

Emancipated Curriculum Platform to Enhance English Learning Quality in Teacher Professional Education (TPE)

Lydia Kusdyanti Lasya ^{1*}, Pupung Purnawarman ¹⁾, Adhan Efendi ²⁾

¹⁾Universitas Pendidikan Indonesia, Kota Bandung, Indonesia

²⁾National Chin-Yi University of Technology, Taichung, Taiwan

*Corresponding Author: lydiaiasya81@guru.smk.belajar.id

Abstract: The TPE (Teacher Professional Education), particularly in Piloting Batch 2, is centred around the Emancipated Curriculum Platform (ECP), specifically the certified teacher module. Unlike previous iterations, this TPE program eliminates Zoom meetings with facilitators. As part of the government's effort to enhance teacher professionalism, improve education quality, and address educational challenges, this study examines whether the ECP platform effectively develops professional and pedagogical competencies despite the absence of facilitator feedback. Thirty English teachers from TPE Piloting 2, each with over five years of teaching experience, participated in this survey-based quantitative study. Data were collected through a Google Forms questionnaire. The findings reveal that the ECP platform effectively supports teacher training by enhancing lesson delivery and enabling teachers to adapt lessons confidently. The results suggest that the platform contributes positively to the ongoing digitalization of educational resources, demonstrating its potential to improve teaching quality across various educational levels and contexts. These findings aim to refine the TPE process, offering better outcomes for participating teachers. Future research could further explore the platform's impact on student performance and expand its scope to include other subject areas within TPE, particularly for English teachers. This study underscores the platform's role in transforming teacher education through digital innovation.

Keywords: professional teachers, platform, technology.

INTRODUCTION

To become a teacher in Indonesia, several requirements are outlined in Government Regulation No. 19/2017, which amends Government Regulation No.74/2008. These requirements include having the right academic qualifications, demonstrating four core competencies, holding a teaching certification, being physically and mentally fit, and being capable of supporting national education goals (Kemendikbud, 2018).

Therefore, the main prerequisites for teachers include fulfilling four competencies and obtaining a teaching certificate. Emron et al. (2017) define "competency" as an individual's skill set and attitude, which allow them to perform tasks effectively and exceed basic standards. As stated in Law No. 14/2005 Article 10, these four teacher competencies include pedagogic, personality, social, and professional skills, all obtained

through a teacher certification program ([Kemenristekdikti, 2018](#)).

According to Law No.14/2005, these competencies are defined as follows: (1) Pedagogical competence-the ability to manage learning effectively; (2) Personality competence-a solid character, dignity, and moral integrity, serving as a model for students; (3) Social competence-the skill to communicate and build relationships with students, parents, colleagues, and the community; and (4) Professional competence-the deep mastery of teaching material.

In fact, to foster these competencies, the government, through the Directorate General of Teaching and Student Affairs (2018), has implemented TPE (Teacher Professional Education). Teachers who complete this program demonstrate the competencies necessary to help achieve national educational goals. This is further regulated under the Ministry of National Education Regulation No. 16/2007, which states that teachers must meet specific academic qualifications and competencies. The TPE program, offered by accredited universities and organized by government and community institutions, awards the Educator Certificate to those who complete it. This certification program is open to graduates with at least a Bachelor's or Diploma IV degree ([Kemenristekdikti, 2018](#)).

In recent years, much attention has also been given in educational research to the efficiency of the pedagogical curricula emancipated platforms in the professional education of teachers. Emancipated curriculum frameworks empower teachers to define, strategize, execute and evaluate their professional development, which can certainly alter their teaching methods and even affect students' performance ([Brown & Adler, 2008](#)). Hence, this study will be targeted to the context of English Language teachers, she intends to focus on the influence of an emancipated curriculum platform on the efficacy of teaching, content knowledge, and planning for instruction.

It is demonstrated that in most cases, the traditional curriculum's designs and structures do not allow the teacher to work efficiently, that is, to be creative and grow professionally ([Darling-Hammond et al., 2017](#)). On the other hand, emancipated curriculum frameworks allow professionals to a greater extent to modify the training to fit their needs, more so in English, where instruction borders on artistry and imagination with critical thinking ([Freire, 1970](#)). A case study approach was applied in this research involving thirty English teachers who used the emancipated curriculum platform within one academic year. Data was obtained from teacher pre- and post-intervention surveys, classroom observations, and semi-structured interviews to assess the changes taking place in the teachers' instruction and self-efficacy.

In recent years, the Emancipated Curriculum Platform (ECP) has offered more and more opportunities in teachers' professional education to raise the qualifications of English teachers in terms of teaching strategy and modern pedagogy. The primary purpose of this research is to investigate whether the ECP improves self-directed learning, critical thinking, and collaborative problem-solving skills among EFL teachers. A mixed-methods approach was utilized to gather data through surveys, interviews and pre-post tests from a sample of secondary EFL teachers. The preliminary analyses have shown that teachers who operated with ECP had enhanced efforts on lesson design and control of the classroom, which is in line with the overall objectives of ECP, which is to enhance teachers' decision-making freedom ([Johnson, 2021](#)). Also, they indicated they were more comfortable employing such techniques, which they believed had a direct effect on learning and taught students to be actively engaged ([Smith et al., 2020](#)). Nevertheless, drawbacks such as limited user access to the platform and low levels of digital skills were pointed out as indicative of suggestions for further enhancement of the platform. The study offers evidence of how participation in training and seminars using

ECP enhances professional growth and the importance of research on the effective use of digital concepts in education (Lee & Chen, 2023).

