

## **Developing English Learning Materials Based On The Emancipated Curriculum For 11th Grade Students Of Senior High School**

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### **Abstract**

This research discusses the development of curriculum-based learning materials for class XI 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 11 as the research subject was dominated by auditory learning therefore, school A grade 11 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 the researcher to school B, the quality of learning materials determines the success of the educational process. Good materials must be organized systematically, relevant to the curriculum and tailored to the level of ability and needs of students.

**Keywords:** Curriculum, Learning Material Development, Students

### **Abstrak**

Penelitian ini membahas tentang pengembangan materi pembelajaran berbasis kurikulum kelas XI SMA semester kedua. Tujuan dari penelitian ini adalah untuk menganalisis pengembangan materi pembelajaran dengan menggunakan metode kuisioner kepada perwakilan siswa di dua sekolah (Sekolah A) dan (Sekolah B) kuisioner disebar melalui google form didapatkan hasil bahwa sekolah A kelas 11 sebagai subjek penelitian didominasi oleh pembelajaran auditori oleh karena itu, siswa kelas 11 sekolah A lebih dominan gaya belajar pendengaran. Sementara itu nilai sekolah B berada di bawah. Berdasarkan hasil angket dibereikan peneliti pada sekolah B dari hasil kuisioner tersebut maka kualitas bahan pembelajaran menentukan keberhasilan proses pendidikan. Materi yang baik harus disusun secara sistematis, relevan dengan kurikulum dan disesuaikan dengan tingkat kemampuan dan kebutuhan siswa

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

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Received 3 July 2024, Accepted 7 July 2024, Published 16 July 2024

## **INTRODUCTION**

The emergence of the Emancipated Curriculum by publishing the Merdeka curriculum brings new strength to the world of education in the era of learning 4.0 in the 21st century. Education 4.0 is known as an innovation characterized by student-centeredness, this approach can not only develop students who are knowledgeable but also able to create new patterns of thinking that are able to respond to life's challenges, increase creativity and innovation in various aspects of life (Tan et al., 2018). This program is an effort to encourage and advance improvements to the education system in Indonesia. The Emancipated Curriculum program has a positive impact on students, such as improving the hard and soft skills possessed by each student. Apart from that, this program also encourages students to be more innovative and creative during the learning process. According to the results of a survey conducted, around 46% of students understand the Emancipated Curriculum policy.

The Emancipated Curriculum program equips students with various basic skills that will be useful after they graduate (Sundi et al., 2022).

The Emancipated Curriculum emphasizes the freedom of thought, ensuring that students can attain autonomy and unrestricted access to knowledge within both formal and non-formal education realms. This approach to the learning process, as outlined by Ridwan in 2022, removes conventional limitations. It places a strong emphasis on the need for both teachers and students to demonstrate creativity in its application. Learning materials have a very important role in curriculum design, and therefore, must be prepared carefully to achieve the desired competencies and learning targets. Learning objectives must be in line with the basic competencies and competency standards of students in this EFL class. In selecting learning materials, it is necessary to pay attention to various factors such as the appropriate type of learning, coverage of the material, teaching sequence, and the approach used in classes that use the material (Budi, 2019). When determining the scope of learning material, it is necessary to consider whether the material includes cognitive aspects (facts, concepts, principles, procedures), affective aspects, or even psychomotor aspects (Nazarudin, 2007). This is important because the material used in the learning process must be appropriate to the type of competency that students want to achieve and can help them understand it better.

Because learning materials are a supporting element that is really needed by every student in the learning process using a freer curriculum, learning materials become a crucial component in the learning process to provide assistance, support and motivation to students in obtaining information, competencies and skills. Learning resources can include all types of resources used by teachers or instructors in the teaching process. Damayanti, Fauzi, & Inayati (2018) group learning materials into two broad categories: materials created specifically for educational purposes, and authentic materials. The material created is material prepared for educational purposes, so that it can achieve teaching objectives. Authentic learning materials include various types of sources, such as original texts, films, radio broadcasts, television programs, graphs, tables, charts, and maps. Ideal learning materials are materials that can help students understand subjects effectively, with the support of advanced technology in the Industrial Revolution 4.0 era (Wakhidah, Sunismi, & Alifiani, 2020).

