

THE EXPLORATION OF EFL TEACHING SYLLABUS IN EMANCIPATED CURRICULUM

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Abstract

This study investigates the implementation of the Emancipated Curriculum (*Kurikulum Merdeka*) in English as a Foreign Language (EFL) instruction, focusing on the alignment between teaching syllabi and the curriculum's pedagogical vision. The objective of this research is to evaluate the design and structure of teaching syllabi prepared by English teachers, particularly in terms of instructional strategies, assessment practices, and learner-centred approaches. Employing a qualitative method with a case study approach, data were gathered through document analysis of syllabi developed by ten English teachers and supported by semi-structured interviews. Thematic analysis and coding were used to interpret the findings. The results reveal several strengths, including the integration of diverse teaching methods and relevant learning resources. However, the study also identifies notable challenges such as limited interactive classroom activities and a lack of differentiation to support diverse learner needs. The conclusion emphasizes that while the emancipated curriculum holds substantial potential for transforming EFL instruction, its effective implementation requires ongoing teacher development, collaborative planning, and contextual adaptation to ensure its long-term success.

Keywords: educational innovation, emancipated curriculum, pedagogical strategies, teaching syllabus

INTRODUCTION

The curriculum plays a crucial role in the educational system's ability to produce an innovative, creative, and responsible generation. It encompasses instructional materials, procedures, content, and learning objectives, serving as a structured plan that guides teaching and learning activities in pursuit of national education goals. Both reform efforts and the changing times influence curriculum development. As noted by Khoirurrijal et al. (2022, p. 2), the curriculum must be continuously expanded and updated to keep pace with emerging technologies and scientific advancements in society. In response to the rapid rate of change, many countries have actively developed and innovated their educational curricula.

Several curriculum changes have taken place in Indonesia due to various factors such as shifts in leadership, including changes in the Minister of Education, as well as evaluations indicating the ineffectiveness of previous curricula. Each transition, from the 2006 KTSP curriculum to the 2013 Curriculum (K13), and most recently to the Emancipated Curriculum (*Kurikulum Merdeka*), has aimed to address emerging educational needs and challenges. These changes have had a significant impact on English as a Foreign Language (EFL) instruction. For instance, under the 2013 Curriculum, English was removed from the primary school curriculum, which led to a decline in early exposure to the language and affected students' proficiency levels in higher grades. In contrast, the Emancipated Curriculum offers more flexibility for teachers to develop context-based syllabi and integrate project-based learning, which can enhance students' engagement and communication skills in English. Therefore, the various challenges that emerge during curriculum development must be thoroughly examined and addressed through comprehensive analysis and teacher readiness.

Curriculum development began in 1947, 1964, 1968, 1973, 1975, 1984, 1994, 1997 (curriculum revision 1994), 2004 (KBK, Competency-Based Curriculum), 2006 (KTSP, Education Unit Level Curriculum), 2013 (Kurikulum tiga belas) due to revisions in the 2013 curriculum, and now a new curriculum known as the independent curriculum (Ananda & Hudaidah, 2021).

According to Khoirurrijal et al. (2022), the independent curriculum is a learning guideline that includes a variety of intracurricular learning systems, and the content provided is more appropriate since students have adequate time to deepen learning concepts and develop capabilities. The Emancipated Curriculum represents a paradigm shift in educational design, emphasizing autonomy, flexibility, and creativity in both teaching and learning. However, its implementation has encountered several real-world challenges that highlight the urgency of this research. Many teachers report a lack of adequate training and professional development to fully understand and apply the curriculum's principles. Additionally, the shift from standardized lesson plans to teacher-designed syllabi demands a high level of pedagogical and content knowledge, which not all educators are prepared for—especially in under-resourced or rural schools. Moreover, disparities in access to digital resources and technological literacy among teachers and students have created unequal opportunities for implementing project-based and student-centred learning, which are key components of the curriculum. These practical obstacles not only hinder the curriculum's goals but also raise concerns about consistency and equity in English as a Foreign Language (EFL) instruction across diverse educational contexts.