The flexibility of the ECP or Emancipated Curriculum was one area that stood out in the recent research about the curriculum's effectiveness within the Indonesian context. This curriculum model gives the teachers control of the lessons and how the students can benefit from them. This assists them in becoming more engaged in the lessons and, therefore, improves their performance. Teachers can also use multimedia and different techniques and approaches to level off the variation in their students to achieve the desired results. This is in stark contrast to the more rigid and centralized curriculums that can be found supporting the bilingual contact instruction principles that allow for teachers' creativity and active lesson delivery, which, in the case of learning the English language, for example, would be easy comprehension (Faiz & Faridah, 2022; Luhur et al., 2023).

Regarding teaching curriculum implementation, English educators have regarded this curriculum as a means of achieving an interactive and participatory classroom. For example, after lessons that were attended using the platform based on the curriculum-bounded teacher-student interactions, the students' post-test scores improved dramatically in one research when teachers taught concepts on inter-speech communication strategies (Luhur et al., 2023). It shows the impact of flexibility in making use of the framework. Such a strategy used within the different settings attests to the fact that it is the responsibility of the instructors in the classroom to implement the syllabus effectively for language acquisition to be beneficial.

The recipients of every Teacher Certification Program (from now on referred to as TPE Program), as identified in Paragraph One of the Regulation, is a policy designed for individuals who have completed a Bachelor's Degree or Diploma IV (Kemenristekdikti, 2018). The TPE Programs may be implemented as either a Subsidized Certification Program or a Self-Financing Certification Program. The first program is free to students and is funded by the government. On the other hand, the other program has a humanitarian educational program costs that are shouldered entirely by the students. Most EPEI (Educational Personnel Education Institution) and state universities with a Council of Education Faculty are ordered to conduct the TPE program. One of the universities that implement teacher education programs in the Republic of Indonesia is Universitas Negeri Padang (UNP). The TPE program at the UNP has existed for a few years. It is aimed at all pre-service and in-service teachers and teachers of English.

The pre-service certification program is aimed at prospective teacher candidates with the necessary S-1/D-IV academic qualifications and are about to be registered as practising teachers. On the other hand, the in-service certification program targets individuals who are already registered and active in the teaching profession. In-service teachers refer to civil and non-civil servants' teachers who have been on duty in any educational institution, be it central, regional, or community-based providers of education, who have employed individual or collective employment contracts.

The TPE program, as envisioned, is expected to have several beneficial effects on the performance of teachers who have undergone training successfully and have earned the title of professional educator. However, several research studies the researcher has gone through have shown that the TPE Program does not improve educators' performance levels, and there is no impact of the TPE Program on teachers' performance levels. In Baedhowi's study with 3670 respondents, it was found that 50 percent of respondents reported that certified teachers through portfolio assessment did not show any improvement in pedagogical, personal, professional, and social competence (Rohman, 2020). It was also stated that financial gains were the main reasons most

teachers attended the certification, apart from the desire for higher education status.

Besides, [Ashifa \(2023\)](#) investigates the influence of the TPE Program in vocational schools in Simalungun Regency on accounting teachers' performance. The results from this study show that there is no performance difference between certified teachers and non-certified teachers. Peer or co-assessment of teacher performance in the studies mentioned above involved the use of a portfolio, written test, and performance test, respectively. These studies reported negative findings that impacted teacher performance. Hence, they did not enable the teachers to inspect their teaching performance.

In this paper, the writer highlights TPE's adoption of the ECPPlatform, particularly in Piloting Batch 2, which no longer uses Zoom sessions with facilitators. There are differences between the existence of facilitators and the absence of them. Unlike the previous system, TPE has recently been using ECP as the centre of the learning process. Therefore, the writer would like to know how the participants of TPE use this platform, such as the details of the difficulty in improving teachers' pedagogical and professional skills without having direct contact with facilitators, and the correlation and impact of this platform in enhancing the pedagogy competence of teachers as the objective of the program itself.

In 2024, TPE teachers are actively engaged in various structured activities to enhance their professional skills and ensure quality education delivery. These activities are aligned with the Indonesian government's goal of improving teacher competence and certification. One of the key activities is professional development training, where teachers participate in pedagogical, professional, social, and personality development. They also engage in microteaching sessions to practice lesson delivery in simulated classroom settings, receiving feedback from peers and mentors to refine their teaching techniques. In addition, they prepare for certification exams that assess their pedagogical skills, professional knowledge, and practical teaching abilities. To meet the demands of modern education, TPE teachers undergo training in digital literacy and learn how to integrate technology into their lessons using e-learning platforms and digital resources. Many also participate in community engagement programs, such as mentoring students and organizing workshops in underserved areas. Reflection and feedback sessions are a critical part of the process, allowing teachers to evaluate their growth and teaching effectiveness while receiving constructive feedback from instructors and peers. Through these activities, TPE aims to produce teachers who are competent, innovative, and adaptive to the dynamic needs of Indonesia's education system. All of them are done in the certified teacher button in the emancipated curriculum platform. The modules provided in the platform are three modules, such as Principles of Teaching and Assessment, Social-Emotional Learning, and Introduction to Special Education for Children.

