



Jurnal Review Pendidikan dan Pengajaran  
<http://journal.universitaspahlawan.ac.id/index.php/jrpp>  
 Volume 7 Nomor 3, 2024  
 P-2655-710X e-ISSN 2655-6022

Submitted : 29/06/2024  
 Reviewed : 01/07/2024  
 Accepted : 01/07/2024  
 Published : 02/07/2024

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## EXPLORING THE NEED ANALYSIS OF FOURTH- GRADE STUDENTS IN THE ELEMENTARY SCHOOL OF DIFFERENTIATED LEARNING MATERIALS BASED ON THE EMANCIPATED CURRICULUM

### Abstrak

Sektor pendidikan di Indonesia telah berubah secara signifikan. Saat ini, Indonesia telah menerapkan kurikulum baru yang terbaru, yaitu Kurikulum Emansipasi. Kurikulum Emansipasi merupakan kebijakan baru yang memberikan kebebasan kepada siswa dalam hal belajar. Melalui penggunaan bahan ajar yang berbeda untuk mendukung proses pembelajaran di kelas, maka keberhasilan kurikulum emansipasi dapat tercapai. Penelitian ini bertujuan untuk menganalisis kebutuhan siswa kelas 4 SD akan materi pembelajaran berdiferensiasi berdasarkan kurikulum emansipasi. Dalam penelitian ini, para peneliti memilih siswa kelas 4 dari dua sekolah di Denpasar sebagai subjek penelitian. Selain itu, penelitian ini menggunakan lembar observasi, lembar wawancara, dan kuesioner untuk mengumpulkan data. Selain itu, para peneliti juga menggunakan metode deskriptif, yang digambarkan sebagai pendekatan kualitatif oleh model Miles dan Huberman (2014). Ada empat tahap dalam model ini, yaitu: pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa semua siswa kelas 4 sangat membutuhkan materi pembelajaran yang disesuaikan dengan gaya belajar mereka, yaitu: visual-auditori, membaca/menulis, dan kinestetik.

**Kata Kunci:** Gaya Belajar, Kurikulum Yang Dibebaskan, Materi Pembelajaran Yang Berbeda.

### Abstract

The education sector in Indonesia has changed significantly. These days, Indonesia has implemented the latest new curriculum, namely the Emancipated Curriculum. The Emancipated Curriculum is a new policy that gives students freedom in terms of learning. Through the use of different learning materials to support the learning process in the classroom, the success of the emancipated curriculum can be achieved. This research aims to analyze the needs of grade 4 students for differentiated learning materials based on the emancipated curriculum. In this study, the researchers chose grade 4 students from two schools in Denpasar as research subjects. Moreover, this study used observation sheets, interview sheets, and questionnaires to collect the data. Besides that, the researchers also used a descriptive method, which was described as a qualitative approach by Miles and Huberman model (2014). There are four stages in this model, namely: data collection, data reduction, data presentation, and drawing conclusions. The finding showed that all grade 4 students really need differentiated learning materials that are related to their learning styles, namely: visual-auditory, reading/writing, and kinesthetic.

**Keywords:** Learning Style, Emancipated Curriculum, Differentiated Learning Material.

### INTRODUCTION

Now these days, in the increasingly advanced era of globalization and digitalization, education is one of the sectors that has experienced significant changes. These changes not only include teaching methods but also the curriculum used. According to Febriana et al. (2023), Research, Technology, and Higher Education Policy Number 37/M/2021 will implement the Emancipated Curriculum, which focuses more on student learning outcomes. Curriculum

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changes made in Indonesia are an effort that can be made by the government to improve the quality of education in Indonesia. Apart from that, according to Kapitariyani Kimpo Ellen & Lala Bumela Sudimantara (2023), this change really needs to be made to ensure that it remains relevant to today's students because of increasingly modern developments and high globalization.