Rooted in principles of adaptability and learner-centeredness, this curriculum encourages educators to craft syllabi that resonate with students' needs and real-world demands. As traditional curricula often focus on rigid structures and standardized practices, the emancipated curriculum opens pathways for innovation by accommodating cultural diversity, technological advancements, and evolving educational priorities.

According to Rahayu et al. (2022, p.2), in order to achieve educational goals as efficiently as possible, the curriculum must be built to meet the needs of today's society and guided by the increasingly rapid changes in time. From the 1952 curriculum to the current independent curriculum, the curriculum in Indonesia has seen numerous changes and developments in its implementation. While numerous studies have highlighted the potential of the emancipated curriculum to foster learner autonomy and address diverse educational needs, significant gaps remain in understanding its practical application within the context of EFL instruction. For instance, Smith (2021) examined the curriculum's role in enhancing creativity but did not delve into the specific challenges faced by educators in designing teaching syllabi. Similarly, (Johnson & Christensen, 2019) explored global competencies within innovative curricula yet overlooked the integration of localized cultural elements in syllabus development.

Moreover, Brown and Abeywickrama (2019) emphasized the role of innovative syllabi in active learning but failed to address its alignment with the specific pedagogical needs of EFL teachers. This research bridges these gaps by investigating how teaching syllabi in the emancipated curriculum align with modern educational goals while addressing the challenges of resource development and pedagogical adaptability. By focusing on teaching strategies, resource utilization, and assessment practices, this study aims to contribute valuable insights to the discourse on modern educational innovation while addressing pressing pedagogical challenges (Freire, 2000; Mishra & Koehler, 2006; Robinson, 2017).

The emancipated curriculum has been widely discussed in educational literature as a progressive model that redefines conventional teaching frameworks. Smith (2021) notes that such curricula prioritize learner autonomy, fostering skills that align with 21st-century educational demands. Similarly, Brown and Abeywickrama (2019) highlights the role of

innovative teaching syllabi in promoting active learning, critical thinking, and creativity. Johnson and Christensen (2019) underscore the need for teaching frameworks that integrate global competencies, such as collaboration and communication, to prepare learners for dynamic global contexts. This curriculum was also offered to all elementary, junior high, and high school educational units that are prepared to implement the emancipated curriculum policy (Yulianto et al., 2023 & Rohmah et al., 2024). However, the implementation of the emancipated curriculum is not without challenges. Studies point to issues such as the need for enhanced teacher training, the development of contextually relevant resources, and the alignment of pedagogical strategies with diverse learner profiles (Garrison & Vaughan, 2008 & Tomlinson, 2017).

This research builds upon these foundations, seeking to address these gaps through a detailed exploration of teaching syllabi. Teachers in the emancipated curriculum have the choice of selecting the teaching tools utilised during learning, allowing them to adjust the learning demands and interests of students' talents throughout the teaching and learning process. The teaching syllabus is the foundation of structured education, outlining the curriculum's objectives, content, instructional methodologies, and assessment procedures (Ruhalahti, 2019). It acts as a road map for educators, assisting them in planning effective teaching and learning experiences. This thorough examination elucidates the essence of teaching syllabi, including their definition, components, construction, execution, and relevance, based on scholarly literature.