The principles of teaching and assessment focus on the core strategies teachers use to create meaningful and effective learning experiences. It is about understanding the unique needs of each student, setting clear goals, and using diverse teaching methods to keep students engaged. Assessment plays a key role here, helping teachers see how well students are doing, where they are struggling, and how lessons can be improved. This assessment includes both regular and ongoing assessments to guide learning and final evaluations to measure achievement. The goal is to make learning a dynamic and rewarding process for everyone involved. Meanwhile, social-emotional learning is all about helping students build important life skills like understanding their emotions, managing stress, and forming healthy relationships. It is not just about academics but also about nurturing the whole child. SEL teaches students how to communicate effectively,

work well with others, and make thoughtful decisions. In a classroom that embraces SEL, students feel safe, supported, and valued, which helps them thrive not only in school but also in life. Teachers weave these lessons into everyday activities, creating a positive and collaborative atmosphere. Lastly, the introduction to special education for children gives teachers the tools and understanding to support kids with special needs. It is about recognizing that every child learns differently and finding ways to ensure they feel included and capable in the classroom. Teachers learn how to adapt their teaching styles, materials, and assessments to meet these unique needs, whether they are physical, developmental, or emotional. This approach emphasizes teamwork—working closely with families, therapists, and other experts to give each child the best chance to succeed and feel part of the community.

RESEARCH METHODS

This research design is a mixed one, with quantitative and qualitative approaches taken together. Mixed methods provide a complete picture of the quality of English teaching in the TPE Program facilitated by the ECP (Emancipated Curriculum) Platform. This way, the researcher measures not only the curriculum output in figures but also the way the curriculum works in practice according to teachers' opinions, thus making the assessment of the platform's effectiveness richer. This research was carried out on English language educators taking up the TPE Program aimed at enhancing the quality of teaching in Indonesia. A purposive sampling method was employed to select the thirty ECP Platform users actively participating in the study. The criteria used to select the participants were their experience with the use of the platform as well as the TPE training, which enabled them to provide insights on how the platform boosts their teaching strategies (Palinkas et al., 2015). Writing formulas and equations using equations accompanied by numbers, as in the formula (1).

$$n = \left(\frac{N}{1+N(e^2)} \right) \rightarrow n = \left(\frac{32}{1+32(0,05^2)} \right) \quad (1)$$

The research design used in this study is mixed methods, which combine quantitative and qualitative approaches. This approach was chosen to provide a comprehensive picture of the effectiveness of the ECPPlatform in TPE. Quantitative data were collected through surveys to measure teachers' perceptions and experiences. In contrast, qualitative data were obtained through in-depth interviews and classroom observations to understand the context and nuances of using the platform. This combination allows researchers to measure curriculum output numerically and understand how the curriculum is implemented in daily practice.

The sampling technique used was purposive sampling, where 30 English teachers actively using the ECPPlatform were selected as participants. The criteria for selecting participants included their experience using the platform and participation in TPE training. This sample selection aims to ensure that participants can provide in-depth insights into how the platform supports their teaching strategies. Purposive sampling was chosen because it allows researchers to focus on individuals with direct experience with the platform, making the data produced more relevant and meaningful.

The research instruments included survey questionnaires, semi-structured interviews, and classroom observations. The survey questionnaire was designed to measure the understanding, usability, and effectiveness of the platform in the context of English language teaching. A Likert scale was used to assess respondents' level of

agreement with various aspects of the platform. Semi-structured interviews were conducted to explore teachers' challenges and experiences using the platform, focusing on ease of use, availability of resources, and overall satisfaction. Classroom observations were conducted to see how platform resources were integrated into lesson plans and classroom management.

The survey in this study was designed to collect quantitative data on teachers' perceptions and experiences in using the Emancipated Curriculum Platform in the TPE Program. The survey instrument was developed by considering the research objectives, namely, to evaluate the platform's effectiveness in improving teachers' pedagogical and professional competence. Survey questions were formulated based on key indicators, including (1) use of the platform, (2) availability and quality of learning resources, (3) impact of the platform on teaching practices, (4) student engagement, and (5) improvement of teacher skills.

The survey used a Likert scale with answer options ranging from "Strongly Disagree" to "Strongly Agree" to measure the level of respondent agreement with various aspects of the platform. Some examples of questions asked include: How often do you use the ECP platform in lesson planning? Do the resources provided by the platform (such as lesson plans and interactive materials) help you teach? Does this platform increase your confidence in teaching? Does the use of this platform increase student engagement in learning? Does this platform help improve your digital literacy? In addition, the survey also included open-ended questions to allow respondents to provide more detailed responses about their experiences using the platform. These questions were designed to capture nuances that might not be revealed through a Likert scale, such as challenges teachers face in using the platform or suggestions for improvement.

Before the survey, the research instrument went through an expert validation process to ensure the accuracy and relevance of the questions. In addition, the survey was distributed electronically via Google Forms to facilitate respondent participation and ensure efficiency in data collection. With this comprehensive survey design, this study successfully collected in-depth and relevant data to evaluate the effectiveness of the ECP platform in the context of the TPE Program. To ensure the quality of the data collected, the survey instrument in this study went through an expert validation process and reliability testing. The instrument's validity was tested by asking several experts in the fields of education and learning technology to evaluate the suitability of the survey questions to the research objectives. The experts assessed whether the questions covered the key aspects to be measured, such as platform effectiveness, student engagement, and teacher competency improvement. The results of the expert validation showed that the survey instrument had high content validity, meaning that the questions asked were relevant and able to measure the intended construct.

In addition to validity, the reliability of the instrument was also tested using Cronbach's Alpha method to measure the internal consistency of the questions in the survey. Cronbach's Alpha value obtained was 0.85, indicating a very good reliability level (values above 0.7 are considered acceptable). This indicates that the questions in the survey are consistent in measuring the same variables so that the survey results are reliable and stable. Thus, the survey instrument used in this study meets the validity and reliability standards needed to produce accurate and reliable data.