The Emancipated Curriculum is an educational policy implemented in Indonesia that aims to provide more freedom and flexibility to schools, teachers, and students in the teaching and learning process. According to Dinn Wahyudin, Edy Subkhan, Abdul Malik, Moh. Abdul Hakim, Elih Sudiapermana, LeliAlhapip, Maisura, Nur Rofika Ayu Shinta Amalia, Lukman Solihin, Nur Berlian Venus Ali (2024) on their book, there are some of the main characteristics of the Emancipated Curriculum include: 1. Project-Based Learning: By providing projects to students based on the Emancipated Curriculum, teachers and students can encourage more contextual and applicable learning that is relevant to real life. It can also help students develop their critical, creative, and collaborative skills. 2. Flexibility in Curriculum Preparation: Through an emancipated curriculum, the schools are given the freedom to adapt the curriculum according to student needs and potential, as well as the local context. Not only that, teachers can also develop teaching materials that suit students' conditions and needs. 3. Student-Centered Approach: The Emancipated Curriculum emphasizes the importance of paying attention to each student's interests, talents, and learning speed. This personalized learning is expected to increase student motivation and learning outcomes. 4. Strengthening the Pancasila Student Profile: This curriculum aims to form students with character, global competence, and a Pancasila spirit. This includes the development of aspects such as mutual cooperation, independence, global diversity, and critical reasoning. 5. Continuous Assessment: Assessment in the Emancipated Curriculum is more formative and continuous, which aims to provide constructive feedback for student development, not just measuring final results.

The curriculum in Indonesia is changed, the learning materials that is used in the learning process must also be adjusted. Learning material is a reference for students to have a good understanding about the concept and what they learn (Pattaufi, Aswa, and Hakim, 2023). According to Tomlinson, (2011) learning materials include textbooks, additional reading materials, digital learning media, manipulative devices (such as mathematics teaching aids), and all types of materials or tools used by teachers to convey concepts and skills to students. Besides, the strategies used in the learning process, especially in learning English, are also important. Lestari et al. (2023) stated one effective way to realize the concept of freedom in learning, as envisioned by the Emancipated Curriculum, is to adopt differentiated learning approaches. Besides, according to Ngaisah et al. (2023) the successful implementation of the Emancipation Curriculum is highly dependent on the use of different learning materials, which can involve adapting educational content, processes, and assessments to meet the diverse needs, interests, and learning styles of each individual student. By applying differentiated learning materials for various learning styles, such as visual, auditory, reading/writing, and kinesthetic, teachers can also create a more inclusive and effective learning environment for students. Besides that, it can help the students by improving their' motivation in the learning process and ensuring that the goal of the Emancipated Curriculum, which is to create students who are more independent, creative, and think critically, can be realized.

According to Ngaisah et al. (2023) differentiated learning is an internal educator's effort to adapt learning activities in the classroom to meet students' learning needs related to their readiness to receive new material, their interests, and their diverse learning profiles or styles. Meanwhile, Carrol Ann Tomlinson (2001), differentiated learning involves customizing content, processes, products, and learning environments based on each student's learning readiness, interests, and learning profile. The aim is to optimize learning by providing the right challenges and necessary support for each student, so that all students can learn effectively according to their individual potential and uniqueness. Barlian et al., (2023) stated that differentiated learning involves several key elements designed to accommodate the diverse learning needs of students. First, learning content must be adjusted to the student's level of readiness so that the material taught can challenge more able students and provide extra support for students who need additional help. Second, the learning process is adapted to students' learning styles, such as

visual, auditory, reading/writing, and kinesthetic, to facilitate better understanding and active involvement of students in learning. Apart from that, learning products or outcomes can also be differentiated according to student needs. Lastly is the learning environment, where teachers must consider factors such as study groups and classroom arrangement to create an atmosphere that supports effective learning for all students.

Based on previous study, (Rafiska & Susanti, 2023), (Alfath et al., 2023), (Barlian et al., 2023), (Anggraeny & Dewi, 2023), (Lestari et al., 2023) the application of differentiated learning materials has a very positive impact on students. Apart from increasing students' interest in learning, learning in general is starting to take the side of the students, no longer the teacher (teacher center). Not only that, in the learning process in class, students become very active and have a desire to be involved. Anggraeny & Dewi, (2023) stated, the implementation of differentiated learning makes classroom learning more effective and can help students understand the material according to their abilities. Meanwhile, Lestari et al., (2023) stated the implementation of differentiated learning materials in higher classes can increase student motivation in learning. Even so, differentiated learning materials are rarely applied, because they say that they don't really understand differentiated learning materials (Ngaisah et al., 2023).

Therefore, researchers want to analyze the needs of grade 4 students for differentiated learning materials based on the Emancipated Curriculum. This study is crucial to providing a deeper understanding of how adapted learning materials can be applied effectively in the context of basic education and determining whether students need differentiated learning materials in the learning process. That's why differentiated learning materials can support the goals of the Emancipated Curriculum, namely creating a learning environment that is more inclusive and responsive to students' individual needs

## METHOD

This study uses a descriptive method with a qualitative approach from Miles, Huberman, & Saldana (2014). The descriptive method in research is a way to observe and describe in detail the conditions or phenomena being studied. The method aims to explain in detail the problem under study by observing individuals, groups, or events as a whole. Besides that, the data was collected using observation sheets, interviews, analysis of students' books, and questionnaires. The subjects in this research were 4th grade students in two different elementary schools. School A has 30 students, while School B has 18 students.

