and teacher preparedness for the curriculum (Syarochil & Abadi, 2023). The Emancipated Curriculum, which differs significantly from the prior structured curriculum in several areas, including preparation, nevertheless requires some adaption. In addition, teachers encounter several challenges in executing instruction due to the adoption of the decentralized curriculum. The implementation of the Emancipated Curriculum, which differs significantly from the prior structured curriculum in several areas, including lesson planning,

still requires some adaptation. The application of differentiated learning is one of the problematic things in emancipated curriculum because teacher only focuses on teaching with their method or approach. According to Fitra (2022) even if differentiated learning is not an entirely new idea, it is still uncommon to use teaching and learning activities, as evidenced by the emancipated curriculum's current introduction in Indonesian schools.

By creating English learning resources that meet the needs of educational actors, such as instructors/teachers and students, researchers can enhance the quality of English instruction at the high school level. The materials to be developed should take into consideration the requirements of students studying English as well as the requirements of implementing the Emancipated Curriculum, which is introduced in the first semester of the senior high school year.

2. RESEARCH METHOD

Descriptive qualitative research methods were used in this research to examine the data properly. Descriptive qualitative is research that follows the inductive flow and basic qualitative techniques, meaning that qualitative descriptive research begins with an explanatory process or event from which generalizations or conclusions can be made from the process or event (Yuliani, 2018). This study aims to investigate/analyze the needs of teachers and learners to develop English learning materials that are differentiated according to learning styles. This study gathers data from two distinct educational institutions within the Buleleng area. Initially, a high school English teacher was the subject of this study through interviews on the use of educational resources in the curriculum that was liberated. Subsequently, the distribution of questionnaires made students the second subject of research. This study included the analysis of multiple documents. The subject of this study includes English teachers and students in two different schools. The interviews and in-person observations were conducted with a focus on lesson plans and syllabuses of English teachers. Second is questionnaire about learning styles was used to gather quantitative data. It had 16 questions and 4 possible answers, all of which were grouped according to the VARK teaching style (visual, auditory, read/write, and kinesthetic) that was adapted based on the theory of Fleming (2001). Qualitative descriptive analyses in will be performed on the collected data; that is, the qualitative data will be examined through three stages of analysis: data reduction, data presentation, and conclusion/verification.

3. FINDINGS AND DISCUSSION

This study presents the findings of an analysis of teacher and student needs, as detailed in the methodology section, which served as the foundation for creating a learning material book. To determine the needs of teachers in creating instructional materials for students in grade 12, researchers interviewed English teachers employed by the two selected schools. During the interview, the researcher inquired about several topics, including the Emancipated Curriculum's implementation process, teacher expertise in differentiated instruction, the demands of the curriculum, and the difficulties teachers encounter when implementing differentiated instruction in the classroom. The following table is the information about the participant teacher's information:

Table 1. Participant Teachers Information

Subject	Participant Code	Gender	Years of Experience	Educational Background	Teaching Courses/Interest	Employee Status
School A	T1	F	4	English Education	Reading, Speaking, Writing, Vocabulary	Full-time
School B	T2	M	6	English Education	Reading, Speaking, Writing, Grammar	Full-time

1. Teachers' comprehension of how to implement differentiated learning in the classroom in compliance with an emancipated curriculum.

The teacher introduced differentiated learning during the class period. The teacher's reaction is shown in the transcripts that follow, including the ones to the English teacher of School A's twelfth-grade pupils. The instructor responded as follows:

"Even before the emancipated curriculum was used as it is today, the learning process was conducted in a differentiated way. Differentiated learning places more of an emphasis on student assignments or products; for example, I assign talkative students to complete teacher interview activities, while I invite visually inclined students to watch. Thus, this naturally has to do with how pupils learn." (T1)

Similar to the circumstances at School B, where the learning method is direct but differentiated, this school focuses more on matching each student's learning style to their degree of participation in the class. The School B teacher also mentioned that:

"Currently in multiple sections. It has, that much is evident. As previously mentioned, the students were divided into three groups based on their level of knowledge: upper, lower, and medium. Regarding learning style, perhaps the teachers of guidance and counseling will be more adept at identifying whether their students are visual or auditory learners" (T2)

2. Teachers' comprehension of the use of differentiated Learning Materials Based on The Emancipated Curriculum

Based on the researcher's interview, which focused on the use of learning media to enhance teaching and learning activities in line with the independent curriculum criteria, it is evident that this type of media is effective and widely used for learning, and that having a website platform also benefits teachers' learning. The transcripts that follow show the instructor's reaction, including the one to the English teacher of the students in the twelfth grade at School A. The teacher said that:

"Its use is quite optimal where I use books from the government to teach in class and also look for additional material outside to support learning such as via YouTube, also the Canva application is very helpful for designing learning"(T1)

