

EXAMINING EMANCIPATED CURRICULUM DEVELOPMENT IN MIDDLE SCHOOLS: A CASE STUDY

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Abstract: *Indonesia's education system has been facing a significant learning crisis, as evidenced by the country's declining scores in the 2018 PISA results and its expected drop in the English Proficiency Index ranking in 2022. To tackle this challenge, Indonesia has introduced an Emancipated Curriculum that aims to transform learning in the country. The Emancipated Curriculum is designed to be student-centered, differentiated learning, project-based learning, exploratory learning, and holistic learning. This study discusses the discussion of the Kurikulum Merdeka, school perceptions about the meaning of the Independent Curriculum, implementation in secondary schools. This research uses qualitative research with a case study method. The data in this research was obtained from interviews and documents. The findings show that teachers plan the curriculum with a focus on critical and creative thinking, develop their own learning materials to enhance students' cognitive abilities, and make changes to syllabi and lesson plans. However, the study also reveals that the learning media being developed is not yet digital, which may hinder the effective implementation of the Emancipated Curriculum. Furthermore, traditional learning approaches still dominate the assessment and learning processes. Overall, this study sheds light on the development of the Emancipated Curriculum and highlights the need for further research in this area.*

Keywords: *Emancipated Curriculum; differentiated learning; student centeredness; project based learning.*

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INTRODUCTION

The Indonesian government has implemented changes to the curriculum as part of its efforts to enhance the quality of education in the country. The history of Indonesian education reveals that curriculum changes are a common phenomenon in many countries around the world. These changes are necessary to ensure that education remains relevant to the ever-evolving challenges of modern times. They are also driven by ongoing analysis, predictions, and feedback from a range of internal and external sources. However, merely changing the curriculum is not sufficient. To truly improve education, Indonesia must also embrace transformative learning, an approach that prioritizes critical thinking and student-centered learning. Transformative learning encourages students to engage with

and make sense of the world around them, fostering deeper and more meaningful learning experiences

By combining curriculum changes with transformative learning, Indonesia can create a more dynamic and effective educational system that prepares students for the challenges of the 21st century. Teaching language teachers to use technology is still challenging, despite advances in technology. Nowadays, teachers and students are more comfortable with technology for personal and social use, but there are still obstacles to fully integrating technology in language education. Although some solutions have been effective in certain contexts, many difficulties remain unresolved (Hubbard, 2023). Digital teaching strategies use technology to help learners reach their learning goals. They should be adapted to the learners' needs and circumstances, like how much time they have and what devices they have access to. Teachers can use different digital teaching strategies, such as exploration, discussions, experiments, and feedback, to keep learners engaged and actively learning in digital environments (Son, 2019). Professional development frameworks for digital learning and teaching give teachers a set of skills and activities they need to be successful in digital learning environments (Hubbard, 2007). In a Language Learning & Technology issue from 2016, Robert Blake reviewed important developments in the four skills of CALL (listening, speaking, reading, and writing) and linked them to task-based language teaching. He noted that isolating each skill is no longer as crucial as before because contemporary language development is integrated and multi-modal. Nonetheless, his insights remain helpful for technology curricula, whether they separate or combine skills (Son, 2020).

Continuous development and refinement of curricula are essential to keeping up with the rapid pace of scientific and technological advancements and societal changes. As such, it comes as no surprise that Indonesia has been promoting and implementing curriculum development. Additionally, the results of the English Proficiency Index (EPI) suggest that Indonesia is at risk of significant learning loss over the next 11 years, highlighting the urgent need for carefully planned curriculum. The schools need to change the way they teach English because doing things the same way hasn't worked. They believe that new approaches are necessary to make English learning fair for everyone (A. Lian et al., 2023). Indonesia needs to rethink language learning and teaching needs to include new pedagogical approaches compatible with the nature of human learning mechanisms (Bumela, 2020). Not only that, when students do not perform well in English, it is often because of problems such as not having enough resources or good materials, overcrowded classes, teachers who need better training or English skills, and restrictions

that limit teachers from teaching English in different ways (Bumela, 2021). In addition, the Emancipated Curriculum also places more emphasis on exploratory learning, which emphasizes inquiry learning and discovery learning. Inquiry learning is essential for a well-educated and fundamental educational strategy for scientifically literate individuals (Kızılbaş et al., 2012). Inquiry-based learning is linked to constructivism. We can analyze our experiences with it using the constructivism and social constructivism viewpoints. Social constructivism focuses on learning through interactions with other people (Archer-Kuhn et al., 2020). The data below shows the progress of Indonesia's assessment in the field of EPI (English proficiency index).



Chart 1 Indonesia EPI rank

The data above shows the development of Indonesia's ranking in the field of EPI (English proficiency index) assessment, where the EPI rating in Indonesia has relatively decreased from year to year. This shows that Indonesia is in a crisis.