The study aims to analyze students' needs for differentiated learning materials based on an emancipatory curriculum. The data obtained were analyzed using qualitative descriptive techniques using. There are four stages in carrying out analysis, including data collection, data reduction, data presentation, and drawing conclusions. Data collected from observations, interviews, giving questionnaires, and analyzing books will be reduced to focus on information that is relevant to the research objectives. After that, the reduced data is explained in the form of a description and the final stage is to draw conclusions based on the data that has been explained and the evidence that has been obtained.

## RESULT AND DISCUSSION

The study uses a design from Miles and Huberman (2014) with grade 4 students, who are the subjects of this research. Besides that, this study was conducted at two schools, first at school A Tulangampiang and second at school B 18 Pemecutan. Through an interview with grade 4 students, conducting an observation at school, and also giving questionnaires to students, the researchers found that grade 4 students in school A and school B really need differentiated learning materials based on emancipated curriculum in the learning process, especially in the process of English learning.

**The students need of differentiated learning materials based on their learning style, namely: visual learner, auditory learner, read/write learner, dan kinesthetic learner.**

Based on the results of the questionnaire given to students on February 3, 2024, at school A with 30 students and on February 10 at school B with 28 students, it showed that all grade 4 students at schools A and B have diverse learning styles. The following are the results of the questionnaire at schools A and B.

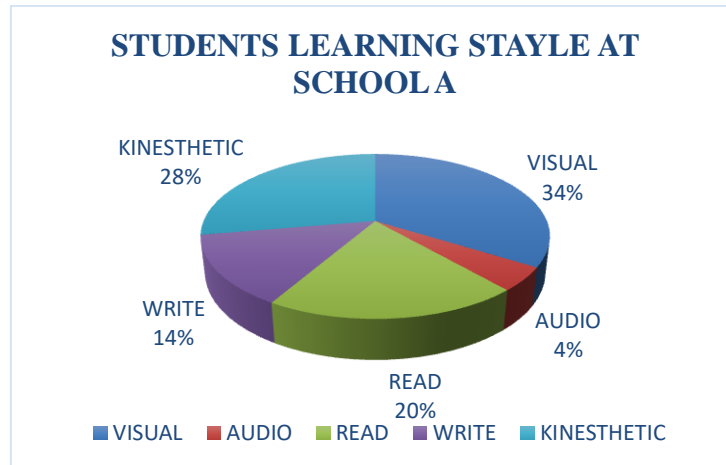


Chart 1 The Result of the Students' Learning Style at School A.

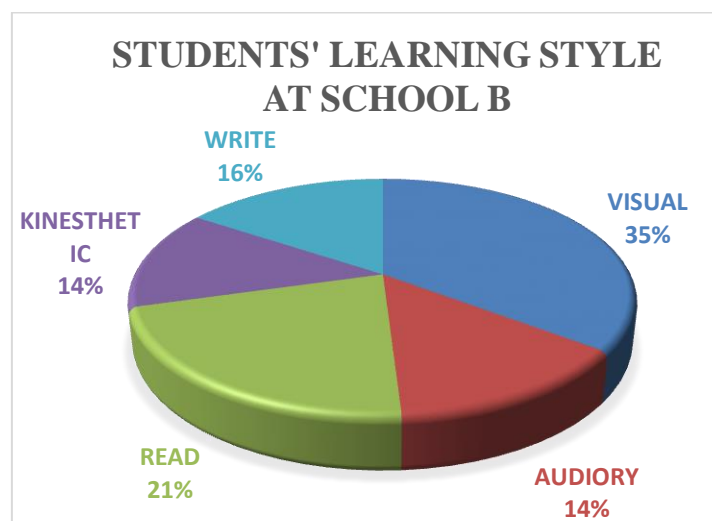


Chart 2 The Result of Students' Learning Style at School B

The first chart shows that of the 30 students at school A, 34% of students like learning done through pictures, 20% of students prefer reading and 14% like writing. Of the 4 learning styles, the 4th grade students at school A have the most kinesthetic learning style, namely 28% and the fewest are students with the auditory learning style, namely 3%. Grade 4 students really like learning carried out through physical activities or direct practice such as games or ice breaking. Meanwhile at school B, out of 28 students, 16% of students preferred learning through writing and 21% of students preferred learning through reading. Not only that, the chart above also shows that students at school B mostly have a visual learning style, namely 35%, where students are very happy if learning is done by providing pictures or watching audio. The fewest are students with kinesthetic and auditory learning, which together account for 14%. These results indicate that in class 4 in Schools A and B there is a diversity of learning styles that need to be considered in the learning process in order to meet the learning needs of each student effectively..

