

# THE NEEDS ANALYSIS OF FIFTH GRADE ENGLISH TEACHERS OF DIFFERENTIATED LEARNING MATERIALS IN EMANCIPATED CURRICULUM

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ARTICLE INFO	ABSTRACT
<p><b>Article history:</b> Received June 02, 2024 Revised July 09, 2024 Accepted July 09, 2024 Available online July 10, 2024</p> <p><b>Keywords:</b> English teacher, emancipated curriculum, differentiated learning materials, learning style</p> <p><i>This is an open access article under the <a href="#">CC BY-SA</a> license.</i> <i>Copyright © 2024 by Author. Published by Universitas Pendidikan Ganesha.</i></p>	<p><b>ABSTRACT</b> This study aimed to analyze teachers' needs for differentiated learning materials for learning English in the Emancipated Curriculum. This research used a descriptive method with a qualitative approach by Miles and Huberman (2014) model. There were four stages to carrying out the analysis, including (1) data collection, (2) data reduction, (3) data display, and (4) conclusions. The object of this research was the fifth-grade teachers' need for differentiated learning materials. Meanwhile, the subjects of this study were two English teachers in two public schools in Denpasar. The research instruments used were an observation sheet and an interview guide. Results of this study showed that teachers in schools A and B need differentiated learning materials, including complete material explanation, more exercises, varied learning models, and contents based on visual, auditory, read/write, and kinesthetic learning styles. It can be concluded that both teachers need differentiated learning materials to support English learning in this Emancipated Curriculum.</p>

## 1. INTRODUCTION

Learning materials are all used by teachers to deliver information to learners. Tomlinson (2011) defines learning material as everything that facilitates learners in learning a language. Learning material is an essential part of the learning process. Learning materials can support students' learning processes and create maximum results for them. Ocak, Özçalışan, & Kuru (2010) argue that the presence of learning materials can create effective learning and improve the quality of learning. With this important role, learning materials have a special place in education. Learning materials come in various shapes and sizes, but all learning materials have the same purpose, which is to support student learning. Rahmat (2011) argues that learning materials are the 'content' of the curriculum in the form of a subject that covers a certain topic or subtopic. Therefore, learning materials are systematically organized to enable students to learn effectively by being designed according to the current curriculum.

English language teaching in Indonesia has changed over time. Policies regarding the teaching of English are changed according to the current curriculum. Sutaga (2022) argues that by having good character, humans are ready to face changes in scientific and technological advances and the impacts they cause. Currently, the current curriculum in Indonesia is the Emancipated Curriculum. Emancipated curricula demand differentiated learning by adjusting students' needs, interests, and learning styles. According to Basir (2023), differentiated learning has the potential to facilitate students' diverse needs based on their learning readiness, interests, and learning profiles. Differentiated learning can be used as a method to stimulate students to develop their talents according to their expertise. (Hasanah, Suyatno, Maryani, Badar, Fitria, & Patmasari., 2022). Differentiated learning in an emancipated curriculum is flexible and non-rigid learning, which is believed to be one way to achieve educational goals. Therefore, teachers are directed to implement differentiated learning, where teachers have the freedom to provide learning by adjusting to the needs, interests, and learning styles of each learner. Tomlinson (1999) classifies four types of differentiated learning, namely: (1) differentiating lesson content; (2) differentiating the learning process; (3) differentiating learning products; and (4) differentiating students' learning environment. With this learning process, it is expected to increase students' motivation to learn according to their respective circumstances.

One approach that is compatible with differentiated learning is through the implementation of learning methods that suit students' learning styles. Learning style refers to a style or method of learning

found in a lesson. Wahyudin & Rido (2020) define learning style as an individual learning strategy by distinguishing the instruments from one learner to another. In the cognitive aspect, learning styles refer to various methods of creating views and processing information to form a concept (Fleming, Robson, & Smith, 2005). During learning activities that pay attention to activities by learning styles, students can combine, organize, and process information easily (Albeta, Haryati, Futra, Aisyah, & Siregar, 2021). In line with those definitions, there is a learning style theory known as the VARK (Visual, Aural, Read/Write, and Kinesthetic) learning style model. This learning style model was introduced by Fleming in 2006. These learning styles are grouped into four different modes with different definitions, namely: (1) visual: students like learning through interpreting graphs, charts, and pictures; (2) aural: students like learning through discussion and listening; (3) read/write: students find it easier to obtain information through printed words and text; and (4) kinesthetic: students find it easier to understand information through real activities and practice. Becker, Karen, Kehoe, Jo, Tennent, & Beth (2007) argue that traditional learning methods such as lectures and textbooks are important to implement, and teachers should be able to differentiate their teaching styles to cater to students' different learning styles.