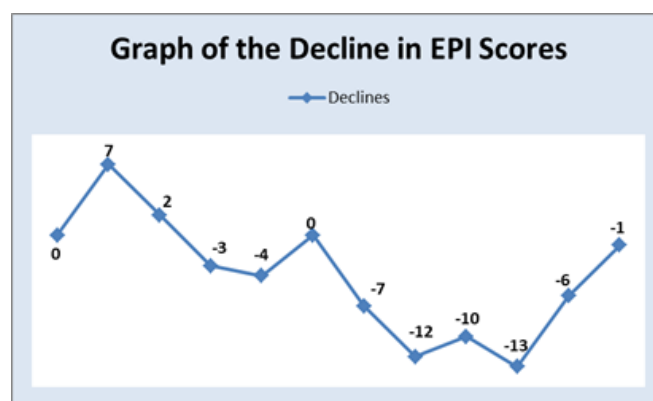


Chart 2 Graph decline in EPI Scores

As a result of the English proficiency index, Indonesia's ranking is always on a downward trend. Only in 2012 and 2013 did Indonesia experience no decline, but climbed 7 points from rank 34 to rank 27. Over the decade, Indonesia has dropped her 65 points.

This causes Indonesia to experience a learning crisis. Appropriate for students so that the implementation of teaching and learning activities can run in a fun, deeper and independent way. The results of this study are in accordance with the efforts of the Indonesian state to realize quality education and can give birth to a generation that is ready to face the challenges of the times (Arisanti, 2022) In this research there are updates that are different from previous research. This study focuses on a critical investigation of the implementation of the independent curriculum in 2 schools in Cirebon. How schools can implement an independent curriculum according to the needs of students and the extent to which schools interpret this independent curriculum as a new curriculum.

LITERATURE REVIEW

This section contains theories related to the emancipation curriculum. These theories support the improvement of this research.

Human nature learning

In the 21st century there is a lot of evidence on how humans learn language, one of which is about the role of the right brain and the left brain. The human brain doesn't perceive reality directly. Instead, people perceive things like sound or sight after their brains have processed information from multiple sensory inputs (Helyanti & Bumela, ikhawati, 2022) In the field of neuropsychology, a further classification of learning has been made, especially through the study of brain regions and neural connections involved in specific processes that require different types of memory (from humans or animal models). Procedural memory (which deals with the ability to perform specific tasks such as riding a bicycle) is characterized by being "hyperconceptual". That is, people cannot explain how they learned or how they completed a task. It is related to work and habit. "Observational learning" or imitation is thought to be the predominant and ancestral mode of human learning. The recent surprising discovery of mirror neurons, which are activated when someone performs a specific task or sees someone perform it, suggests that these biological structures play an important role in mimicry.

Indonesia itself has just undergone a curriculum transition from the 2013 curriculum to a liberated curriculum. However, not all schools have a specific curriculum. A self-contained curriculum provides teachers with room for innovative learning. Like the new approach proposed by (Sudimantara, 2021), the pedagogy used must also adapt to the needs of student in an emancipated curriculum. The new pedagogy has five elements: rhythm, intonation, movement, emotion, and aesthetics, which we combine together and call the 'verbotonal approach'. The verbotonal approach is an auditory-based strategy that

optimizes her listening skills (Sudimantara, 2021). Because the human brain has an extraordinary ability to functionally and physically alter or reconfigure its structure in response to environmental stimuli, cognitive demands, or behavioral experience, the prohibition system is useful in hearing loss rehabilitation and abroad. Used. Designed to provide optimal auditory stimulation for language learning. When we learn a new language, we reorganize our perceptual mechanisms. It is believed to be effective in learning pronunciation by emphasizing the basic value of prosody as part of the stress: stress, rhythm and intonation (A. P. Lian et al., 2020). However, the self-contained curriculum has the same goal of fostering the development of students' skills. In practice, however, the teacher curriculum itself cannot be socialized in the form of workshops. Teachers can access their own curriculum only through the government-provided internet. Therefore, many teachers still do not understand the interpretation of the Emancipated curriculum. Research has one research question; what are the strategies employed by teachers in designing and implementing an emancipated curriculum in schools?. This study aims to find out what the teacher has prepared both in planning and implementing the emancipated curriculum. The research data is meticulously analyzed through thematic analysis to unveil crucial underlying themes. Subsequently, this analysis is augmented by the utilization of a word cloud, adding a visually intuitive dimension to the findings. Additionally, the study benefits from thorough document analysis, enhancing the depth and comprehensiveness of the research methodology. This research highlights several things from previous research related to the independent curriculum. The focus of the research is on the analysis of the independent learning platform in accordance with the independent curriculum to realize quality education. The independent learning platform is highlighted by a proactive attitude in dealing with progressive and transformative change. This can be seen from the direction of learning development that can positively restore productivity in teaching and learning activities. Through a project-oriented learning process, the learning process can be more flexible, active and adaptive. Educators are given the freedom to apply learning methods that are considered

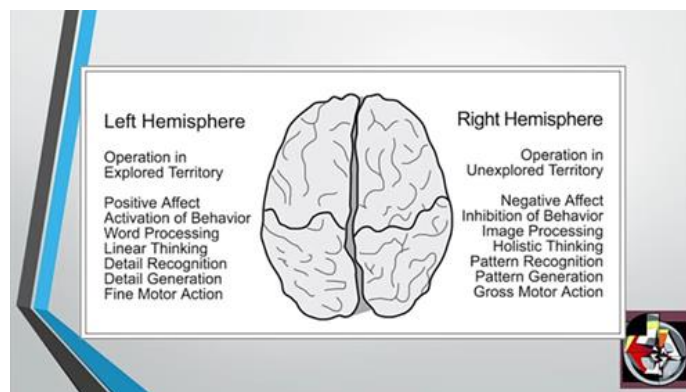


Chart 3 Left and Right Hemisphere of brain function

According to (McGilchrist, 2019) The left hemisphere is rational and linguistic, while the right hemisphere is pink and soft, emotional, creative, obscure, and designed to paint. It gradually became clear that both hemispheres seemed to contribute to language, visual-spatial imagery. Up to the neck of the (or whatever the neck of the hemisphere is). The two hemispheres differ in size, shape and weight (the right hemisphere is larger and heavier in all social mammals). Cell structure - means the arrangement of cells. Varying proportions of white gray matter, varying susceptibility to neuroendocrine influences, and reliance on different dominant neurotransmitters.