A teaching syllabus for senior high school EFL (English as a Foreign Language) teachers is a structured document that describes the content, objectives, instructional activities, assessment methods, and resources that will be used to teach English language and literacy skills to senior high school students. It is a road map or guide for EFL teachers to design and deliver effective instruction, increase student learning, and accomplish desired learning outcomes ((Rinantanti et al., 2019; Darmawan et al., 2020 & Sulistiyo et al., 2021). A teaching syllabus summarises the instructional strategy for a course or subject, including its scope, order, and objectives (Brown & Abeywickrama, 2019). Its components typically comprise course objectives, learning outcomes, instructional methodologies, assessment criteria, and resources. Each component functions cohesively to construct a unified framework aligned with national education standards and supports student progress. Therefore, this study aims to analyse the structure and quality of English teaching syllabi developed under the Emancipated Curriculum, with particular attention to how each component objectives, outcomes, methods, assessment, and materials is implemented. Specifically, the research seeks to: (1) examine the alignment of syllabus content with the principles of the Emancipated Curriculum, (2) identify strengths and shortcomings in the pedagogical strategies and assessments used, and (3) provide recommendations for improving EFL syllabus design and instructional practices in accordance with the curriculum's goals.

METHOD

This qualitative study employs a case study approach using document analysis as the primary data collection method. The case study approach was chosen to allow an in-depth exploration of how the Emancipated Curriculum is interpreted and implemented by English teachers in real educational settings. It enables the researcher to capture the complexities and contextual nuances of curriculum application that may not be visible through broader quantitative methods. Document analysis, specifically of teaching syllabi, was selected because syllabi serve as direct representations of how teachers translate curriculum principles into instructional plans. By analysing these documents, the study can uncover patterns, pedagogical decisions, and alignment with curriculum standards. This method is further supported by interviews to

enrich the interpretation of the written plans and to gain insights into the rationale behind teachers' choices and challenges they face during implementation.

Teaching modules from selected EFL educators were examined to assess their content, structure, and alignment with educational goals, the qualitative data, a semi-structured interview was undertaken. The rationale for conducting face-to-face interviews was to obtain an in-depth description of their expectation of teaching syllabus in emancipated curriculum.

Respondents

The sample size in the qualitative interview should be around 5 to 50 research participants (Fraenkel et al., 2012). In this research, there were 19 participants who were willing to be interviewed. The participants were selected based on specific criteria to ensure the relevance and richness of the data. All participants were active English teachers at the secondary school level who had experience designing and implementing syllabi under the Emancipated Curriculum. Additional selection criteria included a minimum of one year of teaching experience using the new curriculum and their willingness to provide teaching documents and participate in semi-structured interviews. This purposive sampling ensured that the data collected would reflect a variety of perspectives on curriculum implementation across different school settings.

Instruments

The main instrument in this study was a semi-structured interview guide designed to explore teachers' experiences and perceptions of implementing the Emancipated Curriculum in their English teaching practice. The interview consisted of 10 open-ended questions that were carefully developed to cover key themes: curriculum interpretation, syllabus design, instructional strategies, assessment methods, and challenges faced during implementation. These questions were constructed based on a review of relevant literature and curriculum documents to ensure alignment with the research objectives. The design of the interview aimed to allow flexibility in responses, enabling participants to elaborate on their unique contexts while ensuring consistency across interviews for comparative analysis (Creswell & Poth, 2018 & Merriam, 2009).

Procedures

The interview is a way or technique used to collect data from this research. It is possible to analyse audio recordings, photographs, games, crafts results, and other items that provide relevant insights into the research context or participant when it is necessary. In this research, the researcher interviewed public Senior High School EFL teachers. Before interviewing them, the researcher script them some consent forms for the interview.

Semi-structure interviews were conducted in which the researcher formulated 11 questions derived from five dimensions: teaching syllabus, teachers' competencies, teaching materials and assessment methods. Before interviewing participants, the questions were prepared well and written in two pieces of paper. The researcher asked the participants based on the interview protocol, but the researcher was possibly modifying questions during the interview. Those questions were open-ended It meant that the questions provided could not be answered with "yes" or "no". The responses of the participants were recorded using an audio recorder, for example, mobile phones.

Data analysis

According to Xu and Zammit (2020), qualitative data analysis was a messy, ambiguous, time-consuming, creative and fascinating process (p. 150). Meanwhile, Creswell and Creswell (2023) stated that the process of data analysis involves making sense out of the text and image

data (p. 190)" Therefore, several techniques were offered by experts to analyse the qualitative data collected.