Data analysis procedures were conducted separately for quantitative and qualitative data. Quantitative data were analyzed using descriptive statistics to identify central tendencies and variability in teachers' responses to the platform. Further statistical analysis was conducted using SPSS to identify significant trends in the data. Meanwhile, qualitative data were analyzed through thematic analysis with a coding and

pattern representation approach based on the [Braun & Clarke \(2006\)](#) method. This thematic analysis helped capture teachers' subjective experiences and challenges in using the platform. To increase the validity and reliability of the study, data triangulation was conducted by combining the results of the survey, interviews, and observations. In addition, the research instrument was reviewed by experts prior to data collection to ensure its accuracy and relevance.

This section will focus on quantitative data collection, comprising survey forms. The descriptive statistics will be applied to the collected data to assess respondents' responses, focusing mainly on the central tendency and variability of the teachers' rating of the platform. Statistical tests conducted in SPSS will be performed to identify any significant trends in the data ([Field, 2018](#)). With respect to qualitative data collected through interviews and observations, qualitative data analysis will be carried out through thematic analysis using [Braun & Clarke's \(2006\)](#) coding and pattern representation approach. This method helps capture the teachers' internal struggles concerning the research topic and their experience with the platform, which adds to the analysis in that it offers context ([Miles et al., 2014](#)).

To enhance the validity and reliability of the study, more than one way of triangulation is employed, thus making the study confident ([Patton, 2015](#)). Indeed, when surveys, interviews, and observations are performed, they are designed to answer the same core research question. Hence, findings are cross validated. To measure reliability, an expert review of the survey and interview inquiries was done before data collection. All potential respondents were apprised of the purpose of the study, the fact that their participation is purely voluntary, and they can withdraw at any stage without any consequences. [Resnik, 2020](#) indicated that confidentiality was safeguarded, and participants' data was anonymized. In addition, the research was approved by the IRB of the relevant institution, meaning the ethical requirements were adhered to.

RESULTS AND DISCUSSIONS

Result

This method includes obtaining survey statistics and conducting ethnographic research by conducting classroom interviews and observations. It investigates the effects of the curriculum platform on pedagogical practices, student involvement, and staff development.

Quantitative Results

In turn, these debates have illustrated how important digital curricula are within modern-day teacher training as support to previous findings. Data from the survey demonstrates that 75% or above participants opine that using the Emancipated Curriculum Platform enhances their teaching practice. According to respondents, there was enhanced confidence toward lines of implementation that seemed to lie outside the rigidity of the curriculum, such as student centricity ([Widodo, 2022](#)). More than eighty-five percent of teachers claimed that the platform's resources, including lesson plans, interactive classes, and materials for conducting English lessons, helped them plan and execute the proper English lessons. These outcomes also support the notion of the effectiveness of teachers using instructional media or materials in a digital form, provided these resources are appropriately designed for education purposes ([Noveliya et al., 2023](#)).

Table 1. Respondent characteristics

Respondent Characteristics	Amount	Percentage (%)
Gender		
Male	5	16,7
Female	25	83,3
Total	30	100
Age		
26-30	3	10
31-35	12	40
36-40	13	43,3
41-45	2	6,7
Total	30	100
Knowledge of Emancipated Curriculum Platform Approach		
Yes	30	100
Total	30	100

The data from [Table 1](#) also provides a discussion on the background of the respondents as well as their familiarization with the Emancipated Curriculum Platform. A big number of the respondents (83.3%) are females, which may indicate that women are likely to overshadow men in the TPE program. Analysis of the age of the respondents' ethnicity reveals that embracing a wider age distribution, the highest proportion (43.3%) of participants falls within the age range of between 36-40 years, implying that most participants are experienced. It is noteworthy that every one of them (100%) has heard of the Emancipated Curriculum Platform. That means that the entire area of TPE programs has benefited from it.

This knowledge, in turn, indicates that improving the quality of English learning will not be a challenge. Prior studies showed that such curriculum improvement strategies as using the Emancipated Curriculum Platform Inclusion have a positive impact on the improvement of learning languages ([Johnson & Smith, 2023](#)). This is most important in the TPE program's active participation because the students must come into practice from the theoretical aspect. Nevertheless, it is a different question of whether it works in practice and increases the effectiveness of English learning through the TPE program, and this requires further research regarding the Emancipated Curriculum Platform.

Table 2. The emancipated curriculum platform has been introduced in the TPE Program

Respondent Characteristics	Amount	Percentage (%)
Frequently Introduced	5	16,7
Very Frequently Introduced	25	83,3
Total	30	100

The table above illustrates the usage of the emancipatory curriculum by the TPE over the years. The information indicates that this curriculum platform was mostly introduced, with 83.3% and 16.7% of the respondents asserting that it was Very Frequent and Frequently Introduction of this curriculum platform was conducted, respectively. These findings, therefore, point out that the East African Educators curriculum platform has been integrated into TPE, an aspect that may help enhance the quality of English language learning.

It has also been established in earlier works that modernizing teaching, such as

using the emancipated curriculum, positively influences students' development (Smith, 2022). These platforms also allow teachers to use learning strategies that encourage student engagement at a deeper level (Jones, 2021). As learning with strategy is emphasized in the curriculum and all participants are made to be actively engaged, the possibility of learning becoming more pleasurable and effective, enhancing one's English skills, is high.

The Table 3 illustrates how common methods or tools based on Problem-Based Learning (PBL) are applied within a TPE program. The findings show that 70% of the respondents proclaimed using PBL 'often', 16.7% said that PBL is used 'very often', and 13.3% stated that PBL is used 'quite often.' This indicates a healthy and positive uptake of PBL in this TPE program.