The newest curriculum in Indonesia, known as the Emancipated Curriculum, is an innovation from the 2013 Curriculum. The main aim is to improve the quality of human resources and improve the quality of education in Indonesia. This curriculum has been adopted by various levels of education, from elementary school, middle school, high school, to college. Therefore, the important role of all educational institutions is needed in achieving the success of the programs contained in the Emancipated Curriculum. The Emancipated Curriculum provides an interesting and meaningful learning experience for all students because it gives each individual the opportunity to express their uniqueness. Apart from that, it also helps shape the character of students so that they are in accordance with the principles of Pancasila learning. Thus, it can be considered that the "Emancipated

Curriculum" is a 21st-century education system that focuses on developing communication skills, collaboration, creativity, and critical thinking abilities (Kemendikbudristek, 2022a).

The creation of this English learning material is based on several theories compiled by experts in the field of education. According to Brown (2007), teaching theories that integrate a holistic understanding between students and the subject matter to be studied will help create procedures that are successful on a given day for students, regardless of the various contextual constraints that exist. Madya (2007) further highlights the importance of fulfilling productive needs by ensuring (1) the level of difficulty of tasks is appropriate to students' abilities, (2) learning materials and tasks have meaning for students, and (3) students can express themselves freely because they are given the opportunity to participate actively in the learning process. This material can help students in the learning process to improve students' understanding.

English language learning that does not follow the latest developments in accordance with curriculum standards and emancipated curriculum policies has the potential to have a negative impact on students' understanding and learning outcomes. Previous research has revealed that one of the causal factors is the use of learning materials that are not appropriate to student characteristics (Shahriarpour & Kafi, 2014). The implementation of an emancipated curriculum, especially in English as a foreign language classes, has its own responsibilities for all parties involved in its implementation. Educators are expected not only to play a role in creating active and effective learning but also in curriculum administration. The guide to implementing the emancipated curriculum states that teachers have a role in managing the administrative and management aspects of the emancipated curriculum (Fikri, 2022). Meanwhile, student participation is expected through more relevant and interactive learning, which provides greater opportunities for students to actively explore actual issues such as the environment, health and other issues that can support the development of students' understanding and character (Purnaki, 2022).

Learning styles influence the way individuals choose to organize information and their approaches to thinking, retaining information, and solving different problems (Abante et al., 2023). Learning styles relate to the unique and preferred methods a person uses to understand and work with information. It encompasses the diverse ways in which individuals assimilate, understand, and retain knowledge, and is shaped by elements such as cognitive strengths, sensory tendencies, and overall learning preferences. Gaining insight into your learning style can enable adjustments to teaching techniques and materials to better align with your individual needs, thereby enhancing the learning experience and improving your understanding and retention of information. Additionally, it is important to note that students demonstrate their own unique learning style preferences in terms of their learning style (Songbatumis, 2017).

In order to enhance the quality of English language education in high school, it is crucial for researchers to urgently develop English learning materials tailored to the specific requirements of both students and teachers. These materials should align with the principles of the Emancipated Curriculum

and cater to the 11th-grade English education at Singaraja Bali State High School. The envisioned product comprises educational resources in the form of textbooks designed for second-semester 11th-grade high school students. These textbooks will introduce innovative content, accommodating varying levels of student proficiency, offering references for diverse learning activities that align with individual learning styles, and providing additional resources that students require during their English language learning journey. Consequently, this researcher's creation will facilitate a personalized learning experience, aligning seamlessly with the Emancipated Curriculum, which is the latest curriculum in use.

## **METHOD**

### ***Limitation of The Problem***

Emphasis on limiting the problem is essential in any research, including this research. The function of limiting the problem is to keep the discussion and testing focused and avoid deviation from the initial goal. In this research, the main focus is on developing learning materials for class XI students in high school. The development of this learning material will be adjusted to the needs and characteristics of students, with the aim of achieving the set learning targets. Apart from that, the development of this learning material will also be in accordance with the emancipated curriculum which supports the vision of realizing progress, independence, sovereignty, and Indonesian personality.

### ***Research Objectives***

1. To understand students' needs regarding the development of learning materials that are in accordance with the emancipated curriculum.
2. To create learning materials that incorporate emancipated curriculum principles in their methods.
3. To evaluate the quality of learning by using learning materials specifically designed for class XI high school students.