As for the use of books, the teacher at School B stated that there were still many issues that needed to be resolved. In one instance, the school did not even use books that were in line with its curriculum, which was brought about by a discrepancy between the books' content and learning objectives. Teachers are forced to employ other teaching resources as a result. However, there is still content available through the curriculum's portal, so it's not entirely a problem. The transcripts that follow show the instructor's reaction, including the one given to the English teacher of School B pupils in the twelfth grade. The teacher said that:

"Learning resources are not always used to their full potential, such as textbooks. Although using free to teach is not ideal there, I still want to utilize a free-to-learn platform. The focus of learning materials is, in fact, on helping students develop their competencies and traits. Accordingly, we restrict the use of the materials to PowerPoint presentations and handouts. For assessments, we continue to use Google Forms, and for summative assignments, we utilize computer-based tests." (T2)

Based on the outcomes of interviews with two educators from distinct educational institutions, it can be inferred that educators require instructional resources that support English language acquisition in the classroom in compliance with the emancipated curriculum. These resources should emphasize student learning styles as a means of implementing differentiated instruction. Differentiated learning has been stressed by teachers from both institutions, but learning resources that aid in English language acquisition must also be used in tandem with this approach. Through the emancipated curriculum, the government has provided learning materials in the form of the newest books; nevertheless, these cannot be used to their full potential, and instructors instead choose to employ extra resources that can be accessible via websites like YouTube or Canva, a platform for design. So, looking at the results of the interview, the fulfillment of the product in the form of a book designed by the researcher is by the demands of the curriculum which cannot yet be felt by the teacher, where the learning material product will be designed in a complete way that can

help teachers optimally and efficiently.

The outcomes of the pupils' learning styles are explained next. where students at both schools were given a questionnaire, which was completed and distributed via Google Forms. The material collected by the researcher was directed towards two courses in each school. This survey inquires about how a student's personal preferences and decisions will shape their own learning style. A pie chart illustrating the different learning styles of the students from both institutions is presented below.

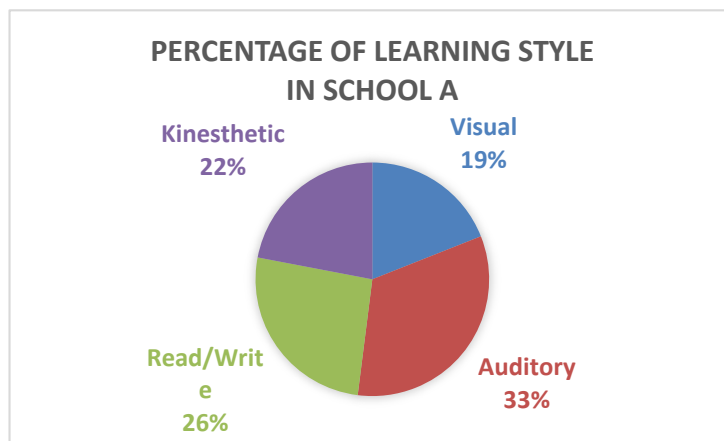


Figure 1. Percentage of Learning Style in School A

According to the picture 1, students with an auditory/aural learning style account for 33% of the total respondents in school A, while students with a read/write learning style account for 26%. With a proportion of 22%, kinesthetic learning is the third most common learning method among School A's grade 12 pupils. Students using a visual learning style come in last with the lowest proportion, at 19%. When compared to other learning styles, grade 12 students at two different schools have a very high percentage of aural learners. This indicates that the most common kind of learning is still auditory/aural. Next, there is the kinesthetic learning style, where students prefer to learn by doing, and the habit of reading and writing among School A's grade 12 students when studying or comprehending the material. This learning style is the second most prevalent in the school. practice directly to comprehend the content being learned. The least common learning type utilized by School A's grade 12 pupils is visual learning.

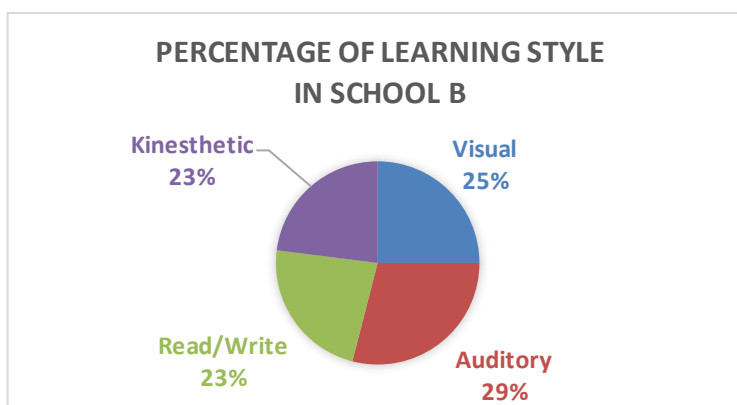


Figure 1. Percentage of Learning Style in School B

Based on research findings, which were obtained by distributing Google form questionnaires to students in English classes to ascertain their learning preferences, it was discovered that the aural/auditory learning style is frequently observed in students in two distinct classes at School B, specifically with a percentage of 29%. Visual learning emerged

as the second most popular learning technique, accounting for 25% of the presentation. Following with a proportion of 23% are the kinesthetic and read/write learning styles. The percentages of these two learning styles are identical. According to the statistics above, the majority of students in School B classes have an auditory or aural learning style. They like to utilize sound sources to help them grasp the topic they are studying as well as listen to explanations from peers or professors. Additionally, the majority of students employ visual learning; many class 12 students prefer learning that is presented through an image, video, or animation. Lastly, class 12 pupils at School B had a similar ratio of kinesthetic and read/write learning methods. It follows that, among the same number of pupils, some choose to learn by reading and writing in the classroom, while others prefer to learn through hands-on experience.