Several studies are related to the presence of differentiated learning materials. For instance, Aminurriyah, Al Ma'ruf, Destya, & Minsih (2023), Mukhibat (2023), Mulyawati, Zulela, Edwita (2022), and Wijayanti & Inggit Dyaning (2023) conducted research to determine the impact of implementing differentiated learning. Aminurriyah, Al Ma'ruf, Destya, & Minsih (2023) conducted a study where teachers used differentiated learning materials to support students' needs. The results show that differentiated learning can produce positive learning outcomes where students feel comfortable in their learning experience. In addition, the research conducted by Mukhibat (2023) shows that differentiated learning makes students able to understand learning easily when teachers pay attention to the characteristics of students so that teachers adjust the learning methods and materials used. This is similar to the findings of research conducted by Mulyawati, Zulela, Edwita (2022), whereby applying a differentiated learning model can optimize the needs and learning outcomes of students. Apart from that, Wijayanti & Inggit Dyaning (2023) conducted similar research and showed that teachers have a strong understanding of differentiated instructions, which results in teachers being able to prove their understanding through varied teaching practices. However, all of the relevant research did not focus on knowing teachers' needs for learning materials needed to facilitate the needs of each learner.

According to Suryaman (2020), the success of differentiated learning is seen in how well the teacher implements it and the learning environment of students. Teachers should use methods and learning strategies that are implemented proportionally to the material that will be delivered to students in learning activities (Azizah, 2021). Therefore, to achieve the demands of this curriculum, teachers must be able to utilize learning tools properly. The use of differentiated learning in elementary schools must consider several aspects, namely: (1) content; (2) process; (3) product, and (4) learning environment. However, English learning in primary schools is currently focused on using the government handbook 'My Next Words Grade 5'. However, teachers experience difficulties in delivering material if they rely on the book alone because the book does not cover differentiated learning by the demands of the Emancipated Curriculum. To be able to find the basic problems and needs of teachers, a need analysis is needed.

According to Mahbub & Fauzi (2018), needs analysis is an important start in designing a material, syllabus, and so on to adjust to the needs of students. This is related to the opinion of Lestari (2014), who said that needs analysis is useful in determining learning objectives as a reference in developing materials, learning activities, and evaluation. In other words, conducting a needs analysis can find perspectives from individuals and groups regarding their needs in this world of education. Moreover, the information obtained from conducting a needs analysis can be the basis for developing materials that are by the desired needs to achieve learning objectives.

Teachers are an important part of the education process and they are the centre in developing education. So, teachers need to provide effective learning according to students' needs and interests. Thus, this study aimed to analyze the needs of Grade 5 English teachers regarding differentiated learning materials based on an Emancipated Curriculum. The following research question guided the inquiry:

1. What are the needs of elementary school English teachers for differentiated learning materials based on emancipated curriculum?

## **2. LITERATURE REVIEW**

### **2.1 Emancipated Curriculum**

The Emancipated Curriculum is a policy program of the Ministry of Education and Culture of Indonesia. The root of independence comes from the teacher. If teachers do not feel independent in teaching, then there will be no independence for students. Emancipated curriculum has advantages, namely: (1) simple; (2) independent; and (3) relevant and interactive (Numertayasa, Astuti, Suardana, & Pradnyana., 2022). This means that teachers have full freedom in choosing teaching tools that can be tailored to the needs and interests of students. There are three characteristics contained in this emancipated curriculum, namely: (1) project-based learning by the Pancasila learning profile; (2) essential materials to gain more understanding for students; and (3) flexibility for teachers in using differentiated learning (Kemendikbudristek, 2022). The following is an explanation of the characteristics of the emancipated curriculum:

#### **1) Project-Based Learning by the Pancasila Learner Profile**

The Pancasila learner profile strengthening project is a project-based co-curriculum activity that is implemented to improve the character of Pancasila students. This emancipated curriculum can support learning loss by developing the character of Pancasila learners (Rachmawati, Marini, Nafiah, & Nurasih., 2022). Project-Based Learning (PjBL) is a learning method used to improve students' problem-solving skills through projects. The use of this method is the answer to the big question that the current Indonesian education system wants.