Table 3. Frequency of using methods or materials related to the Emancipated curriculum platform in learning

Respondent Characteristics	Amount	Percentage (%)
Often	21	70
Very Often	5	16,7
Quite Often	4	13,3
Total	30	100

Moreover, the prevalence of the use of PBL activities is consistent with recent studies that demonstrated PBL's ability to improve the quality of learning English in different circumstances. For example, research conducted by Almulla (2020) illustrated that PBL techniques mixed learning of the English language with increased interaction amongst students and critical thinking in addition to acquiring English language skills. According to Gonzales (2017) PBL was acknowledged as one way to encourage active learning and teaching in a classroom setting involving learning the English language. This implies that the TPE program's support for PBL has enhanced the learning experience for students encouraged to work with the English language content and exposed to various skills. PBL principles have been incorporated into the program's design, underscoring the program's risk of using new teaching methods to improve the program participants' English language acquisition.

Table 4. Emancipated curriculum platform approach is relevant to students' learning needs in the current era

Respondent Characteristics	Amount	Percentage (%)
Doubtful	2	6,7
Relevant	23	76,6
Very Relevant	5	16,7
Total	30	100

The table above summarizes the respondent's evaluation of how useful the emancipated curriculum platform is in meeting students' learning demands today, especially in the context of the TPE program. This work has the endorsement of nearly three-quarters (76.6%) of the 30 surveyed convinced that the curriculum approach is 'Relevant' to current learning needs. In addition, 16.7% of respondents believe that it is 'Very Relevant,' which indicates the approval of this approach to education. Only a small portion of those surveyed (6.7%) are skeptical about its relevance. From these findings,

one can conclude that there is a general belief in the appropriateness of the claimed emancipated curriculum to improve future teachers' English studies.

The contemporary trends draw attention to the deployed emancipated positive approaches and leaner curricula's concepts as current requirements to encourage critical thinkers and adaptable and active learners. On this point, [Jones and Wang \(2022\)](#) provide an example of flexible curriculum platforms that enhance students' language and critical language skills proficiency by availing a variety of appropriate resources. In the same way, [Lee et al. \(2023\)](#) posit that such platforms advocate for a degree of ultimatums on the instructors, which ensures that the content is developed in an evidence-based manner that cuts across the target students. This need is crucial, especially in English language learning. This echoes the objectives of TPE, which are to train people who will be prepared for a multiple task-oriented teaching profession.

The [Table 5](#) the perception of components of the TPE and the respondents' understanding and application of the concept of the curriculum emancipation platform. Out of the 30 respondents, a significant majority of 76.6% rated the TPE as 'Very Effective' in helping teachers understand and use this curriculum approach. Following that, 16.7% rated it as 'Sometimes Effective' while only a few 6.7 % rated that 'Effective' will do. These findings indicate that the TPE program is considered a well-formed scaffolding for developing and preparing teachers to use an emancipated curriculum for teaching.

Table 5. The Teacher Professional Program (TPE) facilitates the understanding and implementation of Emancipated curriculum platform effectively

Respondent Characteristics	Amount	Percentage (%)
Effective	2	6,7
Very Effective	23	76,6
Sometimes Effective	5	16,7
Total	30	100

Recent studies point out that teacher training programs such as the TPE effectively prepare teachers to adopt flexible approaches. For instance, [Chen et al. \(2022\)](#) and similar studies show that teacher training programs focused on open or emancipated curricula help raise teachers' adaptability and confidence in the classroom. Also, Wang and [Lee \(2023\)](#) assert that classroom teachers who go through professional training to implement a curriculum can apply the new curriculum approaches more efficiently, leading to a better outcome in the learning process. This study shows consistency with the data presented in [Table 5](#), as it corresponds to the understanding of the TPE aimed at enabling the center to utilize the concept of an emancipated curriculum and English language teaching to prospective teachers.

Table 6. Emancipated curriculum platform helps in improving teaching competence

Respondent Characteristics	Amount	Percentage (%)
Very Helpful	26	
Quite Helpful	4	
Total	30	100

The table above indicates respondents' opinions on the effectiveness of the emancipatory curriculum platform in improving teaching competence on the part of the respondents. Out of the 30 respondents, the majority (86.7%) prefer the platform as 'Very Helpful' in sharpening teaching skills, and the rest, which is about 13.3%, clasp it as 'Quite Helpful.' This pleasing reception indicates that the emancipated curriculum platform is appreciated as a useful resource in

enhancing teaching competency within the TPE program, which in turn is instrumental to the training of English language teachers.

Current evidence is advancing the case for using flexible curriculums to enhance teachers' competencies. For example, research studies by [Martinez and Cruz \(2023\)](#) indicate that eliminating the suffocating structure of the curriculum enables educators to be active learners as they adjust and find different ways of teaching, leading to better teaching competence. In addition, curriculum constructs affording such models of teaching progression to the language teachers and do away with the old pedagogical skills that [Taylor and Zhou \(2022\)](#) emphasize as essential in language learning. All these are evident in the data in Table 6, as the emancipated curriculum platform is of great importance in the professional growth of the teachers within the TPE program.

The findings presented in [Table 7](#) show that all the respondents, which number thirty, hold the idea that the content covered in the Emancipated Curriculum Platform can be applied to real teaching practices. This presents the platform's content as pertinent and useful in improving English learning as part of the TPE program. This, nonetheless, comports with recent studies where it was found that students' much higher engagement and performance was observed with curricula predicted on practicality ([Zhang et al., 2022](#); [Li & Xu, 2023](#)). In addition, incorporating practice into English learning supports creativity and problem-solving, which are regarded as key skills in the present age ([Brown & Lee, 2023](#)). The above illustrates that the Emancipated Curriculum Platform is not just sufficient but also extremely effective within the framework of improving the English language skills of prospective teachers.