The science of language learning

Reimagining language learning and teaching must begin by incorporating new pedagogical approaches that are compatible with human learning mechanisms. The learning framework is based on supporting conscious individuals who respond to incoming stimuli, recognize and confront their operational histories, question critically, and construct new expressions. (A. Lian & Sussex, 2018): (1) Appreciation and respect for the student's mechanism of meaning. (2) activities that help raise awareness of harmonious behavior; (3) Support individualization in learning as much as possible. Students are encouraged to develop an individual learning environment (PLE) with "opportunities to confront, discern and challenge their understanding of observed language phenomena through the feedback provided".

There are expert to introduce the concept of learning in language, namely the Precision of language learning. Where this concept is inspired by "precision medicine". This concept introduces how to provide material according to the needs of students, Karen stated that the needs of students are different. "Precision Education" and "Precision Language Teaching" can provide an opportunity to step out of some of the ambiguity (impotence) of current practice and improve what we do. There is a nature. is in An

essential feature of accurate (language) teaching is that we want to have access to as detailed and accurate information as possible about learner characteristics and outcomes in order to initiate the most effective interventions to support their learning efforts (A. P. Lian & Sangarun, 2017).

History of curriculum in Indonesia

Curriculum changes are something that needs to be done in the world of education, this is done to make education in Indonesia better. Indonesia itself has undergone various changes as quoted from (Soleman, 2020), including:

Name of Curriculum	Explanation
Kurikulum Rencana Pelajaran(1947-1968)	This curriculum is the first curriculum that was born after the independence period. This curriculum is based on Pancasila. This 1947 lesson plan was only used in schools in 1950, which in this lesson plan contains two main things, namely a list of subjects and teaching hours and teaching outlines (GBP). This curriculum focuses on the cognitive domain but is aimed at character and behavioral education.
Rencana Pelajaran Terurai 1952	The focus of the lesson plans began to pay attention to cognitive aspects. Development has begun to expand (Pancawardhana Development) which includes creativity, taste, initiative, work and morals. Subjects have also been classified into five groups of fields of study, namely: (1) Morals; (2) Intelligence; (3) Emotional/artistic; (4) skills; (5) Physical. The learning syllabus is also quite clear. At that time also formed the Community Class. Namely a special school for 6-year-old SR graduates who do not continue to junior high school. Community classes teach skills, such as agriculture, carpentry, and fishing.
Kurikulum 1964 (Rencana Pendidikan 1964)	The emergence of private education and religious education as well as higher education institutions. The Pancawardhana concept is still emphasized at the elementary school level. The direction of this curriculum is active, creative, and productive learning. The terms problem solving and krida are also introduced and applied.
Kurikulum 1968	Curriculum 1968 Attended after a meeting of experts or thinkers in the field of education on 28-30 April 1969 in Cipayung. The 1968 curriculum provided an autonomous space for schools to develop according to their needs. This curriculum contains educational goals that emphasize the formation of humans who hold fast to Pancasila and have a strong body. The new concept introduced in this curriculum is Pancasila spirit development which includes basic knowledge and special skills.

<p>Kurikulum 1975</p>	<p>this curriculum is present in accordance with MPR Decree No. II/MPR/1973 and replaces the 1968 Curriculum. The curriculum is determined centrally through the government so that teachers do not need to think about the concept of learning. The learning objectives formulated by the central government are: national educational goals, institutional goals, curricular goals, general instructional objectives and specific instructional objectives. Behavioral psychology approach (stimulus-response) greatly influences this curriculum.</p>
<p>Curriculum 1984 (Improved 1975 Curriculum)</p>	<p>This curriculum can also be known as the Active Student Learning Method Curriculum (CBSA). However, many schools have not been able to apply the CBSA concept properly. The atmosphere was noisy because of student discussions, the absence of lecture methods and various learning resources became obstacles and there were many criticisms and rejections at that time.</p>
<p>Curriculum 1994 Dan Suplemen Kurikulum 1999</p>	<p>The 1994 curriculum is the result of a combination of the previous curriculum, especially the 1975 and 1984 curriculum. This curriculum also develops the CBSA concept where teachers can use strategies to involve students to be active in learning, both physically and mentally and prioritize mastery learning. Furthermore, this curriculum gives authority to local governments to be able to have implications for education management policies (decentralized).</p>
<p>Curriculum 2004 (Competency-Based Curriculum)</p>	<p>There is a tendency towards academic or cognitive aspects, resulting in the neglect of moral, moral, and character aspects. So that the 2004 Curriculum or what is known as the Competency-Based Curriculum (KBK) emerged. This curriculum focuses on the formation of student competencies with learning outcomes oriented. This curriculum has also implemented decentralized education.</p>
<p>Curriculum 2006 Ktsp (Education Unit Level Curriculum)</p>	<p>The 2006 curriculum or KTSP is presented as a complement to the 2004 curriculum. In this curriculum, the central government sets Competency Standards and Basic Competencies. Teachers are required to be able to develop it in the form of a syllabus and the assessment follows school conditions. Each result of the development of all subjects will be compiled into a device called the Education Unit Level Curriculum (KTSP).</p>