#### **2) Competency-based: Focus on Essential Materials**

Implementing competency-based learning is based on efficiency and effectiveness. This is intended by adjusting the material provided for students so that there is a deep understanding for students.

#### **3) Flexibility for Teachers**

Flexibility in this case means that teachers have the freedom to organize materials according to students' needs and interests. In this emancipated curriculum, differentiated learning is needed to meet students' needs. Differentiated learning can be realized by providing materials that suit students' learning styles. Wahyuningsari, Hilmiyah, Kusumawardani, & Sari (2022) defines differentiation as a learning process where students learn material according to their abilities and needs. Differentiation can be varied in terms of content, learning process, product, and learning environment (Tomlinson, 1999). Therefore, teachers can differentiate the learning process by adjusting to the needs and interests of each student.

### **2.2 Differentiated Learning Materials**

Learning materials have their place in teaching and learning activities because materials are used to achieve learning objectives (Mithans & Ivanuš Grmek, 2020). Poor quality of material will reduce the quality of learning and vice versa. Learning must be differentiated to benefit every student. There are four important elements in creating differentiated learning: content, process, project, and learning environment (Tomlinson, 2011). Content relates to the knowledge gained by helping students understand information. Process refers to the actions taken to help students understand the learning provided. Projects are conducted to provide opportunities for students to demonstrate their understanding of the information. The learning environment relates to the classroom atmosphere and the interactions between students in the classroom. In creating differentiated learning, there is a need for varied materials for students.

Tomlinson & Masuhara (2018) suggest that learning materials involve differentiated learning that focuses on different activities based on student characteristics, teacher and student activities, and methods of assessing student learning outcomes. To differentiate, we must pay attention to the material presented to suit students' learning styles. This is also supported by the statement of Tomlinson & Masuhara (2018), who argue that learning materials are everything that facilitates learning effectively. Therefore, it is important to provide students with differentiated learning materials that are tailored to their preferred learning styles. In creating differentiated learning, teachers can differentiate in terms of content, process, and product. Joseph, Thomas, Simonnette, Ramsook (2013) argue that differentiated learning materials can be realized with differentiated content. Teachers have an important role in increasing students' motivation to learn. Winarti, Yuanita, & Nur (2019) said that good learning focuses on how students choose how to learn and increases their motivation regardless of the content.

In short, to create differentiated learning, differentiated learning materials are needed to support learning. Differentiated learning materials can be formed by adjusting to the learning styles and methods of the learners.

### **2.3 Learning Style**

Each individual has a different interest in processing information. Likewise, students have different interests in processing information conveyed by the teacher. This is related to the differences in students' learning styles. Noorhasliza (2015) defines learning style as a concept where each individual has their way of learning. Similarly, Brown & Kolin (1982) defined learning style as a concept that differentiates each individual's learning according to the mode that is most effective for them. Another definition of learning style from Kolb & Kolb (2015) define learning style as a strategy chosen by students to understand, interact with, and respond to the learning environment. In general, learning style can be defined as a method used in gathering information, thinking, and interpretation according to the preferences of each individual.

Many researchers classify learning styles into several parts, but the most commonly used is Fleming (2005) learning style model, which introduces the VARK (visual, aural, read/write, and kinesthetic) learning style. Each learning style has its differences in meaning and individual characteristics. Visual learning is learning that focuses on conveying information through images or graphics. Students with a visual learning style tend to understand information by seeing things. With the ability to visualize, they tend to see images and remember the information obtained through the images. While visual learning is learning done using audio media, individuals learn through listening. Students who have this learning style depend on their listening and speaking. They use their listening skills to process information. In addition, read-write learning is learning that is done by focusing on written words or sentences. Students who tend to have a read-write learning style will easily understand information through text or reading. Apart from that, kinesthetic learning is learning that involves physical activities. According to Fleming (2005), students who have a kinesthetic learning style tend to enjoy learning that involves practice, such as learning in a laboratory, gymnasium, simulated, or real environment.

Thus, the existence of varied learning styles reveals that each individual has their way of processing information. By understanding their learning style, individuals can utilize it to create effective learning.