Table 7. The material taught in Emancipated curriculum platform can be applied directly in classroom teaching situations

Respondent Characteristics	Amount	Percentage (%)
Yes	30	100
Total	30	100

Table 8. Aspects of Emancipated curriculum platform that support the development of teachers' practical skills

Respondent Characteristics	Amount	Percentage (%)
Increased digital literacy	30	100
Increased adaptability	30	100
Increased collaboration skills	30	100
Increased creativity	30	100
Total	30	100

As seen from the data in [Table 8](#), all 30 respondents (100%) recognize the contribution of the Emancipated Curriculum Platform to some of the important practical skills required for teaching English. This implies literacy, adaptability, collaboration, and creativity are some areas of focus that the respondents appreciate about the platform, and no area of teacher development is left undeveloped. Recent research shows that these skills are vital in attaining education today. For instance, indoctrination into the use of computers has been made compulsory in most learning institutions, and therefore, pupils and students alike need to be digitally literate ([Fatimah et al., 2017](#)). Besides, adaptable and cooperative skills are necessary for useful instruction and learners' engagement ([Smith & Johnson, 2023](#)). As is present in the discourse about educational practices of today, the concept of creativity is important in developing education practices that aim at teaching innovatively ([Park & Kim, 2022](#)). Overall, these findings prove that the Emancipated Curriculum Platform is successful in helping teachers build up relevant skills that improve the learning of the English Language in the TPE program.

Table 9. The level of difficulty in understanding and applying the material provided in emancipated curriculum platform

Respondent Characteristics	Amount	Percentage (%)
Just Ordinary	5	16,7
Easy	22	73,3
Very Easy	3	10
Total	30	100

Based on the findings presented in Table 9, it can be observed that the overwhelming majority (73.3%) of the participants regarded the Materials from the Emancipated Curriculum Platform as simple to comprehend and implement. Only a few of the percentages indicated that the Materials were average or very simple, which indicated mostly a positive attitude towards the design and use of the curriculum provided. This asserts the findings of previous researchers who argued that educational materials should be designed, put in the classrooms, and all materials taken out to create effective classrooms (Mariana, 2023). Research shows that when learning resources are prepared, considering the learner's understanding, it boosts their involvement and improves the learning curve (Kumar & Singh, 2022). Furthermore, the effective comprehension of materials addressed here resonates with the traditional and modern teaching techniques that support different approaches to teaching children with various needs (Peterson, 2023). In general, the results consider the Emancipated Curriculum Platform as one of the facilitators for improving the quality of English learning provided in the TPE program through the appropriate provision of materials.

Qualitative Results

In-depth interviews have offered insights that show that teachers can alter the lessons on the platform due to their flexibility. Teachers enjoyed how the platform structure and resources enabled them to employ a text-based approach in tandem with the English TPE Program objectives. One of them claimed, "The good thing about the curriculum is that it gives me the room to adjust the lessons to the levels of understanding of my students, which was previously difficult." These arguments are consistent with those of Rumodar et al (2024), who argued that adaptability of curricular materials is vital for promoting inclusive education, especially in multilingual environments.

According to the data observed, students seemed to participate more in the lessons when teachers used the interactive materials provided by the Emancipated Curriculum Platform. Teachers noted that students appeared more motivated and engaged, particularly where audio-visual resources and interactive sessions were involved. These findings correspond with literature that suggests that curriculum platforms with multimedia features increase student engagement by employing different teaching styles (Zulkifli et al., 2023). Additionally, many teachers indicated that teaching materials helped enhance active learning, in line with the existing tendencies towards more student-friendly learning environments (Andriani, 2022).

The interviewees noted that the professional development opportunities offered by the Emancipated Curriculum Platform were another noticeable benefit. They indicated that the platform's professional development resources, which involve teaching methods and assessment practices, positively impacted their self-esteem in teaching English. This is consistent with previous research suggesting that including teacher support tools in

digital platforms greatly enhances the self-efficacy and the quality of teaching of modern teachers (Rahman & Sholihah, 2023). As one participant explained, being able to access continuous assistance and materials benefits me because I am always up to date, and I can address the needs of the students.'

Discussions

The results of this study indicate that the Emancipated Curriculum Platform significantly supports the improvement of the pedagogical and professional competence of English teachers in the TPE program. As many as 75% of teachers stated that this platform improved their teaching practices, with 85% acknowledging that resources such as lesson plans and interactive materials helped them design and deliver more effective learning. This finding aligns with previous studies showing that digital platforms can increase teachers' confidence in managing learning and adapting materials to students' needs (Johnson, 2021; Prasetyo & Fauziah, 2022). In addition, the flexibility of this platform allows teachers to be more creative and innovative, which are key elements in 21st-century education (Widodo & Kusumawardhani, 2022). The results also revealed that using this platform increased student engagement in learning. Teachers reported that students were more motivated and actively participated when learning materials were delivered with the help of multimedia and interactive resources. This supports the findings of Setiawan and Puspitasari (2023), who stated that interactive learning platforms can improve student engagement and learning outcomes, especially in the context of language learning. In addition, this platform also helps teachers develop practical skills such as digital literacy, adaptability, and collaboration, which are essential in the modern education era (Katz, 2022; Smith & Johnson, 2023).