### ***Review of Related Literature***

#### **1. Theoretical Reviews**

##### **a. The Emancipated Curriculum**

The newest curriculum in Indonesia, known as the Emancipated Curriculum, (is an innovation from the 2013 Curriculum. The main aim is to improve the quality of human resources and improve the quality of education in Indonesia. This curriculum has been adopted by various levels of education, from elementary school, middle school, and high school, to college. Therefore, the important role of all educational institutions is needed in achieving the success of the programs contained in the emancipated Curriculum. The Emancipated Curriculum provides an interesting and meaningful learning experience for all students because it gives each individual the opportunity to express their unique (Kemendikbudristek, 2022a).

The concept of "Freedom to Learn" is different from the previous curriculum used by educational institutions in Indonesia. The emancipated curriculum places great emphasis on students' cognitive abilities and individual uniqueness. The aim of this concept is to give teachers the freedom to innovate in designing learning experiences and encourage all students to learn independently according to their creativity. Therefore, the concept of "Freedom to Learn" is adopted and gives priority to the needs of students. As a means of implementation, Minister of Education and Culture Nadiem Makarim invited teachers to design project-based learning methods with the aim of stimulating student creativity.

b. Learning Material

In the realm of instructing English as a second language, English language materials are crucial for imparting language proficiency to learners. Many educational institutions rely on English language coursebooks, as they aid teachers in time management and enhance the overall credibility of their curriculum (Tomlinson & Masuhara, 2018). Consequently, continuous research is required to determine the most effective approaches for crafting these materials to enhance the learning process.

c. Adult Learner of Senior High School Student

Adult learning at the Senior High School (SMA) level can be a different experience from learning at the primary education level. Students at the high school level have reached a higher stage of cognitive development and have a greater level of maturity in terms of understanding and decision making. Therefore, adult learning approaches must consider the characteristics and needs of high school students.

d. Learning Style

Defines learning style as the distinctive characteristics and preferred methods an individual employs to acquire, organize, and process information. V-A-R-K falls under the instructional preference category, focusing on perceptual modes that influence how we absorb and convey information. It specifically addresses all senses except for taste and smell. The V-A-R-K inventory assesses metrics in each of the four perceptual modes, and individuals may exhibit preferences ranging from one to all four modes.

e. Secondary Education Learner

Teenagers attending high school are categorized as Youth Learners, with their average age generally falling between 16 and 18 years old. However, they may also be regarded as young adults. According to (Ferreira et al., 2019) School learning is analyzed from students' perspectives in two different national contexts. The main aim is to investigate students' learning experiences in school by identifying the core elements of learning for secondary school students.

f. The Learning Analysis Need

In line with what Irawati and Saifuddin (2018) have pointed out, instructional materials play a very crucial role in the teaching and learning process. For educators, the use of appropriate instructional materials can save time in teaching, transform the role of educators from instructors to facilitators, and enhance the learning process to be more effective and interactive.

***Empirical Riview***

Empirical review of instructional material development involves examining research studies and practical experiences to understand best practices and key considerations in creating effective educational materials. (Arrasyid, 2023); (Annisa, 2023); (Maulana & Oktavia, 2023) have conducted a study on curriculum differentiation within the context of the Emancipation Curriculum. The findings of this research indicate that the use of varied teaching approaches in the English language subject can enhance students' understanding more effectively, especially when they are given the freedom to learn based on their individual learning profiles (learning styles), readiness levels (capabilities), and interests. Overall, distinguishing content, processes, products, and learning environments is considered an effective and enjoyable learning strategy for students.

From this, teachers need an understanding of providing learning materials that align with the Emancipated Curriculum. This has already been conducted by (Lestari & Qamariyan, 2023); (Kasman & Lubis, 2022). They have explained that in the context of learning, the primary focus should be on empowering students to manage their own learning processes. Teachers are seen as facilitators and supporters in the learning journey, allowing students to actively engage in the process of learning English. Furthermore, adjusting the learning process according to students' levels of achievement and characteristics is a crucial aspect in the context of the Emancipated Curriculum. By understanding the abilities and needs of individual students, teachers can implement appropriate teaching strategies, provide diverse learning resources, and offer choices and independent projects to develop students' interests and skills.