## **3. METHOD**

### **3.1 Research Design and Setting**

This research used a descriptive method with a qualitative approach. Data analysis used a systematic and factual descriptive approach that describes the current situation. The data obtained were analyzed using qualitative descriptive techniques using the model from Miles, Huberman, & Saldana (2014). There were four stages in carrying out the analysis including data collection, data reduction, data display, and conclusions. Data collected from observations and interviews were reduced by focusing on information that was relevant to the research objectives. The data that has been reduced was explained in the form of descriptions. The last stage was concluding the data that has been analyzed based on the evidence that has been obtained. The object investigated in this research was teachers' need for differentiated learning materials. This research was conducted in schools A and B that is located next to each other in Denpasar. Those schools have the criteria that are suitable for this study because they have been using the emancipated curriculum since its establishment and have English lessons for elementary school.

### **3.2 Subjects**

The subjects in this study were two fifth-grade English teachers who teach in schools A and B who implement differentiated learning based on the demands of the emancipated curriculum.

### **3.3 Instruments**

The data for this study were obtained using the instrument observation sheet and interview guide. An observation sheet was used to record the observation process that occurs during an activity. In collecting data using the observation sheet, there are 18 statements divided into 2 aspects, namely the process of learning English in the classroom and the use of learning materials in learning English. Meanwhile, the interview guide was used as a reference for researchers when asking questions to English teachers.

**3.4 Method of Data Collection and Data Analysis**

Data collection is a technique or method that is usually used by investigators in collecting data. Data collection is an important component of research because it is a technique used by researchers in collecting research data. Data collection in research is intended to obtain reliable information. In this study, researchers used observation and interviews to collect data. In the observation process, the researcher observed how the teacher taught and utilized learning materials in English learning. In addition, interviews were also conducted as a data collection method. The researcher conducted interviews to get information about the teachers' needs for differentiated learning materials in English. In this study, the researcher used qualitative methods to describe the results of observations and interviews descriptively.

**4. RESULT AND DISCUSSION**

**4.1 Result**

In the first stage, the researcher made observations in grade 5 in schools A and B using an observation sheet with a checklist of "yes" and "no.". The purpose of the observation is to find out the state of English learning by using materials that are by the demands of the emancipated curriculum. In school A, teachers are more aware of the VARK learning style, where teachers have made efforts to use materials that are to students' learning styles. However, in school A, the teacher does not seem to pay much attention to the student's learning styles because the material taught is only based on the LKS book. The details of the observation results are described as follows:

**Table 4.1** Table of Results of Observation

Dimensions	Questions	School A		School B	
		Yes	No	Yes	No
English Learning Process in Classroom	English learning is carried out following the learning objectives.	✓		✓	
	English has been taught or made a subject in this school.	✓		✓	
	Teachers facilitate students according to their learning skills and styles.	✓			✓
	Learning implemented by the teacher is based on discussion with students.	✓			✓
	Teachers teach using interesting, varied, and easy-to-understand learning methods.	✓			✓
	Teachers provide project-based learning to students.		✓		✓
	Teachers teach and provide classroom activities based on students' needs and learning styles.	✓			✓
	Teachers provide opportunities for students to ask questions related to something they know or something they do not understand.	✓		✓	
	Teachers conduct lessons and provide learning activities according to students' level and age.	✓		✓	
	The learning carried out by the teacher in the classroom makes students happy and active to participate in learning.	✓		✓	
	The teacher uses two languages in the learning process (English & Bahasa Indonesia).	✓		✓	
	During teaching, the teacher uses differentiated learning materials according to students' learning styles.	✓			✓
	Teachers obtain and use handbooks for the learning process (Year 5 English textbook, worksheets, etc.).	✓		✓	
	Teachers only rely on one teaching material in the English learning process in Grade 5.		✓	✓	

The Use of English Learning Material	Teaching materials used by teachers in class can help teachers convey material to students more easily.	✓	✓
During Learning Process in Classroom	Teaching materials used by teachers can make students interested in the learning process in class.	✓	✓
	Teaching materials used contain complete material by learning objectives and student needs.	✓	✓
	Teaching materials are well organized and applied in English language learning in the classroom.	✓	✓

Based on the observations in Table 4.1 of the two research schools, it shows that school A's teachers deliver English lessons to the demands of the emancipated curriculum. This has an impact on student learning outcomes, which show activeness when the teacher explains English material. School A teachers have made efforts to deliver materials according to students' learning styles, where teachers use PowerPoint, pictures, videos, texts, and demonstrations. This shows that the VARK learning style has been attempted in learning English in grade 5 at school A. However, teachers still rely on the main book 'My Next Words' from the government to find exercises. The researcher also found that the teacher has never implemented project-based learning, where students are still taught using problem-based learning and discovery learning models. The implementation of project-based learning is an important component of the emancipated curriculum, which is used to improve students' ability to solve problems through a project. Thus, grade 5 English learning in school A is running quite well where teachers are already aware of students' VARK learning style.