Curriculum 2013

The change in the concept of centralized to decentralized in the competency-based curriculum has not been fully accepted. So this discussion resurfaced when changing the 2006 Curriculum to the 2013 Curriculum. This curriculum has undergone several structural revisions, both in the composition of subjects, learning load, and competency formulation), until finally the revision in 2017 is still used today. The 2013 curriculum has the theme of Indonesian education ideals to produce productive, creative and innovative people. Teachers are required to be creative in managing learning, choosing learning models, and determining the right learning approach. This curriculum also emphasizes strengthening high-level knowledge (analysis, evaluation and creativity).

The Emancipated Curriculum

The Indonesian Ministry of Education, Culture, Research, and Technology, led by its pioneer Nadiem Anwar Makarim, introduced the Emancipated Curriculum as a new idea following the Emergency Curriculum, which was a provisional solution during the Covid-19 pandemic. The Emancipated Curriculum is a fresh approach to address the current learning crisis in Indonesia. To support the development of this curriculum, UNESCO is providing technical guidance and suggestions, with the goal of promoting student-centered learning, critical thinking, and creativity. UNESCO has also shared international best practices and experiences that can be integrated into the Merdeka Curriculum. According to (A. Lian et al., 2017) the curriculum itself develops the skills and dispositions that help students engage meaningfully, ethically and critically, and support creative participation and understanding of global and local contexts. It reflects the learning context that employs for people and people. The previous Emancipated Curriculum was called the prototype curriculum. The prototype curriculum will be implemented through a driving school program with Pancasila student profiles as key elements and features. In particular, the issue of student character development (Rosmana, Iskandar, Fatimah, et al., 2022). The Prototype syllabus will be the syllabus of choice to be applied as an enhancement to the 2013 syllabus (Satiti & Falikhatun, 2022).

The Emancipated curriculum is a new breakthrough in the world education in Indonesia to create transformative in learning. Thus, the emancipated curriculum comes with a new learning concepts by adhering to non-traditional learning. Therefore, the

transformation in pedagogy must be newer, such as exploratory learning, holistic pedagogy, learner center and new paradigm. Looking at the bigger picture of a student's life is important for a student-centered approach to education. Traditionally, schools only focused on academics like classroom experience and program quality. But now, a holistic approach to education considers everything from applying to universities, building social connections, managing finances, finding employment, staying healthy, planning a career, creating a professional network, and balancing family life. This approach prioritizes the student's overall well-being (Ipperciel, 2020). Whereas changes in new technology infrastructure can be done by means of teachers making digital learning resources. The principles proposed by (A. Lian et al., 2017) in relation to technology present a model for making opportunities for exploration accessible to students. This allows students to compare, contrast, and oppose and question the power of different schemes of meaning that they use in the context of their interactions in the world. In the process, they develop a more and more certain understanding of how they see the

The Emancipated Curriculum also applies exploratory learning, where exploratory learning emphasizes students to learn and explore something and create experiences within themselves. Exploratory learning is a form of active learning where learners are encouraged to freely explore relevant educational resources. By doing so, learners become active participants in their learning experience, rather than passive recipients of information (Qian et al., 2021). However, each paradigm constructs a student learning object in terms that come from the perspective of what is involved in learning rather than from the student's perspective. However, empirical evidence from neuroscience shows that students organize information according to their own experience rather than according to the experience of their teacher or any particular theory of second language acquisition that the teacher chooses to follow. In other words, students learn what is meaningful to them rather than being subject to theoretical facts (A. Lian, 2018).

Project based learning

In the Emancipated Curriculum learning approach that uses project based learning, (Lestari, 2015) states that the project-based learning model is a learning model that offers educators a way to manage classroom learning by incorporating projects. work. Project work is a form of work involving complex tasks based on highly challenging questions and problems, leading students to design, problem-solving, decision-making, and conducting research activities, giving students the opportunity to work independently. The project-based learning approach is centered around using projects or activities as the central

component of learning. Through these projects, students engage in exploration, assessment, interpretation, and synthesis of information to achieve different learning outcomes such as knowledge, skills, and attitude. However, the current education system still prioritizes knowledge-based learning outcomes over other forms of learning outcomes (Sulistyo & Waluyo, 2019)

Differentiated Based Learning

The concept of Differentiated Learning arises from the fact that every child has unique curriculum standards, requiring customized adjustments to suit their individual needs. In this approach, student groups are constantly reorganized based on their specific learning experiences and needs. Before planning their lessons, teachers conduct assessments to evaluate each student's readiness level, interests, and learning style. By doing so, teachers can employ various approaches in the learning process (input, process, and output) to cater to the unique needs of each student. As a result, teachers in the Differentiated Learning model class have a deeper understanding of the individual needs of each student (Mulyawati et al., 2022).