Even if each student has diverse learning styles, the learning carried out by teachers in the classroom cannot meet students' needs. This is evident from interviews conducted with grade 4 students at school A on February 3 and at school B on February 10, 2024.

1. so exciting and enjoyable
2. It is so- so
3. It's fun but sometime it's difficult (S. at School A)

1. it is fun and easy to undersrtand

2. It is so-so and quite boring
3. It's less easy to understand (S. at School B)

Not only that, but not all students feel they can understand the material taught by the teacher. Even though students answered that the material taught in class was understandable, there were still many students who said that the material taught in class was sometimes difficult to understand and confusing.

- " (10) yes, it's easy to understand
- " it's not easy and it's not too difficult
- " (17) it's a little difficult to understand
- "(2) not bad (S. School A)

- a. " (23) the lesson in the learning process is easy to understand
- b. " ( 5) there are lessons that are also difficult to understand and do not understand (S. School B)

In fact, many grade 4 students at schools A and B stated that the English learning resources carried out in class still did not suit the students' learning styles and characteristics.

- a. " (17) it was less appropriate to the students' characteristics and learning style
- b. " (13) yes, it was (S. School A)

- c. " (18) the learning resources used by the teacher are appropriate
- d. "(10) it was less appropriate with students' learning style (S. School B)

Besides, when researchers asked whether students were interested if learning was done outside the classroom, it turned out that many of the 4th grade students at school A were very interested if learning was done outside the classroom, but in school B, some students were not too interested if learning was done outside the classroom.

- " (20) yes, I'm interested
- " (10) no, I'm not interested (S. School A)

- "(20) I do not like it because outside is hot)
- " (15) I do not like it
- "(3) I like it (S. School B)

The students also mentioned how many paragraphs the teacher should give them if the learning process is done through text. Moreover, through this interview, there were also several students who answered with 0 paragraphs because these students were not the type of read/write learners.

- " (15) (1 paragraph)
- " (2) (5 paragraph)
- " (7) (2 paragraph)
- " (3) (3 paragraph)
- " (3) (0 paragraph) (S. School A)

- " (4) (5 or 7 paragraphs)
- " (16) (1 paragraphs)
- " (2) (3 paragraphs)
- " (6) (2 paragraphs) (S. School B)

The need for students to receive differentiated learning materials in the learning process is further strengthened by the results of observations carried out on February 20, 2024, at school A and February 21, 2024, at school B. The results of observations showed that the learning process in the classroom is still ineffective, and the teachers are still using conventional teaching methods, namely the teacher center. Apart from that, the learning activities used are still very limited; the teacher only gives quizzes if there is enough time and plays games. Besides that, during the observation, the researchers also found that students in grade four were not very actively involved in the learning process; many of the students were still talking with their chairmates when the lesson started, joking with their classmates, and some of the students even looked very sleepy when the teacher explained the material in the classroom.

School A and School B are schools that have implemented an emancipated curriculum. An emancipated curriculum is able to provide freedom for each individual in their learning process. However, the freedom cannot be felt by grade 4 students in schools A and B because the learning process is not running effectively and cannot meet the students' needs in the learning process. Therefore, differentiated learning materials are needed to facilitate students' learning processes in the classroom based on the emancipated curriculum and suit their' learning styles

Moreover, the results of the analysis of the class 4 student textbook, namely 'My Next World', show that the learning contained in the book is still not differentiated; there are more learning activities for visual learners and kinesthetic learners.

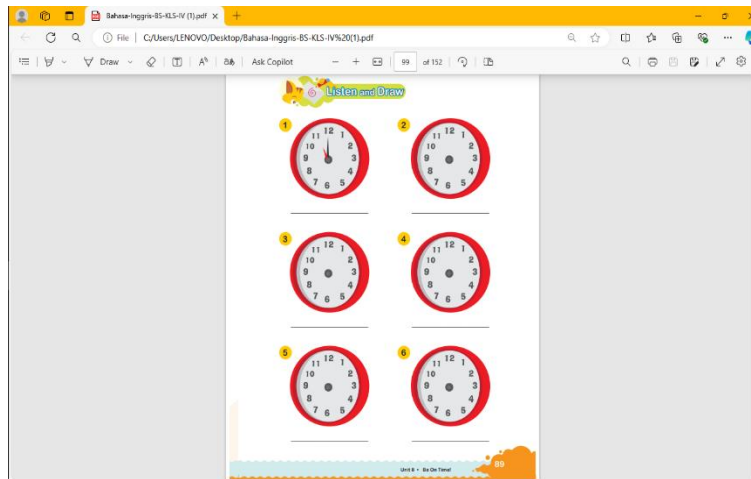


Figure 3 English E-book, 'My Next World'.