Based on the observation at school B, it shows that English learning is not by the emancipated curriculum standard. This is due to the lack of teacher preparation when presenting the materials. School B teachers only rely on the LKS book when presenting learning materials. In the observations made, the researcher found that school B teachers did not build activities by students' learning styles. This resulted in school B students not playing an active role in learning. In addition, school B teachers do not use varied learning methods that do not meet the emancipated curriculum standards.

Significant differences can be seen in the implementation of English language learning in schools A and B. School A teachers have tried to use various methods and materials. While school B teachers still rely on the LKS book only, However, it can be seen that school A and B teachers still have not implemented project-based learning, which is one of the important components of the emancipated curriculum.

Therefore, the researcher conducted interviews with school A and B teachers to find out the needs of learning and create differentiated learning with differentiated learning materials. From the interview, the researcher found that teachers need additional materials and exercises from the My Next Words Grade 5 book and differentiated learning materials that pay attention to the VARK learning style. The following is a description of the interview results.

*a. Teachers' need for additional material and exercises*

'My Next Words' book is the main book used by teachers in delivering English materials to students. This book is a book from the Ministry of Education and Culture of Indonesia. Data collection was conducted by interviewing teachers to find out the needs required by teachers in this government book. Both teachers of schools A and B said that this book has shortcomings in the explanation of complete material and the lack of exercises. School A teachers said that the book published in the 2013 curriculum is more complete in terms of material explanation and exercises.

*“Di sekolah saya menggunakan buku paket yang disediakan dari kementerian. Buku itu sangat minim dengan latihan-latihan, teks, bahkan penjelasan pun tidak ada. Latihannya soalnya hanya ada satu atau dua saja dan tidak ada penjelasan lainnya, berbeda dengan buku dari Kurikulum 2013 yang masih ada penjelasan yang lengkap. Tapi ada alternatif lainnya yaitu pakai buku LKS yang banyak latihan soal dan penjelasan lengkap, tapi kalau berpatokan dengan buku My Next Words saja saya tidak bisa. Jadi, saya harus mengolah kembali untuk bisa mengajarkan materi-materi lainnya selain menggunakan buku paket tersebut.”*

(At school, I used a textbook provided by the ministry. The book is very minimal, with exercises, texts, and even explanations are not there. There are only one or two exercises and no other explanation, in

contrast to the book from the 2013 Curriculum, which still has a complete explanation. But there is another alternative, namely using the LKS book, which has many exercises and complete explanations, but if I just rely on the My Next Words book, I can't do it. So, I have to rework to be able to teach other materials besides using the package book).

School A's teacher also adds,

*"Buku My Next Words itu hanya banyak berisi gambar dan latihannya sedikit, hanya ada beberapa latihan saja sebelum topiknya habis dan dilanjutkan lagi ke topik selanjutnya. Menurut saya itu yang kurang dari buku tersebut. Kalau ditambah dengan penjelasan yang lebih lengkap dan latihan-latihan yang banyak jadi lebih bagus."*

(The My Next Words book only contains a lot of pictures and a few exercises; there are only a few exercises before the topic is finished and continued to the next topic. I think that's what's missing from the book. If it is added with a more complete explanation and more exercises, it would be better).

Based on the interview results from school teacher A, it shows that 'My Next Words' book has shortcomings in the delivery of material and more complete question exercises. Therefore, teacher A wants more complete material and more exercises. On the other hand, school B teachers prefer using the LKS book instead of the main book because of the lack of material and exercises.

*"Menurut saya buku My Next Words itu kurang lengkap. Oleh karena itu saya lebih menyukai menggunakan buku LKS karena penjelasan materi disana lengkap dan latihan-latihan soal juga banyak. Kalau dari segi isi menurut saya banyak yang kurang, tapi kalau dari ilustrasi menurut saya sudah sesuai dengan ketertarikan siswa SD."*

(In my opinion, My Next Words book is incomplete. Therefore, I prefer to use the LKS book because the explanation of the material there is complete and there are also many exercises. In terms of content, I think a lot is missing, but in terms of illustrations, I think it is in the interest of elementary school students).