This research aims to investigate/analyze the needs of teachers and learners to develop English learning materials that are differentiated according to learning styles. From the results of the interviews and questionnaires described, it can be concluded that it is necessary to develop English learning materials for class 12 high school to use the emancipated curriculum because there is little explanation from the teacher that currently the use of emancipated curriculum learning media is still not optimal, this is because this learning material does not meet the needs of teachers in teaching and students' needs in learning. Learning materials from the internet are still widely used to support the learning topics being studied, so it is necessary to provide interesting learning materials and include additional materials that teachers usually access on the Internet. The questionnaire given to students was also very supportive, showing that the use of VARK learning styles (Visual, Auditory, Read/write, Kinesthetic) was highlighted by students with different percentages in each learning style. Malacapay (2019) stated that the findings of student questionnaires revealed that many kids studied best when teachers used audio-visual presentations in addition to real objects. These students had visual, auditory, and kinesthetic learning styles. So, it is hoped that the various and different learning styles of students can meet their needs through the development of learning materials based on student learning styles. According to Dariyani et al., (2022) students who have diversity from various aspects as a result of environmental and cultural differences must be a concern in the world of education, where the emancipated curriculum is expected to be able to fulfill this through offering differentiated learning. Teachers must have an active role as either instructors or facilitators in implementing the emancipated curriculum, especially emphasizing differentiated learning, meaning that students must be given special attention considering that students have different approaches, models learning styles, and abilities (Apriati et al., 2023).

The learning materials that will be developed are based on students' learning styles and also teach needs, which support the learning process for grade 12 high school students. The making of this book will follow good standards as appropriate by dividing the learning material in it into activities according to student's learning styles, so it is hoped that this will be able to support differentiated learning in the emancipated curriculum. Research conducted by Prasetya et al., (2024) identified the effectiveness of learning is very important in education where this effectiveness and efficiency can be realized through the use of good learning strategies and learning materials that support student character, where one of the student characteristics emphasized here according to the use of an emancipated curriculum is learning style. This was also emphasized by Barlian, U.C, Solekah, S., & Rahayu, P., (2022) Teachers' freedom to choose teaching tools is emphasized in the implementation of this emancipated curriculum, meaning that teachers have wide latitude in choosing the teaching media used in teaching students but must pay attention to students' learning needs and interests, which leads to students' learning styles, for example there are students those who have a high interest in learning by using videos or pictures, audio, and learning while exploring and moving. The importance of differentiated learning lies in providing an inclusive learning environment and optimizing the potential of each student, where through a differentiated approach, teachers can plan learning strategies that are in line with the needs of each student (Nahdhiah & Suciptaningsih, 2024).

4. CONCLUSION AND SUGGESTIONS

This research explains the needs of students and teachers in developing learning materials that are by the emancipated curriculum. The aim of this research has also been successfully achieved, namely analyzing the learning styles of grade 12 students in two different schools in the Buleleng district and analyzing teachers' needs regarding the use of English learning materials based on the emancipated curriculum. Students and teachers still really need learning materials that focus on differences in student learning styles as a demand for an emancipated curriculum, where the results of teacher interviews also show in depth the lack of use of learning materials/books provided by the government. Teachers use the internet at a greater percentage than the use of books according to the emancipated curriculum, with the appearance of books that are still very general and do not specifically explain differentiated learning according to students' learning styles. This was also followed by the results of a questionnaire distributed to students who strongly supported the existence of differentiated learning based on student learning styles. The use of the VARK learning style dominates student learning styles in each school, where the Auditory/Aural learning style is the highest representing students followed by the read/write learning style, then the kinesthetic learning style emerges and the smallest appears is the visual learning style. This underlies the development of learning materials based on learning styles by researchers.

Consistent with the above conclusion, the author makes several recommendations based on the research topic. First, all stakeholders involved in the educational system should be able to fulfill the requirements of the developed curriculum without sacrificing any of its essential elements. Every element of learning, including evaluation in the classroom, should be centered upon differentiated learning, which stresses the application of this curriculum. It is imperative that the educational materials supplied can fulfill the current standards for both quantity and quality and align with the curriculum to prevent educators from overusing resources other than those supplied by the government. Students and teachers here must be given good service in education because they are the spearhead of education.

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