According to (A. Lian, 2018) Since the brain does not see the world directly, the types of problems students face may vary from student to student. Based on the analysis/understanding of the person building the external scaffold, it is logical to provide a sequential intervention strategy or an external scaffold that can simultaneously meet the needs of all students (or even one student). But unfortunately not an all-knowing and all-powerful teacher. The gateway to solving individual problems varies from person to person, and may even be unknown. Therefore requires differences in learning. Differentiated learning is a learning practice that adapts curricula, teaching strategies, assessment strategies, and classroom environments to the needs of all students.

Because the emancipated curriculum is still new, more evaluation is needed. Teachers also still do not understand the actual concepts in the emancipated curriculum. In preparing for the implementation of the emancipated curriculum, the teacher must pay attention to the right planning for implementing the emancipated curriculum. Not only that, teachers who have implemented the independent curriculum can understand the concepts well and carry out evaluations so that results are maximized. Therefore this research focuses on; what are the Strategies Employed by Teachers in Designing and Implementing an Emancipated Curriculum in Schools?

METHOD

This study employs a qualitative case study methodology, as outlined by Moeleong (2007). Qualitative research, as described by Moeleong, seeks a holistic understanding of phenomena experienced by research subjects, delving into behaviors, perceptions, motivations, and actions through descriptive language within a specific natural context. This research adopts a case study approach to comprehensively analyze and explore problems and issues in depth. Data collection involves interviews conducted with two teachers from distinct schools, ensuring a diverse perspective. The data, derived from these interviews and various documents, forms the basis of this study, providing rich insights into the research objectives. The first teachers is teachers started teaching from 2003, it has been more or less 21 years that teacher has been involved in the world of education. have diverse teaching experiences. The second teacher is teacher started teaching in 2002, it has been more or less 22 years since teacher has contributed to the world of education or teaching.

RESULTS AND DISCUSSION

Results

The planning of emancipated curriculum

This section describes the results of the thematic analysis of interviews with teachers. This analysis was carried out to obtain information related to the extent of teacher preparation in implementing the Emancipated Curriculum. What changes have occurred with the changing curriculum and many other important things? In investigating and analyzing teacher preparation in implementing the Emancipated Curriculum. There are seven points covering teacher planning in implementing the Emancipated Curriculum. These seven points can be seen in the thematic analysis of interviews with teachers and analysis of interview transcripts from words cloud. To strengthen the data, this chapter also contains an analysis of teaching tools in the form of lesson plans used by teachers in teaching. The analysis is as follows:

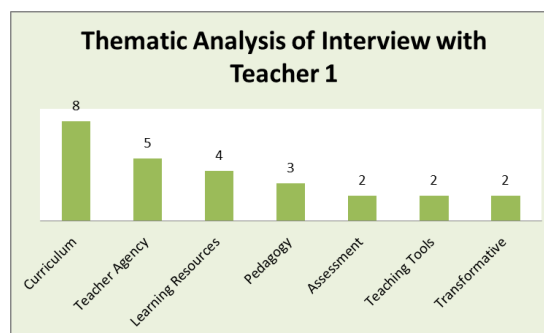


Chart 4 Thematic Analysis of interview with teacher

Chart 4 displays the results of the thematic analysis of interviews with teachers. From the results of the analysis, teacher 1 mentioned seven important themes namely; curriculum, teacher agency, learning resources, assessment, teaching tools and transformative of the seven themes mentioned, during the interview teacher 1 discussed a lot about the "curriculum" with a total of 8 themes. According to teacher 1, the curriculum is a guide in teaching, but its implementation again depends on each teacher. In addition, teacher 1 talked a lot about "teacher agency" with a total of 5 themes. This relates to how the teacher's role is in understanding the Emancipated Curriculum. Besides that, the role of the teacher is needed to be able to implement the Emancipated Curriculum properly.

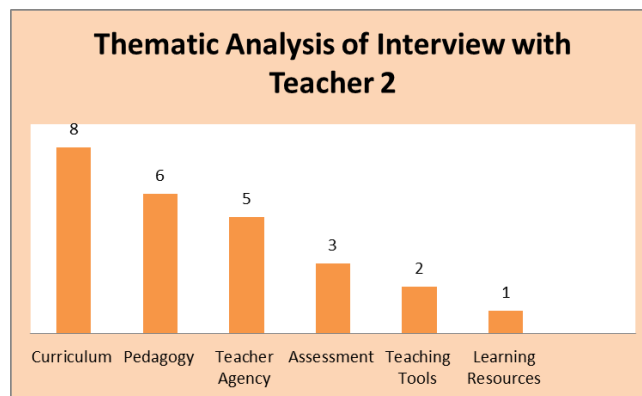


Chart 5 Thematic analysis of interview with teacher

From the results of the thematic analysis, it can be concluded that teacher 2 talked a lot about the curriculum, where teacher 2's preparation in implementing the curriculum was quite good. Because teacher 2 attended various trainings suggested by the school. Teacher 2 also understands the Emancipated Curriculum quite well. So that later it can implement the Emancipated Curriculum very well. But teacher 2 still doesn't really understand the learning approaches in the Emancipated Curriculum, such as; holistic pedagogy, student centeredness.