The practical implication of this finding is that the ECPPlatform can be an effective tool to support teacher professional development and improve the quality of learning. This platform not only provides relevant and easily accessible resources but also allows teachers to customize learning materials according to student needs. To maximize the benefits of this platform, it is recommended that further training be provided to teachers to improve their digital literacy and ability to utilize the platform's features optimally. In addition, further research can be conducted to evaluate the impact of this platform on student learning outcomes, to provide stronger empirical evidence of its effectiveness. The implementation of this platform also needs to be supported by educational policies that encourage the integration of technology in the learning process, which is in line with the vision of the Indonesian Ministry of Education and Culture (Indonesian Ministry of Education and Culture, 2022).

The Role of Digital Platforms in Teacher Education

The results indicate that the Emancipated Curriculum Platform effectively supports teacher training by improving lesson delivery and enabling teachers to adjust lessons comfortably. This is by Prasetyo and Fauziah (2022), who established that teachers could adapt well and grow professionally thanks to the availability of resources through digital platforms. In congruence with the objectives of the Emancipated Curriculum, the platform's design encourages teachers to be more independent and creative, which is one of the elements of education in the 21st century (Widodo & Kusumawardhani, 2022).

Student-Centered Approaches and Engagement

The fact that the Emancipated Curriculum Platform has positively influenced student engagement is sufficient reasoning, considering recent advancements in

educational technology, which have greatly emphasized the use of interactive learning and learning that involves a lot of multimedia. This study bolsters the assertions made by [Setiawan and Puspitasari \(2023\)](#) that the use of interactive platforms promotes active learning through students' engagement with the teaching content. Such materials are, however, most applicable in a language class where they provide the students with adequate levels of engagement and motivation necessary for successful language learning ([Brown & Lee, 2022](#)).

Implications for the TPE Program

The findings emphasize the importance of the TPE Program in incorporating digital tools such as the Emancipated Curriculum to improve instructional methods as well as professional development of the teachers. The program can enhance suitable modes of teaching so that the practices thereof are in keeping with the current standards of teaching ([Afif, 2024](#)) by providing teachers with flexible and engaging resources. This is in line with the vision of the Ministry of Education and Culture of the Republic of Indonesia, which encourages the use of technology in teaching and learning processes ([Indonesian Ministry of Education and Culture, 2022](#)).

CONCLUSION

The analysis provided in the present study concludes that TPE English teachers' use of the Emancipated Curriculum Platform is effective due to the flexible resources it offers, the possibility to engage students, and the professional self-efficacy of the teachers themselves. The platform complements the ongoing changes in the education sector, with a drive towards digitalizing educational materials. It asserts the benefits of such resources to the quality of teaching at different levels and types of education. This view of the platform can be enriched in future studies focusing on student performance about the platform. It can be broadened by comprising other subject areas along with the TPE.

REFERENCES

- Almulla, M. (2020). The effectiveness of the project-based learning (PBL) approach as a way to engage students in learning. *SAGE Open*.
- Andriani, D. (2022). The effectiveness of multimedia-based learning in increasing student engagement. *Journal of Educational Technology*, 35(4), 178-189.
- Afif, Z. N. M. (2024). Manajemen kurikulum program pembelajaran kewirausahaan di Sekolah Menengah Kejuruan. At Tadbir: *Islamic Education Management Journal*, 2(1), 66-77.
- Ally, M. (2004). Foundations of educational theory for online learning. In M. G. Moore & W. G. Anderson (Eds.), *Handbook of distance education* (pp. 3-31). Mahwah, NJ: Lawrence Erlbaum Associates.
- Ashifa, S. (2023). Perspektif Mahasiswa Tentang Profesi Guru dan Program Pendidikan Profesi Guru (PPG)(Studi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan, UIN Syarif Hidayatullah Jakarta Angkatan 2018) (Bachelor's thesis, Jakarta: FITK UIN Syarif Hidayatullah Jakarta).
- Brown, A., & Lee, C. (2023). Practical application in language learning: Fostering critical skills through real-world curricula. *Journal of Educational Research*, 56(2), 122-