According to Fraenkel et al. (2012), definition of coding in qualitative research was an analytic process by which data is broken, conceptualized, and combined to form a new theory. They further explained that in general, codes were signs or labels to determine the meaning of pieces of data. This means that when the researcher codes a sentence or paragraph, the researcher tries to capture the main idea in the sentence or paragraph concisely and clearly. These codes could be descriptive or interpretive and generally generated based on the theory (selective coding) or inductively appear (open coding) of data. The code or subcode could be filtered or refined to interpret the data through data groupings, thematic analysis, and for some case theoretical development. In terms of the current study, the first researchers used the content of the analysis to determine similarities and differences of documents in the form of text from various formats, letters, policy documents, and images to examine patterns in documents in a replicable and systematic way Sperano (2019), and the researchers divided the data presentation and analysis for the interviews data into four phases. According to Heigham and Croker (2009) and Karea (2016), reading data, coding data, narrating data, and making data meaningful.

FINDINGS

The findings of this study reveal that while the Emancipated Curriculum offers teachers flexibility and encourages innovation in instructional planning, its implementation is hindered by several practical challenges. Teachers often struggle with designing comprehensive syllabi due to limited training and a lack of clear examples or guidance. The expectation to integrate differentiated learning, project-based methods, and authentic assessment is not always feasible, especially for teachers working in schools with limited resources or large class sizes. Moreover, inconsistencies in curriculum interpretation among teachers have led to varied quality in syllabus development.

In response to these challenges, the study provides several recommendations. For teachers, continuous professional development is essential, particularly in curriculum design, differentiated instruction, and alternative assessment techniques. Policy makers should provide more structured support, including clear guidelines, exemplar syllabi, and accessible digital tools. Educational institutions are encouraged to facilitate peer collaboration among teachers through professional learning communities (PLCs), mentorship programs, and curriculum review workshops to ensure consistent and effective curriculum implementation.

How do English teachers perceive the implementation of teaching syllabus in emancipated curriculum?

Based on documents teaching syllabus analysis, the researchers the founds of thematic analysis of an EFL teachers' "*Modul Ajar*" might include the elaboration on the common challenges that teachers face in preparing the teaching syllabus could be answer the research question: "Teacher implement Emancipated Curriculum in terms of teaching syllabus", there were as follows:

1. *Balancing Educational Standards with Practical Classroom Needs:* Teachers did not align syllabus content with formal educational standards, which often serve as a rigid framework for what must be covered. While these standards provide valuable structure, they cannot restrict flexibility in addressing students' unique needs or contextual relevance. For example, in some cases, the syllabus may prioritize content mandated by the curriculum over locally relevant themes or contemporary issues that resonate with students' lives. This balancing act often limits teachers' autonomy in crafting lessons that foster greater engagement and

applicability, challenging their ability to create a syllabus that fully captures the emancipated curriculum's spirit of adaptability and student-centred learning.