Figure 4 The English book, 'My Next World'

From this book, it can be seen that more learning activities are very dominant for visual learners and activity learners. Meanwhile, there is very little learning aimed at auditory learning, less than learning material for reading/writing learners.

### Discussion

According Tomlinson & Masuhara (2011) the criteria of good learning materials are should be be relevant to students' needs, and the context can be more realistic, which is adapting to students' daily life. However, based on analysis and observation, researchers found that the learning materials used in the English learning process still focus on several learning styles, such as visual and kinesthetic. Apart from that, contextually, English learning material is still less relevant to students' daily lives.

Based on Fleming (2001) also states that there are four types of student learning styles, which are called as VARK and it stands for Visual, Audio, Read/wRite, and Kinesthetic. Through the implementation of an independent curriculum, teachers have the opportunity to

create learning content that is interesting and relevant to students' needs and their learning style. Besides that, the students also have a freedom in learning process to choose their style in the learning process, whether through pictures, audio, video, or a text. That's why the teachers should be able to prepare the diverse learning content to meet the students' needs and students' learning style in the learning process, especially in the English learning process and allowing students to choose activities or learning content that they like.

Not only that, according Dinn Wahyudin, Edy Subkhan, Abdul Malik, Moh. Abdul Hakim, Elih Sudiapermana, LeliAlhapip, Maisura, Nur Rofika Ayu Shinta Amalia, Lukman Solihin, Nur Berlian Venus Ali, (2024) the emancipated curriculum is a flexible curriculum and capable to give a freedom for students in the learning process. Moreover, according Barlian Yuni, Ramadanthi, and Suhaeni, (2023) the application of the independent curriculum in the learning process aims to improve the quality of learning in schools, where learning is expected to be pro-student, respecting the uniqueness and diversity of students' potential, interests and talents, therefore the expected learning process can be better, effective and meaningful for students. An example of a class that implements differentiated learning is when the teacher's learning process uses a variety of ways so that students can exploit curriculum content, provides ideas for various appropriate activities so that students can understand and have information or ideas, and the teacher provides a variety of choices, where students can demonstrate what they have learned. studied (MS, 2023). However, in reality, after conducting interviews and also observing the learning process at School A and School B schools, it was found that learning still focused on teachers, the source of teaching materials was also limited to opening packages and PPTs, whereas at School Bit only focused on in textbooks and worksheets. Apart from that, there are very few learning activities, where at School A there are games and pictures, at School B they only give quizzes. Even though two of these schools have implemented the independent curriculum for a long time.

Apart from that, the interviews with grade 4 students at School A and School B found that only a small number of students could easily understand the lessons carried out by the teacher and most of the other students answered that there was some material taught in class by the teacher. Some of students also said that the learning material that has been taught by teacher is difficult to understand. Even in the interviews, several students answered that the lessons taught in class were mediocre and sometimes boring. Therefore, by implementing differentiated learning, classroom learning becomes meaningful for students because students are served according to their needs so that students become actively involved in learning and the goals of education can be achieved (Halimah, Hadiyanto, Rusdinal., 2023). Besides that Lestari, Hadarah, and Soleha ( 2023) stated that one of the ways to realize emancipated curriculum is giving differentiated learning materials.

Regarding with the previous study (Rafiska & Susanti, 2023), (Alfath et al., 2023), (Barlian et al., 2023), (Anggraeny & Dewi, 2023), (Lestari et al., 2023), it stated that the differentiated learning can increase students' learning motivation and more active in the learning process. That's why, the learning process can be more dynamic and effective for students in the classroom..

## CONCLUSION

Based on the finding of this study, it can be concluded that grade IV students from two schools in North Denpasar really need different learning materials, a material that suit of each student's learning style, such as visual, auditory, reading/writing, and kinesthetic. By implementing the differentiated learning material, the learning process in the classroom can be more dynamic and effective. Besides that, the students' motivation can more increase and has a desire to participated in the learning process. Apart from that, by implementing differentiated learning materials, the schools can create learning environments that are more inclusive and responsive to the unique needs of each student.

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