The English Teacher Readiness in Implementing
The Emancipatory Curriculum at A Private School in Indonesia

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Abstract: This study investigates the readiness of English teachers in implementing the Emancipatory Curriculum at SMK Perjuangan Bangsa Ligung, Majalengka, by highlighting the importance of teacher readiness in educational reform. Using a qualitative case study methodology, data were collected through structured interviews, classroom observations, and document analysis involving four English teachers at the school where the study was conducted. The results showed varying levels of readiness among teachers, with some effectively using active and participatory learning models, while others faced challenges in creating an interactive classroom environment. Factors such as adequate training and technological support have a positive effect on readiness, while resource and time constraints pose significant challenges. The discussion emphasized the need for continuous professional development and institutional support to improve teachers' abilities and ensure successful curriculum implementation, ultimately contributing to improved student engagement and learning outcomes

Keyword: Teacher Readiness, Emancipatory Curriculum, Learning Models, Educational Challenges

INTRODUCTION

In recent years, the learning curriculum in Indonesia has undergone significant changes aimed at improving the quality of education. These changes reflect the need to adapt the education system to the times and the global challenges faced by the younger generation. One of the latest approaches adopted is the Emancipatory Curriculum, which emphasizes the development of critical, creative, collaborative and communicative thinking skills. This approach focuses not only on mastering academic knowledge, but also on developing students' character and social skills.

The Emancipatory Curriculum seeks to empower students through learning that is relevant to the context of their lives. This includes the integration of social, cultural and environmental issues in the learning process, so that students can understand and analyze situations they face in their daily lives. Thus, students are not only recipients of information, but also agents of change who are able to think critically and take appropriate action in facing social challenges. This approach is in line with the national education goal of creating a generation that is not only academically intelligent, but also has social awareness and the ability to contribute positively to society (Ministry of Education and Culture, 2020).

The Emancipatory Curriculum also emphasizes the importance of collaboration and communication in the learning process. In this context, students are encouraged to work together in groups, share ideas and learn from each other. This not only improves students' social skills but also prepares them to work in teams in the professional world. Research shows that good collaborative and communication skills are essential in an increasingly complex and interconnected world of work (Partnership for 21st Century Skills, 2019).

Furthermore, the curriculum seeks to foster social awareness and justice among students. By integrating social justice values in learning, students are encouraged to understand issues of injustice in society and play an active role in creating positive change. This is in line with the concept of education that is oriented towards character building and human values, which are expected to form individuals who are not only intelligent, but also ethical and responsible (UNESCO, 2015).

The implementation of a new curriculum, such as the Emancipatory Curriculum, certainly requires careful preparation from teachers, especially English teachers who have an important role in shaping students' language skills and critical thinking. Teacher readiness in this context includes not only technical aspects, but also deep pedagogical and psychological aspects.

First, a deep understanding of the philosophy and objectives of the curriculum is essential. Teachers need to understand the basic principles of the Emancipatory Curriculum, including how it focuses on developing critical, creative and collaborative thinking skills. Without a strong understanding of these objectives, teachers may struggle to integrate these values into daily learning practices. Research shows that teachers who have a good understanding of the curriculum tend to be more effective in implementing it (Guskey, 2002).

Second, the ability to design and implement appropriate learning strategies is key to creating meaningful learning experiences. Teachers must be able to design learning activities that are not only interesting, but also relevant to the context of students' lives. This includes the use of active learning methods, such as group discussions, collaborative projects, and problem-based learning, which can increase student engagement and encourage them to think critically (Brusilovsky & Millán, 2007). In addition, teachers also need to adapt teaching materials and teaching methods according to the needs and characteristics of students, which requires flexibility and creativity in teaching approaches.

Third, skills in evaluating and reflecting on learning practices are also very important. Teachers need to have the ability to assess the effectiveness of the strategies they use and reflect on the learning process. Through reflection, teachers can identify areas that need improvement and develop better practices in the future. Research shows that reflection is an important component in teachers' professional development, which can improve the quality of teaching and student learning outcomes (Schön, 1983).

Teachers' readiness greatly affects the success of curriculum implementation. Prepared teachers will be better able to create a supportive learning environment, where students feel safe to participate, explore, and express their opinions. This is in line with the findings of Darling-Hammond (2017), which shows that teachers who are well-trained and have adequate support tend to be more successful in implementing the new curriculum. Therefore, it is important for educational institutions to provide comprehensive and ongoing training for teachers, as well as create a collaborative culture among educators to share best practices and experiences.

However, teacher readiness to implement the Emancipatory Curriculum is still a challenge, especially in private schools that may have limited access to resources and training. In the context of education in Indonesia, private schools often operate with more limited budgets compared to public schools, which can affect the quality of professional training available to teachers. Many teachers in private schools face obstacles in terms of professional training, access to quality teaching materials, and support from school management (Sukmadinata, 2019).