Looking at the responses of school teachers A and B to the book "My Next Words" shows that the book has shortcomings in the delivery of material and question exercises. So that these teachers have to look for additional material through other sources. Therefore, teachers need more complete materials in terms of material explanation and question exercises.

#### *b. Teachers' need for differentiated learning methods and learning style*

Differentiated learning is one of the approaches taken by teachers in this emancipated curriculum. The purpose of implementing differentiated learning is to create learning that suits students' needs and interests. This can help students be motivated to learn because they can choose to learn according to their interests.

In this stage, the researcher conducted interviews with teachers to find out their needs for the desired differentiated learning materials. The results of the interviews with school A and B teachers show that the teachers want differentiated learning materials by using various learning models and materials that are by the VARK learning style. However, school A teachers have tried to create differentiated learning using varied learning models and materials.

*"Saya biasanya menggunakan model pembelajaran problem-based learning dan discovery learning. Tapi, untuk project-based learning saya belum implementasikan karena Bahasa Inggris termasuk muatan lokal. Dalam penyampaian materi saya mengusahakan untuk memenuhi kebutuhan siswa dengan menyediakan materi yang sesuai dengan gaya belajarnya. Saya mencari materi tambahan di internet seperti gambar, audio, dan teks karena pada buku utama itu tidak lengkap. Untuk kegiatan yang memfasilitasi siswa untuk bergerak itu saya kurang tapi tergantung topik juga. Di kelas 5 ada topik 'Part of Body', saya instruksikan siswa untuk menyebutkan part of bodynya di depan kelas. Tetapi kalau topik lain saya belum menerapkan pembelajaran kinesthetic."*

(I usually use problem-based learning and discovery learning models. However, I have not implemented project-based learning because English is local content. In delivering the material, I try to fulfill the students' needs by providing materials that suit their learning style. I look for additional materials on the internet, such as images, audio, and text, because the main book is not complete. I lack activities that facilitate students' movement, but it depends on the topic too. In grade 5, there is a topic called 'Part of Body'. I instruct students to mention their part of the body in front of the class. But for other topics, I have not implemented kinesthetic learning.)

The lack of differentiated learning materials is also experienced by school B teachers, who have difficulties facilitating students with diverse materials and learning models.

*"Saya memiliki kesulitan dalam menyesuaikan gaya belajar siswa, karena siswanya belum menunjukkan gaya belajar secara spesifik. Saya cuma berpatok pada buku LKS, paling siswa saya berikan teks dan gambar yang ada di buku LKS saja. Untuk penggunaan audio saya belum pernah menggunakannya sama sekali. Tetapi untuk pembelajaran dengan gerakan saya Cuma mengimplementasikannya pada satu topik saja yaitu topik 'Part of Body', di topik siswanya saya belum sama sekali."*

(I have difficulties adjusting students' learning styles because students have not shown specific learning styles. I just rely on the LKS book, I give students the text and pictures in the LKS book only. For the use of audio, I have never used it at all. But for learning with movement, I have only implemented it on one topic, namely the topic 'Part of Body', but in the remaining topics, I have not used it at all)

Based on the interviews conducted with school A and B teachers, it can be concluded that both teachers need differentiated learning materials. Although school A teachers have made more effort to find additional materials from other sources, they still have not implemented project-based learning and have not used audio and kinesthetic activities in their learning. The same thing also happens to school-B teachers who have not used diverse learning models. In addition, because school B teachers only rely on the LKS book, learning is only done by showing pictures and text in the LKS book. The next interview on teachers' needs for differentiated learning materials shows that both school A and B teachers need differentiated learning materials with diverse learning models and materials that suit students' learning styles. School A teachers want differentiated learning materials that are complete so that it makes it easier for teachers to choose materials.

*"Saya tidak bisa bergantung pada buku utama saja karena isinya kurang lengkap, jadi saya biasanya mencari dari sumber lainnya. Biasanya saya pakai PPT, video dari youtube, dan sumber lainnya dari internet. Alangkah baiknya jika ada differentiated learning materials yang menyediakan materi secara lengkap dengan model pembelajaran yang bervariasi yang dimana sudah menyediakan segala kegiatan dengan gaya belajar siswa. Bagus juga kalau ditambahkan gambar, audio, teks, dan aktifitas kinesthetic didalamnya yang dapat saya gunakan sebagai referensi di pembelajaran Bahasa Inggris nanti."*

(I cannot rely on the main book because the content is incomplete, so I usually look for other sources. I usually use PPT, videos from YouTube, and other sources from the internet. It would be nice if there were differentiated learning materials that provide complete material with a variety of learning models that align all activities with students' learning styles. It would also be nice to add pictures, audio, text, and kinesthetic activities to it that I can use as a reference in learning English later).