Data analysis using the word cloud is a way to visually display data in the form of text. The word cloud is used to make it easier to read data by seeing what words are often mentioned by the sources. With this word cloud, the researchers found a match between the thematic analysis data and the data from the words cloud. Where there are seven themes mentioned namely; curriculum, teacher agency, learning resources, pedagogy, assessment, teaching tools, and transformative.

Emancipated Curriculum which have been applied by the teacher. The suitability of implementing the Emancipated Curriculum in schools and much other important information is discussed in this section. In investigating and analyzing the implementation of the Emancipated Curriculum by teachers. There are seven points covering the implementation of the Emancipated Curriculum. These seven points can be seen in the thematic analysis of interviews with teachers and analysis of interview transcripts from words cloud. To strengthen the data, this chapter also contains an analysis of teaching tools in the form of lesson plans used by teachers in teaching. The analysis is as follows:

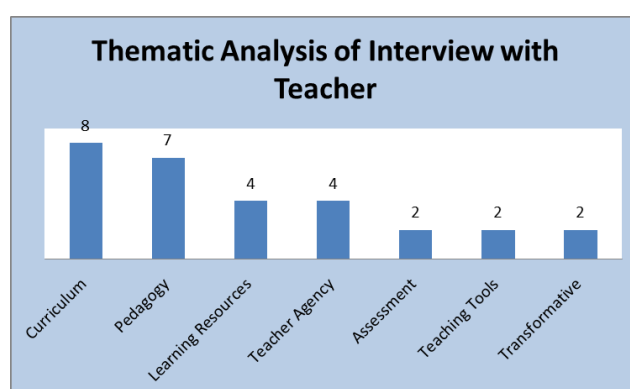


Chart 6 Thematic Analysis of interview with teacher

Chart 6 shows the results of thematic analysis from interviews with teachers 2. After analysis, there are 7 important themes from the interview results, namely; curriculum, pedagogy, learning resources, teacher agency, assessment, teaching tools, and transformative. During the interview, teacher discussed a lot about the theme "curriculum" with a total of 8. According to teacher, the newest curriculum or the Emancipated Curriculum can overcome the learning crisis that Indonesia is currently experiencing. Because the Emancipated Curriculum emphasizes the literacy and numeracy aspects of students' "LITNUM". Then the second theme that was talked about a lot was about "pedagogy" with a total of 7. From the results of the interview it was said that teacher had implemented the learning approach that characterizes the Emancipated Curriculum, namely project based learning. The implementation of based learning projects is carried out three times in one year.

Data analysis using the word cloud is a way to visually display data in the form of text. The word cloud is used to make it easier to read data by seeing what words are often mentioned by the sources. With this word cloud, the researchers found a match between the thematic analysis data and the data from the words cloud. Where there are seven themes mentioned namely; curriculum, teacher agency, learning resources, pedagogy,

assessment, teaching tools, and transformative. The following are the results of the analysis using the word cloud :



Figure 2 Visualization theme of planning curriculum from interview with teacher

Figure 2 shows how many words often appear and are spoken by teacher . In this word cloud analysis, it is still related to the seven themes in the thematic analysis, namely; curriculum, teacher agency, learning resources, assessment, teaching tools and transformative. From the results of the analysis, the word that often appears is "student" where this word is in the middle and has a large size. Teacher discussed a lot about "students" which in this Emancipated Curriculum came with many new breakthroughs for students. The Emancipated Curriculum comes with concepts that really understand the needs of students. In addition, there are also many new approaches and concepts that can be implemented for student learning in the classroom, thereby creating "student agency".

The most prominent words in the word cloud according to the theme of the analysis results. The theme is; curriculum, teacher agency, learning resources, assessment, teaching tools and transformative. the theme "curriculum" is the main theme because it is mentioned a lot. In the chart above it can be seen that the word "curriculum" is mentioned 13 times. This means that teacher knows a lot about curriculum. Furthermore, there are 9 "teacher agencies", where teacher talks a lot about the teacher's role in the Emancipated Curriculum. The teacher's efforts in developing a series of lessons that are slightly different from the previous curriculum. Because in the Emancipated Curriculum it prioritizes character. Teacher already understands the Emancipated Curriculum very well, but the implementers still need time to comply with the provisions of the Emancipated Curriculum.

Discussion

Planning the emancipated curriculum

The findings in this chapter show six important things, namely; (1) The teacher's view of the curriculum; (2) Challenges that teachers have in planning an Emancipated Curriculum; (3) References that teachers use to support that develop the Emancipated Curriculum; (4) Tips and tricks that teachers use in planning and implementing the Emancipated Curriculum; (5) the result of the Emancipated Curriculum planning; (6) The teacher's hopes and dreams for the future of English language education in Indonesia. The discussion is as follows;

First, according to teacher, the curriculum is a guide in carrying out learning. The curriculum change that is currently happening is the government's effort to make education in Indonesia better. With the new curriculum that comes with learning concepts that adapt to the needs of students, it is hoped that this curriculum can create transformative learning. As claimed by (UNESCO, 2022) to create a transformative school must use a different approach than before. Teacher responds positively to the existence of this Emancipated Curriculum, because the Emancipated Curriculum is much more flexible than the previous curriculum.