2. **Resource Limitations:** Many teachers report difficulty accessing adequate resources, such as updated texts, multimedia materials, or culturally relevant examples that align with the syllabus's goals. Without these resources, teachers may find it hard to develop a syllabus that is both comprehensive and engaging. In many cases, teachers might need to invest extra time and effort in sourcing or creating supplementary materials, which can be especially challenging for those working in resource-limited environments. This lack of materials affects not only the syllabus content but also its ability to support diverse learning needs, especially in an EFL context where varied input (e.g., audio-visual aids, reading materials) is critical for language acquisition.
3. **Assessment Design:** Designing assessments that align with syllabus goals and effectively measure student progress is an ongoing challenge. Teachers did not create assessments that reflect not only cognitive proficiency but also communicative and critical-thinking skills. The need to balance standardized assessments (often required by educational authorities) with alternative evaluation methods can create tension. Teachers may feel pressured to "teach to the test," limiting their ability to incorporate formative, project-based, or interactive assessments that provide deeper insights into student learning. Consequently, creating a syllabus that includes varied, meaningful assessments remains a significant obstacle, as traditional tests may not fully capture the learning outcomes envisioned by the emancipated curriculum.
4. **Time Constraints:** Teachers often face time constraints in crafting a comprehensive syllabus due to their workload, which includes not only teaching but also administrative responsibilities, extracurricular duties, and personal development. The syllabus preparation process integrating suitable materials, teaching strategies, and assessments requires careful planning. Teachers may find themselves rushing through syllabus creation, resulting in a document that may not fully meet their intended educational goals. Time limitations also impact teachers' ability to incorporate continuous feedback or make mid-year syllabus adjustments, which are essential for a responsive and adaptive curriculum.
5. **Pedagogical Adaptation:** Developing a syllabus that includes pedagogical approaches suited to varied proficiency levels and learning styles is another challenge. The emancipated curriculum encourages a student-centred approach, yet teachers often struggle to select methodologies that simultaneously meet curriculum standards and engage diverse learners. For instance, while communicative teaching methods may work well for some students, others may benefit more from task-based learning or direct grammar instruction. Finding the balance among these methods and integrating them into a cohesive syllabus is challenging. The need for pedagogical flexibility requires teachers to be adaptable, which can be difficult without sufficient time or support.
6. **Teacher Training and Support:** Many teachers feel they lack adequate training or institutional support to design a syllabus that aligns with the emancipated curriculum. For example, while they may be proficient in traditional syllabus design, they might lack exposure to innovative methods promoted by the new curriculum, such as differentiated instruction or project-based learning. Furthermore, without institutional support, teachers may not have opportunities to collaborate with colleagues or receive feedback on their syllabus design. This lack of training and support can result in a syllabus that doesn't fully embody the curriculum's objectives and may affect teaching quality and student engagement.
7. **Feedback Incorporation:** Finally, while teachers recognize the value of incorporating feedback from previous cycles or student evaluations, constraints on curriculum structure

and limited revision time make it difficult. For example, feedback indicating that students struggled with specific units or that they would benefit from more interactive activities may go unaddressed if teachers lack time or flexibility in syllabus revision. This continuous improvement cycle is crucial for evolving the syllabus to better meet students' needs and support language development, but administrative or time barriers may restrict teachers' ability to make adjustments.

These findings highlight a range of structural, resource-related, and procedural challenges teachers face when creating a syllabus aligned with the emancipated curriculum. Addressing these issues could involve targeted professional development, increased access to teaching materials, and institutional reforms that support syllabus flexibility and feedback incorporation, ultimately benefiting both teachers and students.

How do English teachers implement the teaching syllabus in emancipated curriculum?

This data interviews teachers' implement on the use of teaching syllabus, and presented as follows:

1. Can you describe the understanding of what an emancipated curriculum entail?

I'm still confused about this question. But I'll try to find out the definition of what the emancipated curriculum entails. If I'm not making any mistake, entails mean it is the substance of the need or the hope.

In supporting the understanding or application of the emancipated curriculum here, I just found out from the sources. It is in Google. So, three elements should be involved in this emancipated curriculum. Number one is the student, and also the teacher, and also school support". [AI] (0:28 - 1:14)

Okay, based on my point of view, the emancipated curriculum is a new curriculum that is new before our old curriculum in 2013. And this new curriculum, Emancipated, is based on the competence of the students, and then flexible learning about the students and their future. Last but not least, it is based on the Pancasila curriculum. [MM] (0:22 - 0:54).

2. Many teachers cited time as a significant challenge, particularly in adapting the syllabus to meet the diverse needs of students while staying within curriculum guidelines.

It's like an innovation in Indonesian decoration to develop student learning potential interest.

So, it means it's for the student, not the interest of our student. For the teacher, it means it. It's not the quality of the student. [SW] (0:21 - 0:43).