These limitations can result in a lack of teachers' understanding of the philosophy and goals of the Emancipatory Curriculum, which in turn can hinder their ability to design and implement effective learning strategies. Research shows that teachers who do not receive adequate training tend to feel less confident in implementing the new curriculum, which can negatively impact the quality of teaching and student learning outcomes (Ingersoll, 2003).

In addition, limited access to quality teaching materials is also a significant problem. Many teachers in private schools may not have access to the latest educational resources, such as textbooks, educational software, and other teaching aids. This can result in a lack of variation in the teaching methods used, thereby reducing the effectiveness of learning. Research by Hattie (2009) shows that the use of appropriate and diverse resources in teaching can significantly improve student learning outcomes.

Support from school management is also an important factor in teacher readiness. Proactive and supportive management can create an environment conducive to teachers' professional development. Conversely, if management does not provide sufficient support, such as time for training or opportunities for collaboration between teachers, then teachers' readiness to implement the new curriculum will be hampered (Leithwood & Jantzi, 2000).

Therefore, this study aims to explore the extent of English teachers' readiness in implementing the Emancipatory Curriculum in a private school in Indonesia. This research will also identify the factors that affect this readiness, as well as the obstacles and opportunities faced by teachers. By understanding the challenges faced by teachers, it is hoped that the right solutions can be found to improve their readiness, so that the implementation of the curriculum can run more effectively and have a positive impact on the quality of education.

METHOD

In this study, we used a descriptive qualitative method as a case study at SMK Perjuangan Bangsa Ligung to analyze the readiness of English teachers in implementing the Emancipatory Curriculum. According to Kumar (2011), descriptive studies focus on description rather than examining relationships or associations, making it suitable for this research.

The research was conducted at SMK Perjuangan Bangsa Ligung, a private school in Majalengka, West Java. This location was chosen because the school had implemented the Emancipatory Curriculum and had relevant research subjects. Four English teachers participated, with data collected over three months from September to November 2024. Interviews and classroom observations were conducted to assess teaching practices and student engagement.

Data collection was carried out through interviews, observations, and document analysis. Structured interview guides allowed for an in-depth exploration of teachers' views and experiences related to the Emancipatory Curriculum, including obstacles faced (Creswell, 1998). Non-participant observation was employed to gather data on curriculum implementation in the classroom, supported by field notes and checklists (Williams, 2008). Documentation, such as

lesson plans, was analyzed to validate teachers' readiness in implementing the curriculum (Sugiyono, 2010; Bowen, 2009).

Data analysis was performed using a descriptive qualitative approach (Miles & Huberman, 2014), involving data condensation, data display, and conclusion drawing. Data condensation included selecting, focusing, simplifying, abstracting, and transforming data from field notes and interview transcripts. Data display represented the outcome of data condensation, organized into structured information. The final step was drawing conclusions or verification, where the results from data coding were used to draw conclusions.

To ensure reliability and reduce bias, methodological triangulation was employed by combining interviews, documentation, and observations (Denzin, 1978). This methodology aims to provide in-depth insights into the challenges and readiness of teachers in facing curriculum changes in the modern education era, as well as to uncover various factors influencing the successful implementation of the new curriculum.

RESULTS AND DISCUSSION

The research findings regarding teachers' readiness to implement the Emancipatory Curriculum at SMK Perjuangan Bangsa indicate that the level of readiness among teachers varies, with some successfully applying active and participatory learning models. However, challenges in creating a fully participatory classroom environment still exist, as expressed by Teacher 1, who acknowledged difficulties in increasing student participation despite using relevant group discussion and lecture methods connected to students' daily lives. Teachers have adopted various learning models, such as project-based learning, problem-based learning, and cooperative learning, which align with the principles of the Emancipatory Curriculum that emphasize competency-based learning and active student engagement. Nevertheless, despite the enthusiasm and good understanding of this curriculum, many teachers still face challenges in adjusting materials and teaching methods, where the lack of specific training and adequate support becomes a major obstacle.

Therefore, further efforts are needed to provide training and sufficient resources for teachers. This research also highlights the importance of continuous support for teachers, including additional training and opportunities to share experiences with peers, so they can be better prepared to face the challenges in implementing the Emancipatory Curriculum. With the right support, teachers can create a more effective and meaningful learning environment for students. Overall, to achieve the goals of the Emancipatory Curriculum, collaborative efforts from all stakeholders, including teachers, schools, and educational institutions, are necessary to create a supportive and effective learning environment.

CONCLUSIONS

The conclusion of this study highlights several important points related to teachers' readiness to implement the Emancipatory Curriculum. Teachers' readiness to apply the curriculum shows significant variation, with some able to implement innovative teaching methods, while others still face difficulties in creating an interactive learning environment. This study recommends the need for more focused and ongoing training programs to enhance teachers' skills in curriculum implementation, as well as better support from schools and the government to address existing challenges. The findings of this research are expected to provide insights for policymakers in

formulating more effective strategies to support the implementation of adaptive and responsive curricula that meet students' needs in the modern educational era

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