Secondly, the biggest challenge in dealing with an Emancipated Curriculum is that teachers must prepare themselves better and mobilize their abilities to explore knowledge related to an Emancipated Curriculum. The concept and direction of the new curriculum is an antidote to the problems that occur in Indonesian education experienced various challenges that were both support and refusal from all elements of education (Suhandi & Robi'ah, 2022). In the Emancipated Curriculum there are many concepts including; learner centered, differentiated learning, exploratory learning, and holistic pedagogy. However, according to teacher these theories have the same core. The essence of the theory is that teachers must treat students as human beings and the task of the teacher is to facilitate students to develop their interests and talents.

“Holistic pedagogy is comprehensive learning, appreciating all the differences in students. In my opinion, all the concepts that have been mentioned are the same, the point is that teachers must understand that students have different potentials and cannot be compared. Whatever the type of theory, the point is the same, that is, treat students as human beings. The teacher's task is to facilitate students to develop their own interests and talents. Basic and resume are the same, namely treating students based on their interests, talents, tendencies and experiences.”

Teachers also do not use specific diagnostics, CEFR, and other diagnostics. Teachers

only use the same diagnostic even teachers tend to make their own diagnostics. Which is done orally and directly in class.

"I don't use a formal diagnostic test, I tend to make my own diagnostic test by making simple questions. Often I also use spontaneous and verbal diagnostic tests. From the diagnostic test, I can find out the reaction of the students." (T1)

"I don't use CEFR, I make my own diagnostic test with the help of kahoot as the medium. Besides that, I also made my own diagnostic test verbally. The diagnostic test questions that I designed were still basic, such as greetings, introductions, hours, etc". (T2)

Thirdly, teacher doesn't have a very specific reference. Teacher gets information regarding the Emancipated Curriculum from the MGMP, webinars and seminars. In addition, to support knowledge in dealing with students, teacher often watches podcasts from Mrs. Elly Risman and Dr. Aisah Dahlan about child psychology. Teacher also does not use specific references to find material in learning.

Fourthly, teacher efforts to prepare for the implementation of the Emancipated Curriculum by preparing as well as possible and trying to apply the curriculum a little. An example of implementing an Emancipated Curriculum is developing lesson plans or teaching modules. Teacher develops a lesson plan according to the provisions in the Emancipated Curriculum. Lesson plans are made in detail, containing material, steps, final goals, and evaluation but are made in a simple way (Kemendikbud 2022).

"Lesson plans or what is now changing into teaching modules must be very detailed. The teaching module only contains material, steps, final goals and evaluation. In the Emancipated Curriculum, how can this teaching module be used by fellow English teachers? Teaching modules are more detailed but simple. Before I make a lesson plan or teaching module, I always make notes about important things in the material that I will teach and put it in the teaching module."

Fifthly, after trying various things to apply in learning starting from; developing learning media to create a class atmosphere that is not boring, using stories as an approach to learning and trying to understand the needs of each student.

"For now I develop my own learning media, I make a kind of game which can also be used as student assignments in class. It's just that the media I use isn't digitized yet. The media that I make are all aimed at groups. Because in the Emancipated Curriculum, the thing that is emphasized is cooperation"

Sixthly, teacher has hopes and dreams that Indonesia will be better, both in education and other fields. Teacher hopes to be a teacher that his students can remember well. Besides that, teacher hopes to make his students think that English is fun, interesting

and easy to learn. Changing the views of students to become accustomed to English and assume that English is not a painful thing.

This chapter has generated many insights regarding the Emancipated Curriculum, both in planning and implementing the curriculum itself. The teacher's role is very important in planning and implementing the Emancipated Curriculum, teachers must improve themselves. In addition, teachers must also explore all information related to the Emancipated Curriculum. Whatever the curriculum, the teacher's job is to be able to teach with heart and love. In implementing the Emancipated Curriculum, teachers must be creative in their own approaches, learning media, and teaching tools. Whatever the theory, the main point is the same, namely treating students like human beings and the teacher's job is to facilitate students to develop their individual interests and talents. Basic and resume are the same, namely treating students according to their respective interests, talents and experiences. From the results of the data analysis it can also be concluded that teacher already understands very well the Emancipated Curriculum and is ready to implement the Emancipated Curriculum in schools. Teacher has developed a non-traditional learning approach such as exploratory learning, but other approaches are still adjusting. Teacher buy implements infrastructure of technology and pedagogy.

The implementation of emancipated curriculum

The findings in this chapter show six important things, namely; (1) The teacher's view of the curriculum; (2) Challenges that teachers have in planning and implementing an Emancipated Curriculum; (3) References that teachers use to support that develop the Emancipated Curriculum; (4) Tips and tricks that teachers use in planning and implementing the Emancipated Curriculum; (5) the result of the Emancipated Curriculum planning; (6) The teacher's hopes and dreams for the future of English language education in Indonesia. The discussion is as follows;

Firstly, teacher revealed that the curriculum is a guide for teaching in schools. The curriculum includes social behavior, content and thinking skills. The current curriculum change is the government's effort to improve education in Indonesia, therefore it is the teacher's job to support this change. Teacher is very enthusiastic about the Emancipated Curriculum, because the Emancipated Curriculum has more freedom in teaching. In the Emancipated Curriculum, teachers are given the freedom to develop approaches, materials, and the level of difficulty of the material according to the abilities of students at school (Rosmana, Iskandar, Fauziah, et al., 2022). Teacher agrees with the statement "teachers have to be on top of the curriculum. Because after all, the curriculum is national

in nature, and the curriculum is only a reference. The most important is the teacher's role in modifying the curriculum based on the needs of students at school.