- Brown, H. D., & Lee, H. (2022). *Teaching by principles: An interactive approach to language pedagogy* (5th ed.). Pearson.
- Brown, J. S., & Adler, R. P. (2008). Minds on fire: Open education, the long tail, and learning 2.0. *Educause Review*, 43(1), 16-32.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101.
- Chen, Y., Li, X., & Kim, M. (2022). Teacher professional development and curriculum flexibility: Impacts on classroom practices. *International Journal of Educational Research*, 120, 102035.
- Clark, R. M. (2013). *13 things about teaching and learning*. ASCD.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed method approach* (5th ed.). Sage.
- Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective teacher professional development*. Palo Alto, CA: Learning Policy Institute.
- Emron, E., Anwar, Y., & Komariyah, I. (2017). *Manajemen Sumber Daya Manusia*. Bandung: Alfabeta.
- Fatimah, S., Apriono, D., & Sutrisno, S. (2024). Model Pembelajaran Kolaboratif Berbasis On Line Di Era Milenial (Alternative Pemecahan Masalah). *Jurnal Darma Agung*, 32(3), 407-413.
- Faiz, F., & Faridah, F. (2022). Edumaspul: Journal of English Education. *Jurnal Merdeka Belajar Kampus Merdeka (MBKM)*.
- Field, A. (2018). *Discovering statistics using IBM SPSS Statistics* (5th ed.). Sage.
- Freire, P. (1970). *Pedagogy of the oppressed*. New York: Continuum.
- Indonesian Ministry of Education and Culture. (2022). Transforming education through digital integration in Indonesia. *Education Policy Journal*, 17(2), 44-59.
- Johnson, M., & Smith, A. (2023). The impact of curriculum platform design on language learning outcomes. *Journal of Educational Technology*, 40(2), 123-145.
- Johnson, T. (2021). Teacher autonomy and curriculum flexibility: Impacts on professional development. *Journal of Educational Studies*, 45(3), 245-258.
- Jones, A., & Wang, L. (2022). Adapting curriculum platforms for language acquisition: Impacts on student engagement and learning outcomes. *Journal of Modern Language Education*, 15(3), 240-258.
- Jones, M. (2021). The impact of student-centered learning on student engagement and achievement. *Journal of Educational Research*, 104(4), 397-408.
- Katz, I. R. (2022). Digital literacy in education: Preparing teachers for a technology-driven classroom. *Journal of Digital Learning*, 34(1), 45-60.
- Kemenristekdikti. (2018). *Pedoman Penyelenggaraan Program Pendidikan Profesi Guru*. Jakarta: Kementerian Pendidikan dan Kebudayaan.
- Kumar, A., & Singh, R. (2022). Designing accessible educational resources: Best practices for enhanced learning. *International Journal of Inclusive Education*, 26(4), 450-467.
- Lee, J., Kim, S., & Park, H. (2023). Empowering teachers through flexible curriculum models: Insights from the English education sector. *Teaching and Teacher Education*, 102, 103456.
- Lee, M., & Chen, Y. (2023). Evaluating digital tools in teacher training: A meta-analysis. *Journal of Teacher Education Research*, 15(2), 102-118.
- Luhur, A. B., et al. (2023). English education journal. *Journal of Educational Research*, 53(2), 139-153.
- Mariana, D. (2023). Pengembangan Media E-Komik dalam Pembelajaran PAI Berbasis Kontekstual Materi Kisah Sahabat Rasulullah SAW Kelas 5 SDN Plumbungan

- Sukodono Sidoarjo. *EDUKASIA: Jurnal Pendidikan Dan Pembelajaran*, 4(2), 2031-2038.
- Martinez, L., & Cruz, R. (2023). Curriculum flexibility and teaching competence in language education. *Language Teaching Research*, 27(2), 145-162.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). Sage.
- Novelita, N., Devian, L., Sufyarma, S., & Rifma, R. (2023). Strategi Pengembangan Profesionalisme Guru dalam Konteks Manajemen Berbasis Sekolah Dasar di Era Digital. *MODELING: Jurnal Program Studi PGMI*, 10(3), 380-395.
- Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2015). Purposeful sampling for qualitative data collection and analysis in mixed method implementation research. *Administration and Policy in Mental Health and Mental Health Services Research*, 42(5), 533-544.
- Park, J., & Kim, H. (2022). The power of creative teaching strategies in language education. *International Journal of Education and Research*, 10(3), 125-138.
- Patton, M. Q. (2015). *Qualitative research & evaluation methods* (4th ed.). Sage.
- Peterson, M. (2023). Differentiated instruction: Strategies for diverse classrooms. *Teaching and Teacher Education Journal*, 49, 100-115.
- Prasetyo, B., & Fauziah, A. (2022). The role of digital curriculum platforms in enhancing teacher autonomy. *International Journal of Educational Innovation*, 20(5), 60-75.
- Rahman, R., & Sholihah, L. (2023). Professional development in digital teaching: Lessons from the Emancipated Curriculum Platform. *Teacher Education Quarterly*, 40(1), 92-108.
- Resnik, D. B. (2020). *Research ethics: A philosophical guide to the responsible conduct of research*. Cambridge University Press.
- Rohman, H. (2020). Pengaruh kompetensi guru terhadap kinerja guru. *JURNAL MADINASIKA Manajemen Pendidikan Dan Keguruan*, 1(2), 92-102.
- Rumodar, G. K., Messakh, J. J., & Naibaho, L. (2024). Pendidikan Bahasa sebagai Upaya Membangun Generasi Unggul di Era Digital. *Jurnal Kridatama Sains Dan Teknologi*, 6(01), 80-87.
- Setiawan, D., & Puspitasari, M. (2023). Interactive learning platforms in language education: A review. *Language Teaching and Technology Journal*, 14(2), 89-103.
- Smith, A., Jones, L., & Brown, K. (2020). Advances in digital learning platforms for educators. *Educational Technology Review*, 32(1), 60-74.
- Smith, J. (2022). Innovations in English language teaching: A review of current trends. *International Journal of English Studies*, 12(2), 101-115.
- Smith, R., & Johnson, L. (2023). Collaboration and adaptability: Keys to successful teaching in a diverse classroom. *Educational Leadership Review*, 29(2), 98-115.
- Taylor, M., & Zhou, L. (2022). Empowered educators: How emancipated curriculum approaches enhance teaching skills. *Journal of Educational Innovation*, 12(4), 215-232.
- Widodo, H. (2022). An evaluation of the Merdeka Curriculum's impact on teaching practices in Indonesia. *Asia-Pacific Journal of Education*, 35(1), 120-135.
- Widodo, H., & Kusumawardhani, A. (2022). Curriculum adaptation in the era of digital learning: Insights from Indonesia. *Journal of Educational Policy Studies*, 29(4), 67-88.
- Zhang, Y., Smith, J., & Nguyen, T. (2022). Engaging learners: The impact of applied curriculum in teacher education. *Education and Teaching Research*, 45(4), 210-225.
- Zulkifli, M., Haryanto, D., & Aulia, F. (2023). Digital engagement tools for student motivation: A case study. *International Journal of Digital Learning*, 9(3), 150-165.