***Research Method***

1. Research Design

The focus of D&D research includes analysis, planning, production, and evaluation. D&D research is also known as a method for creating procedures, techniques, and devices based on a systematic analysis of specific situations (Richey & Klein, 2007). D&D research, innovative activities are developed to produce possible solutions to practical problems. This ADDE model has been used in designing learning systems, and one of its aims is as a guide for creating learning program infrastructure that is more efficient, dynamic, and supports improvements in the learning process. The ADDE implementation believes that learning needs to be student-focused, innovative, authentic, and inspiring. The concept of structured product development has been around since the emergence of social communities. Making products using the ADDE process remains one of the most effective

methods today. Because ADDE serves as a guiding framework for complex situations, it is well suited for developing educational products and other learning resources.

## 2. Research Procedure

Based on the research design that has been explained, there are four stages that researchers must carry out in compiling learning materials. These four stages constitute the learning materials development design, better known as the ADDE method.

## 3. Subject and Object of The Study

Research subject refers to the individual, location, or object that is considered in the research as the focus (Sugiyono, 2014) explains that research variables are attributes, characteristics, or values possessed by individuals, objects, or activities that vary and are determined by researchers for the purpose of analysis or conclusions. This research involves two types of variables, namely independent variables and dependent variables. The research subject is the group that is the focus of the research. In this case, the research subjects consisted of second semester 11th grade high school students and English teachers from two state schools in Singaraja, Bali. The sampling method used in this research is convenience sampling, a non-probability sampling method where data is collected based on factors such as availability, time and location of participants who support the research. The object of this research is the textbook used in learning English in class 11, second semester.

## 4. Setting Of Study

Two state schools in Buleleng Regency will be selected as research subjects. The focus of the research will be on grade 11, especially on English subjects. When conducting pre-observation, there were visible differences, where the teachers had not fully implemented the learning material, which resulted in the learning objectives not being achieved.

## **Method of Data Analysis**

### 1. Qualitative

A mixed techniques strategy, as suggested by (Miles et al., 2014), will be used to examine the data. Analyzing the data that has been gathered is one of the phases involved in research. In qualitative research, data analysis can begin at any point during the data collection process, without waiting for the procedure to be finished. Immediately following that, data analysis can go to the data presentation phase before going back to the data collecting stage (Miles et al., 2014). Data condensing, data presentation, and conclusion drawing are the three processes that make up the development model. In addition to documenting the data gathered, qualitative data will be gathered through observations and interviews with EFL teachers and students. As the A methodical and iterative approach to qualitative data analysis enables researchers to extract valuable insights and produce intricate interpretations from the data (Miles et al., 2014) The developmental process comprises three stages: data condensation, data presentation, and drawing conclusions.

## 2. Quantitative

The data will undergo a comprehensive analysis, utilizing a mixed-method approach that encompasses qualitative techniques as outlined (Miles et al., 2014) and quantitative methods based on the approach presented by Nurkancana and Sunartana (1992). Qualitative data will be gathered through interviews and observations involving EFL teachers and students, with a specific focus on the examination of syllabi and lesson plans. On the other hand, quantitative data, acquired through questionnaires, will be subject to analysis using the formula devised by Nurkancana and Sunartana (1992).

Following the collection of questionnaire responses, the researcher will proceed to dissect the data employing the Nurkancana and Sunartana (1992) Formula.

Table 1 Nurkancana and Sunartana's, (1992) Formula

No	Formula	Score	Qualification
1	$X \geq Mi + 1.5 Sdi$	$X \geq 121.5$	Excellent
2	$Mi + 0.5 Sdi \leq X < Mi + 1.5 Sdi$	$94.5 \leq X < 121.5$	Good
3	$Mi - 0.5 Sdi \leq X < Mi + 0.5 Sdi$	$67.5 \leq X < 94.5$	Average
4	$Mi - 1.5 Sdi \leq X < Mi - 0.5 Sdi$	$40.5 \leq X < 67.5$	Below Average
5	$X < Mi - 1.5 Sdi$	$X < 40.5$	Poor

Note:

$Mi = \frac{1}{2} (\text{Score Max} + \text{Score Min})$

$Sdi = \frac{1}{3} (Mi)$

Mi = Ideal Mean

Sdi = Standard of Deviation

X = The score of the teacher.

### 1. Research Schedule

The researcher is allocated a total of six working days for the required research. This time is divided into three days dedicated to each school. During the observation and interview phase, one day is required from each school. The remaining four days are designated for the evaluation stage conducted by experts, with two days allocated from each school. However, the scheduling of these days is contingent on the availability of the experts, allowing the researcher the flexibility to consolidate them if necessary. Specifically, the distribution of questionnaires to the experts can occur simultaneously or on the same day, requiring one working day.