So, it may not have emphasised for ourselves at the time, but we knew what we wanted our students. I mean, to see the situation of our students. [SW] (0:45 - 0:56).

3. Teachers expressed concern that the syllabus can sometimes feel rigid, preventing them from being able to adjust to students' interests or emerging learning needs.

Yeah. I think the deep curriculum provides freedom for students to explore knowledge through various sources according to their learning needs. And for the teacher, they should be more innovative in arranging their teaching and learning process. [SE] (0:21 - 0:48).

Okay. I think the emancipated curriculum is an innovation of Indonesia, which aims to develop our learning and teaching potential, and then it is very interesting for us, for example. I think this curriculum gives the student freedom to study or talk with another teacher. [SA] (0:29 - 0:58). The first time I heard that word, I felt so confused. And after I googled some words, I know that in our words, we always use Curriculum Berdiferensiasi. So, I think an emancipated curriculum is the same as the Curriculum

Berdiferensiasi. And as I know, the curriculum is very advantageous for the students because the curriculum appears to give what they are needed. [IM] (0:24 - 1:05).

Yeah, after reading your script and then browsing, the government plans to officially adopt the emancipated curriculum as the national curriculum, starting from the 4th, of the 2024-2025 academic year. It starts this year. [RS] (0:48 - 1:12).

4. Limited access to materials and technological resources was a common challenge. Teachers often have to work with outdated or inadequate resources, which limits their ability to deliver lessons effectively.

Okay. As far as I know, the emancipated curriculum is an innovation of Indonesian education which aims to develop students' learning potential and interests. So, this curriculum gives students the freedom to choose their learning interests, reduces academic burden, and encourages teacher creativity. [DH] (0:23 - 0:45).

My understanding is just like focusing on the students. Before that, we just liked the teacher centre but the emancipated curriculum was mostly student centre. That's what I understand. [AG] (0:17 - 0:28).

5. Teachers mentioned the difficulty in balancing the demands of the curriculum with the individual learning needs and preferences of students, particularly in a diverse EFL classroom.

To my perception, the emancipated curriculum is related to the students. So, in this case, it focuses on the students' needs. So, the orientation is on what the student needs in this case. [FI] (0:15 - 0:26).

The interviewee's insights into the concept of emancipated curriculum underscore its role as a dynamic and learner-centred approach to education. According to the interviewee, a emancipated curriculum embodies several key principles: This curriculum model places a strong emphasis on empowering students by involving them in the decision-making process related to their education. It encourages students to take ownership of their learning journey, allowing them to influence the content, methods, and assessment practices used in their education. Emancipated curriculum is characterized by its flexibility, adapting to the diverse needs and interests of students. It moves away from a one-size-fits-all approach, allowing for a more personalized learning experience that can accommodate varying learning styles and paces. The curriculum is designed to be inclusive, addressing the needs of all students, including those from marginalized or underrepresented groups. It seeks to create an equitable learning environment where every student has the opportunity to succeed and thrive. The emancipated curriculum fosters a collaborative atmosphere where teachers and students work together as partners in the educational process. This approach encourages dialogue, mutual respect, and shared responsibility for the learning outcomes. It promotes critical thinking and encourages students to question and engage with the material in a meaningful way. By doing so, it aims to develop students' critical consciousness and prepare them to be active, reflective, and informed participants in society.

Overall, the emancipated curriculum represents a significant shift from traditional educational models, focusing on creating a more democratic and student-centred learning environment. This approach aligns with contemporary educational philosophies that advocate for greater flexibility, inclusivity, and learner agency in the pursuit of a more equitable and effective education system.

DISCUSSION

The findings from "The exploration of Teaching Syllabus In Emancipated Curriculum", present a comprehensive view of the benefits and challenges faced by EFL teachers in

implementing this curriculum. Each variable is discussed in detail, providing an in-depth understanding of its significance within the educational framework.