Based on interviews with teachers, School A needs differentiated learning materials with a variety of learning models and materials that suit students' learning styles. This can help teachers deliver learning without looking for other sources. In addition, school B teachers also need differentiated learning materials that adjust to students' learning styles.

*"Karena saya kurang dalam memberikan aktifitas yang bervariasi kepada siswa, saya menginginkan differentiated learning materials yang mencakup model pembelajaran dan aktifitas-aktifitas dengan*



*empat gaya belajar tersebut. Lalu, mungkin perlu adanya tambahan media-media pendukung seperti gambar, video, audio, teks, dan lainnya sehingga isinya sudah lengkap dan saya tinggal menyampaikan pembelajaran saja kepada siswa."*

(Because I cannot provide varied activities to students, I want differentiated learning materials that include learning models and activities with the four learning styles. Then, there might be additional supporting media such as pictures, videos, audio, text, and others so that the content is complete, and I just need to deliver the learning to the students).

Based on interviews conducted with school B teachers, shows that school B teachers also need differentiated learning materials with varied learning models and activities that suit students' learning styles.

The interviews conducted with school A and B teachers on the need for differentiated learning materials show that both teachers need differentiated learning materials with varied learning models and activities that suit students' learning styles. Both teachers also have the same views on the addition of media that support VARK learning style activities where there are additional images for visual learners, audio for aural learners, text for read/write learners, and activities that facilitate students to move for kinesthetic learners.

#### **4.2 Discussion**

Learning materials play an important part in the learning process. Shodikin (2017) argues that learning materials are the main factor in improving the quality of learning. Learning materials must be utilized effectively to achieve learning objectives. The benefit of learning materials is that they increase the effectiveness of learning so that it can make learning more qualified (Gazali, 2016). In addition, according to Nurhidayati, Tayeb, & Baharuddin (2017), the purpose of learning materials is to provide learning materials to the demands of the curriculum by adjusting to the needs of students. Therefore, the use of learning materials will be effective if they are utilized according to the student's needs.

Nowadays, differentiated learning is one of the key aspects of the success of emancipated curricula. Differentiated learning provides learning that adapts to the needs, abilities, and interests of students. Differentiated learning is a good effort to group students based on their learning styles to fulfill their learning needs (Dalila, Rahmah, Liliawati, & Kaniawati, 2022). Implementing differentiated learning requires differentiated learning materials as well. Differentiated learning materials is an instruments implemented by teachers to fulfill the needs of different learners in capturing information. Therefore, teachers need to implement differentiated learning materials in learning.

The use of differentiated learning materials is important in achieving the standards of the emancipated curriculum. However, in reality, it is difficult for teachers to provide differentiated learning materials used in learning. It is the analysis of teachers' needs for differentiated learning materials that is investigated in this study. The results found that teachers need materials with more complete explanations, more exercises, differentiated learning models, and materials based on learning styles. Therefore, to ensure the success of this emancipated curriculum, differentiated learning materials are needed to help teachers maximize differentiated learning.

The implication is to develop differentiated learning materials for elementary school students that suit the needs of each student by considering the VARK learning style. If differentiated learning materials are developed, it will maximize the learning that is carried out, which makes it easier for teachers to deliver material and easier for students to process information.

#### **5. CONCLUSION**

Based on the results explained, it can be concluded that both school A and B English teachers need differentiated learning materials to support English learning by the Emancipated Curriculum standards. Both school A and B teachers realize that the English learning that has been implemented so far is not enough to follow the Emancipated Curriculum standards because there are no differentiated learning materials provided. This constraint makes school A and B teachers need differentiated learning materials to make it easier for them to deliver materials according to student's needs and interests. Differentiated learning materials are needed in the form of a more complete explanation of the material, many exercises, varied learning models, and materials that can facilitate student learning according to the VARK (Visual, Aural, Read/Write, and Kinesthetic) learning style. However, there are limitations found in this study, such

as the lack of research subjects, which makes it difficult to see the point of view of various individuals toward the need for differentiated learning materials.

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