## RESULT AND DISCUSSION

This is the conceptual framework and analysis used in data collection and analysis using a supporting theory. Infographics evolve as an English language learning medium that includes analysis, development, and evaluation. Discourse analysis of the collected data is presented in this section. This is concluded with a brief explanation of the implications of the study.

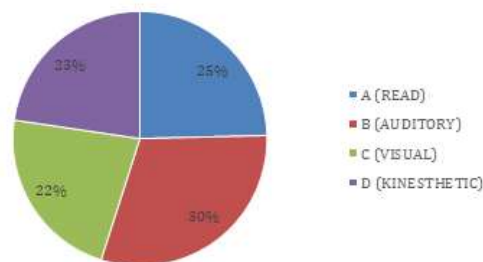


## 1. Finding Of Analysis Stage

The aim of this research is to provide systematic and easily accessible educational resources to effectively improve students' understanding and skills. for grade 11 students in semester 2. Learning materials for grade 11 students are useful for deepening their understanding of more complex subject matter and preparing them for the final school exams. Apart from that, this learning material also helps students develop critical and analytical thinking skills needed for higher levels of education. So researchers can develop learning materials as teaching materials for English language learning in accordance with Design and Development research by Richey & Klein (2007).

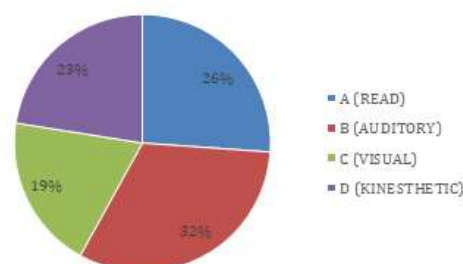
## 2. The specific needs of teachers and students

The main objective of this study was to identify the needs of teachers and students in the English learning process in grade 11th during the second semester, using the Emancipated Curriculum as a guide. In addition, the first problem statement was also investigated to identify the needs of teachers and students in english learning class. This research also used some source data such as interview section. This section an analysis will be carried out regarding student needs according to their learning styles in the process of developing differentiated learning materials in English learning. The questionnaire was given to representative students at the two schools, namely (School A) and (School B), the number of classes targeted was 2 classes at School A and 2 classes at School B. The questionnaires were distributed via Google Forms. The first questionnaire was carried out at School A, with the following results.



**Figure 1. Percentage of Learning Style in School A**

It can be concluded based on the results of the questionnaire obtained the percentage of auditory learning style is the highest. So, students in grade 11 at School A have a more dominant auditory learning style.



**Figure 2. Percentage of Learning Style in School B**

Meanwhile, based on the results of the questionnaire provided by researchers at School B also dominated by auditory learning style by 32%. so it can be concluded that the learning needs of students from both schools are dominated by auditory learning style with each 14 respondent from a total of 45 respondents for each school. This is the basis for making decisions that the material developed will pay more attention to auditory aspects in future teaching materials.

### 3. Development Method

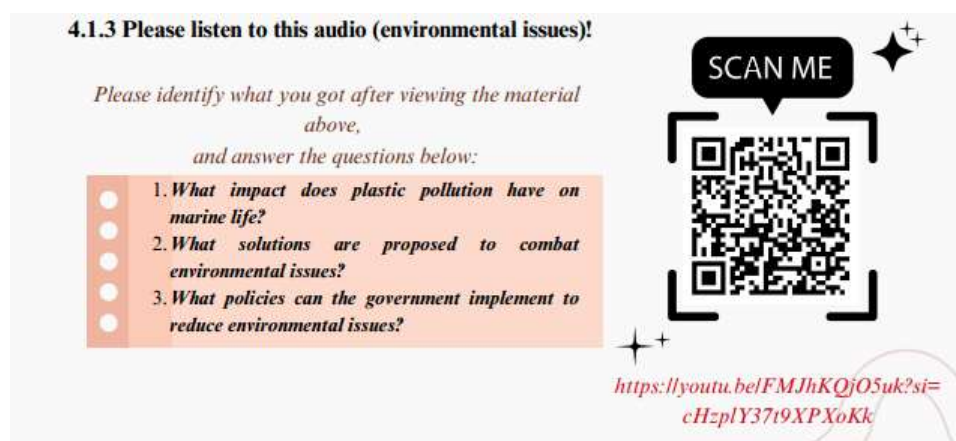
The development of English language material for class 11 senior high school is carried out through several steps as formulated in the previous development method, namely using the ADDE principle:

#### a. Analysis

The results of the analysis process as the first stage of the development process are based on a student needs questionnaire and analysis related to the existing syllabus and learning objectives. As per the results of the student needs questionnaire, which relates to visual, auditory, kinesthetic and read/write learning styles, each of which has a balanced portion. The results of the two schools as research objects are dominated by the need for auditory, namely 30% and 32% for schools A and B respectively. So that in the development process it will contain auditory elements more thoroughly.