Teaching Syllabus Adaptation

The emancipated curriculum emphasizes flexibility, allowing teachers to design and adapt syllabi that cater to the specific needs of their students. In this study, teachers expressed appreciation for the ability to modify the syllabus based on students' interests, local contexts, and learning abilities. This aligns with the findings of Wiliam (2018), who argues that flexible curricula foster a more inclusive and personalized approach to education, giving teachers the freedom to tailor lessons to the diverse needs of their learners.

One of the key advantages of this flexibility is that it enables teachers to incorporate culturally relevant materials. In South Sumatra, where this study was conducted, many teachers reported using local folklore and history to make lessons more engaging. This approach helps students connect more deeply with the content, increasing their motivation to learn. Darling-Hammond (2017) supports this, highlighting that culturally responsive teaching is essential for promoting equity and inclusion in diverse classrooms.

However, the lack of a structured syllabus can also be a source of anxiety for teachers, especially those who are less experienced or not confident in their curriculum design abilities. (Connell, 2019) argues that without clear guidelines, teachers may struggle to ensure that they are covering all the necessary content. In this study, some teachers voiced concerns that they might overlook key learning objectives in their pursuit of creativity and flexibility. This finding is consistent with similar concerns raised in other educational systems that prioritize teacher autonomy.

Moreover, the study found that while experienced teachers appreciated the freedom to adapt their syllabus, novice teachers often found it overwhelming. This is particularly relevant in resource-poor schools, where teachers may not have access to the professional development necessary to develop strong curriculum design skills. Zhao et al. (2023), highlight that teachers in such environments may benefit from a more structured syllabus to ensure that they are meeting educational standards.

This flexibility can also create inconsistencies in student learning outcomes. The findings indicate that while some students thrived under the personalized approach, others struggled due to a lack of consistency in the content being taught. Vavrus (2018), similarly found that too much flexibility in curriculum design can lead to disparities in learning outcomes, as different teachers may emphasize different aspects of the content. This suggests that while flexibility is valuable, it must be balanced with clear learning objectives to ensure that all students have access to a high-quality education.

Further complicating matters, the study revealed that some teachers lacked access to the resources needed to fully implement a flexible curriculum. Teachers in rural areas, in particular, struggled to find materials that aligned with the emancipated curriculum's goals. Murphy (2019), found similar disparities in access to educational resources, noting that these gaps can exacerbate existing inequalities in the education system. This highlights the need for more equitable distribution of resources, particularly in underserved areas.

Overall, the flexibility of the emancipated curriculum offers significant benefits, particularly in promoting student-centred learning. However, the challenges related to resource access, teacher preparedness, and curriculum consistency must be addressed to ensure that the curriculum's potential is fully realized.

CONCLUSION

The teaching syllabus in the emancipated curriculum exemplifies an effective framework for fostering learner-centred education. Its alignment with educational standards, innovative strategies, and comprehensive assessment methods highlights its potential to revolutionize EFL instruction. However, addressing pedagogical gaps and enhancing teacher training are critical for maximizing its impact. This study advocates for sustained investment in professional development, resource development, and institutional support to ensure the successful implementation of the emancipated curriculum. The teaching modules analysed demonstrated strong alignment with current educational standards, integrating elements such as global competencies and best practices in EFL instruction. Educators reported that the syllabus' adaptability allowed them to address diverse learner needs effectively. Additionally, the inclusion of culturally responsive content was highlighted as a strength in fostering student engagement. Despite its strengths, educators reported significant challenges in implementing the teaching syllabus. These included limited access to interactive materials, a lack of professional development opportunities, and difficulties in integrating technology into classroom practices. Some teachers noted that the guidelines for syllabus design were insufficiently detailed, leaving room for ambiguity. To address these challenges, educators suggested the inclusion of more interactive activities, digital tools, and localized content that aligns with students' cultural contexts. Professional development programs focusing on innovative teaching strategies and resource utilization were also recommended. Collaborative platforms for resource sharing and peer support emerged as a key solution to enhance the overall effectiveness of teaching syllabi.

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