Secondly, teacher's biggest challenge in planning and implementing the Emancipated Curriculum was created from our mindset. Our mindset tends not to want to do something new and only wants to do something that is already ongoing. Apart from that, other challenges are in implementing the concepts in the curriculum such as; student centered, exploratory learning, differentiated learning, project based learning and holistic pedagogy. Because the Emancipated Curriculum has just been implemented, the teacher needs time to be able to properly implement the Emancipated Curriculum concepts. In addition, teacher has challenges with changing teaching tools, especially in teaching modules. Teacher finds it difficult to define boundaries for each material, because in the teaching module there is no specific context.

Thirdly, teacher does not have specific references in finding information about the Emancipated Curriculum. Teacher usually searches via the internet and relies on information from fellow teachers. In addition, teacher also attended MGMP, independent training, and training at school. For reference in finding learning materials, teacher usually uses printed books, YouTube and searches the internet.

Fourthly, teacher prepared an Emancipated Curriculum by participating in training at school and exploring more deeply about the Emancipated Curriculum. In the implementation of the Emancipated Curriculum, teacher also developed a lot of one of the concepts in the Emancipated Curriculum, namely project based learning. Project based learning is emphasized in the emancipated curriculum where this approach can determine students' interests and talents (Rerung et al., 2017). Preparing three projects in 1 year, two projects have gone well. The results of the project the teacher can find out the interests and talents of each student.

"I have implemented P5 in learning, the first P5 with the theme "My trash is my responsibility" is carried out every Friday. Students engage in activities to process waste and turn it into clothing. The second project is to make a vlog with the theme "my school is my environment". The work on this project lasted for 3 full weeks focused on working on the project and there was no teaching and learning at all. The third project is planned to be carried out during the month of Ramadan".

Teacher has not yet implemented differentiated learning, holistic pedagogy and exploratory learning. Teacher also has not yet developed the Infrastructure of technology. Only use the application to make assessment questions.

"I have not maximized in implementing differentiated learning in class. I only apply the concept of differentiation in the final assignment, such as in remedial. I will give students whose abilities are deep enough to give more difficult questions. So I made remedial and enrichment questions, the level of difficulty differed from one student to another".

"I haven't applied the concept of holistic pedagogy."

Fifthly, after implementing the concepts in the Emancipated Curriculum, developed teaching tools, learning approaches, etc. Teacher feels that this is still not going well. Because this curriculum is still new, there are still many obstacles that must be faced. Teacher also still has a lot to learn and finalize the concepts in the Emancipated Curriculum. There are still many aspects that must be developed and evaluated.

"No, there are still many obstacles. I'm still confused about CP (learning outcomes) and because this Emancipated Curriculum is new, I have to learn a lot more".

Sixthly, teacher hopes that with this Emancipated Curriculum it can develop students' competencies, especially in English competence. In addition, the Emancipated Curriculum can be a solution to deal with the learning crisis that is currently happening in Indonesia. Indirectly the teacher hopes to be transformative in learning in Indonesia.

This chapter has generated many insights on how to implement the Emancipated Curriculum. The Emancipated Curriculum emphasizes aspects of literacy and numeracy, this is one way for Indonesia to improve its ranking on PISA (kemendikbud, 2019). From implementing the Emancipated Curriculum, especially in project-based learning, it is easy for teachers to find out the needs and talents of each student. In addition, the Emancipated Curriculum gives freedom to teachers, so that teachers have more flexibility in developing several aspects. But teacher still uses traditional learning, there is no development of infrastructure of technology and pedagogy. Judging from the teaching tools, namely the syllabus and lesson plan, teacher has sufficiently developed the lesson plan quite well according to the components in the Emancipated Curriculum. So that transformative learning cannot occur.

CONCLUSION

In planning an Emancipated Curriculum, from the results of the analysis it is stated that teachers are ready with an Emancipated Curriculum. Teachers have also attended several workshops and webinars in the MGMP group. Personally, the teacher is ready to

implement the Emancipated Curriculum. Teachers have mastered information about the Emancipated Curriculum both assessment, learning approaches and teaching tools. Even teachers have applied the concept of an Emancipated Curriculum a little. In planning the Emancipated Curriculum, teachers are already at the ethnical understanding stage. Where the teacher has explored values and linked them to context.

In the analysis of implementing the Emancipated Curriculum, the results show that teachers have implemented the Emancipated Curriculum in class. However, teachers still have a little difficulty in determining content limits in learning outcomes (CP). Besides that, in learning in the classroom the teacher still uses the old approach or traditional learning. No exploration, not using differentiated learning and student centered only applied to project based learning. Apart from this, the teacher has also developed a lesson plan and syllabus well. In addition, the teacher has implemented project based learning well. But not too much teacher agency has been carried out by teachers. Of all that has been done, it can be concluded that teachers are still not fully familiar with the Emancipated Curriculum. The lack of socialization to teachers so that the understanding of teachers from one teacher to another varies. Based on the results of the analysis, it can be concluded that there is no transformative learning yet because teachers tend to still use all types of learning like the old curriculum.

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