#### b. Design

The design preparation in developing English language material is then adjusted to the learning objectives, learning methods, learning styles and elements of the emancipated curriculum, namely the Pancasila profile in it. The blue print designs that are tailored to students' learning styles are displayed with attractive visualizations based on existing learning style elements.



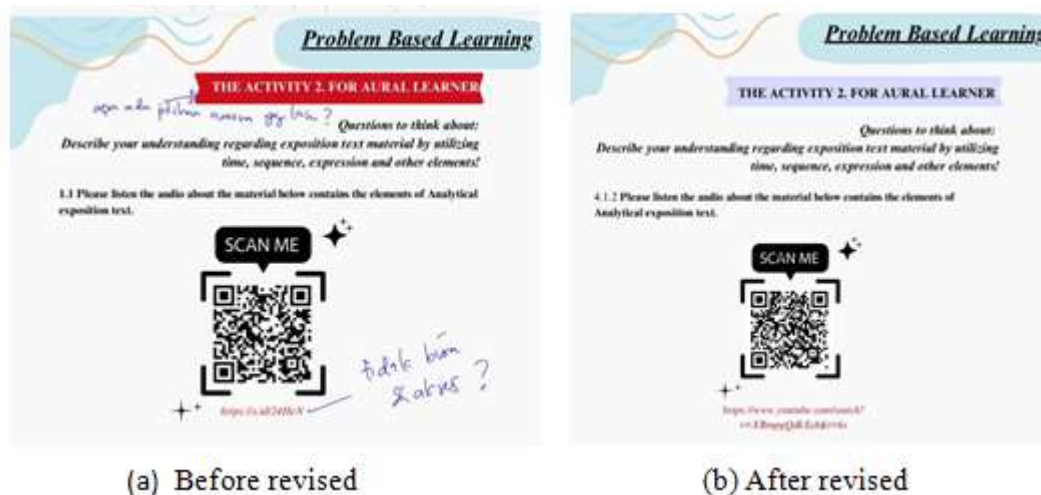
**Figure 3. Example of Design Based on Auditory Learning Style**

Then the same thing is done for several considerations related to design based on learning methods and emancipated curriculum.

#### c. Development

Researchers have begun the process of developing learning materials by following previously prepared and revised plans. Aside from that, the learning material will be checked by experts

and revised at this stage to ensure that the learning material being developed becomes a more perfect and useful learning tool in its implementation. The results of the development stage produced several revisions which generally included minor revisions related to changes in font color to details of inaccessible media access.



Based on the image above, there has been a minor revision regarding the color of the design, where previously it was red to bluish. This is because the previous colors were not very visible or clear enough to highlight the instructions in the material. a revision process occurs and ensures that the colors in each design do not obscure the instructions in the material. Aside from that, the researcher will create an assessment sheet that will be distributed to experts in order to obtain their feedback and input on the learning material that the researcher has created.

#### d. Evaluation

Evaluation of 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 material that is complete and has gone through several previous stages to the appointed English teacher.

#### 4. Expert Judgement

The next stage is related to quality testing where this stage is carried out based on the results of expert value considerations. Expert judgment includes several components such as the relevance of English material development in general, evaluation standards for material effectiveness, language elements and visualization of the layout of the material.

The evaluators were two experts, namely expert 1 and expert 2, and an English teacher. The researcher provided an expert judgment that the experts and the English teacher used to evaluate the material. After the rubric was evaluated, the expert judgments were analysed using Nurkancana and Sunartana (1992).

Table 1 the quality product criteria

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

**Description:**

X : Mean

Mi (Mean Ideal) :  $\frac{1}{2}$  (Maximum Score + Minimum Score)

Sdi (Standard Deviation Ideal) :  $\frac{1}{3}$  (Mi)

The Formula is explained in detail as follows.

