

## ABSTRACT

Saputri, K, P3A122007. The Investigation of Emancipated Curriculum in Aspects of Teaching Syllabus, Teacher's Pedagogical Competence, Teaching Materials, and Assessments. Doctoral Education Study Program, Promotor; Prof. Hadiyanto, S.Pd., M.Ed., Ph.D. Co-Promotor; Prof. Urip Sulistiyo, S.Pd., M.Ed., Ph.D., Eddy Haryanto, S.Pd., M.Sc.Ed., MPP., Ph.D.

### Abstract

This study examines the implementation of the emancipated curriculum in English as a Foreign Language (EFL) education, focusing on teaching syllabi, teachers' pedagogical competence, teaching materials, and assessment practices. A mixed-methods approach was used, combining quantitative analysis of survey data with qualitative analysis of documents, interviews, and observations. Descriptive statistics and thematic coding were applied to identify trends and insights. The quantitative findings indicate that 44.05% of respondents strongly agreed that the inherent adaptability of the emancipated curriculum allows for significant modification and customization of teaching syllabi. This adaptability helps teachers align their instructional plans with the diverse needs of their classrooms and educational contexts. In terms of pedagogical competence, 39.10% of respondents agreed that teachers successfully integrated learner-centered approaches and critical thinking into their teaching practices. This reflects the curriculum's emphasis on promoting responsive and effective teaching strategies. However, challenges related to the availability and uses of teaching materials were noted. 49.29% of respondents agreed that issues with material accessibility negatively affected the consistency of curriculum implementation. Moreover, difficulties in applying formative assessments effectively were reported, with 42.66% of respondents agreeing that clearer guidelines and stronger institutional support are necessary to maximize the impact of formative assessments on student outcomes. The qualitative data supported these results, highlighting the curriculum's potential to integrate culturally responsive practices. Participants emphasized how incorporating local cultural elements into the curriculum enriches the learning experience and helps students connect more deeply with the content. However, the findings also stress the importance of sustained support, resource allocation, and professional development to ensure the successful implementation of the curriculum. A key contribution of this study is its holistic examination of the balance between teacher autonomy and curriculum structure. Unlike previous research, which often focuses on these elements separately, this study addresses both the challenges and the need to maintain educational standards. The proposed frameworks for fostering innovation within structured educational systems represent an important advancement in curriculum research.

**Keywords:** *Emancipated Curriculum, Teaching Syllabus, Teacher Pedagogy, Teaching Materials, Assessments.*