Mi (Mean Ideal) =  $\frac{1}{2}$  (Maximum Score + Minimum Score)

Mi and Sdi's result according to the formula would be:

$$\begin{aligned}
 \text{Mi (Mean Ideal)} &= \frac{1}{2} (\text{Maximum Score} + \text{Minimum Score}) \\
 &= \frac{1}{2} (295 + 59) \\
 &= \frac{1}{2} (354) \\
 &= 177
 \end{aligned}$$

$$\begin{aligned}
 \text{Sdi} &= \frac{1}{3} (\text{Mi}) \\
 &= \frac{1}{3} (177) \\
 &= 59
 \end{aligned}$$

The ranking score for each category is then determined. A formula table from Nurkancana and Sunartana (1992) was used to obtain the outcomes of the Mi and Sdi calculations.

There are five categories of the products, namely excellent material, good material, average material, below average material, and poor material. Before knowing the maximum and minimum scores that should be obtained for each category, first, the ideal mean (Mi) and Sdi were determined. Based on the formula, the Mi is 177, and the Sdi is 59. The detailed scores that must be achieved in each category are described below.

1. Excellent Rubric

$$X \geq Mi + 1.5 Sdi$$

$$X \geq 177 + 1.5 (59)$$

$$X \geq 177 + 88.5$$

$$X \geq 265.5$$

2. Good Rubric

$$Mi + 0.5 Sdi \leq X < Mi + 1.5 Sdi$$

$$177 + 0.5 (59) \leq X < 177 + 1.5 (59)$$

$$177 + 29.5 \leq X < 177 + 88.5$$

**$206.5 \leq X < 265.5$** 

3. Average Media

$$Mi - 0.5 Sdi \leq X < Mi + 0.5 Sdi$$

$$177 - 0.5 (59) \leq X < 177 + 0.5 (59)$$

$$177 - 29.5 \leq X < 177 + 29.5$$

 **$147.5 \leq X < 206.5$** 

4. Below Average Media

$$Mi - 1.5 Sdi \leq X < Mi - 0.5 Sdi$$

$$177 - 1.5 (59) \leq X < 177 - 0.5 (59)$$

$$177 - 88.5 \leq X < 177 - 29.5$$

 **$88.5 \leq X < 147.5$** 

5. Poor Media

$$X < Mi - 1.5 Sdi$$

$$X < 177 - 1.5 (59)$$

$$X < 177 - 88.5$$

 **$X < 88.5$** 

Table 2 The accumulated score for expert judgment

Score	Criteria
$X \geq 265.5$	Excellent
$206.5 \leq X < 265.5$	Good
$147.5 \leq X < 206.5$	Average
$88.5 \leq X < 147.5$	Below Average
$X < 88.5$	Poor

**CONCLUSION**

Based on the research questions, I can conclude. Based on the analysis stage of the ADDE research methodology, researchers have examined the unique requirements of educators and learners regarding an emancipated curriculum. Four key needs of students and teachers were identified from the results of the questionnaires, interviews, and document analysis. These included knowing the learning styles, having a deeper understanding of the independent curriculum, needing materials for teachers and students to learn English, and more. It is compliant with the autonomous curriculum.

Developing learning materials using the Design and Development (DND) method involves a series of systematic steps to create materials that are effective and interesting for students. This process begins with a needs analysis to understand learning objectives and student characteristics. Next, material design is carried out by determining the content, media and learning strategies that will be used. Material development involves creating and testing prototypes, as well as revisions based on feedback received. Implementation of learning material is done by applying it in real

situations and monitoring student responses. Finally, an evaluation is conducted to assess the effectiveness of the materials and identify areas requiring further improvement.

The quality of the English learning materials developed is assessed based on the results of expert assessments through two stages at the evaluation stage, where the product is included in the "very good" category and can be used to assist teachers in assessing the grades of class XI students in secondary schools. The quality of learning materials determines the success of the educational process, because quality materials can increase students' interest in learning and understanding. Good material must be prepared systematically, relevant to the curriculum, and adapted to the level of ability and needs of students. The use of clear and easy to understand language, as well as interactive elements such as images, videos and practice questions, is very important to make the material more interesting and effective. In addition, learning materials must be equipped with clear instructions for teachers to optimize the teaching process. Collaboration with experts and the use of feedback from students in the material development process also contributes to improving the overall quality of learning materials.

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