

# English Teachers' Difficulties in Arranging Learning Objectives Flow at Vocational High School

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**Abstract.** This study investigated the challenges that English teachers face in arranging the Learning Objectives Flow under the Emancipated Curriculum in a vocational high school. Using a qualitative descriptive design, data were collected through semi-structured interviews, non-participant classroom observations, and document reviews involving two English teachers and the school's headmaster. Analysis revealed that teachers experience difficulties primarily due to low comprehension of the new curriculum and unsupportive learning environments. Key determinants include insufficient training on Emancipated Curriculum implementation and limited financial resources—which restrict the availability of modern teaching facilities and proper infrastructure. In response, teachers increasingly engage in self-directed learning, peer-sharing activities, and seek out external training opportunities, while the school provides support by optimizing available budgets and arranging professional development events. These findings highlight the critical need for enhanced teacher training and strategic resource allocation to support innovative curriculum practices. The study offers valuable insights for policymakers and educational leaders aiming to improve curriculum implementation processes and ultimately enhance the quality of English language education in vocational high schools.

**Keywords:** Emancipated Curriculum Implementation; English Teachers' Challenges; Learning Objectives Flow

## 1 Introduction

The process of achieving educational learning objectives cannot be separated from the existence of a curriculum, which serves as a structured set of content, objectives, and learning materials that guide the teaching-learning process. As noted by Angga et al., the curriculum is an integral part of education because it provides the basis for implementing teaching and learning at school[1], and it remains a crucial framework for realizing educational outcomes[2].

In response to rapid advancements in science and technology, educational curricula are evolving to meet contemporary needs[3], [4]. This evolution is exemplified by the Indonesian transition to the Emancipated Curriculum—also known as Kurikulum Merdeka—which grants schools, teachers, and students the freedom to innovate, learn, and be creative. Saleh emphasized that such curricular freedom enhances the potential for both educators and students to improve the quality of the teaching-learning process[5].

Despite its promising vision, the successful implementation of the Emancipated Curriculum is not without challenges. The transition requires a deep understanding of its principles, yet many teachers still struggle with comprehending the new system. Critical to this process is the development of comprehensive learning sets, which include understanding learning outcomes, formulating learning objectives, arranging learning objectives flow, and designing teaching-learning procedures[6].

The arrangement of the learning objectives flow is particularly important among the components of these learning sets. Often compared to a syllabus in traditional curriculums, this flow represents a practical mechanism through which the learning objectives derived from the learning outcomes are organized. Such a sequence ensures that teaching practices are coherent and systematically aligned with the educational goals[7].

Learning objectives flow should be logical, essential, sustainable, contextual, and straightforward to serve as an effective reference in planning teaching and learning activities. This structured sequence not only aids in tracking the progression of learning objectives throughout a phase but also reinforces teachers' commitment to fostering a learning environment that meets both educational standards and the broader goals of national development[6]. It further underscores teachers' responsibility in shaping the nation's future through meticulous administrative preparation[8].

Given that the term "Emancipated" applies to all educational actors, the teacher bears significant responsibility as the primary facilitator of classroom instruction. Teachers are expected to arrange the learning objectives flow carefully, ensuring that they correspond appropriately to the number of students and the specific conditions of the classroom rather than adopting a random or generic approach.

Although various studies have examined the general implementation of the Emancipated Curriculum[9]–[11], only a few have explicitly focused on the difficulties encountered by English teachers, particularly in vocational high schools. This lack of focus is noteworthy because English subject teachers face unique challenges that may differ from those in other educational contexts.

The current study thus aims to investigate the difficulties that English teachers encounter when arranging the learning objectives flow. These difficulties include low comprehension of the newly implemented curriculum, limited professional training, and unsupportive learning environments. By focusing on these aspects, the research seeks to uncover critical factors that hinder effective curriculum implementation in vocational high schools.

This research aims to contribute valuable insights into the practical obstacles English teachers face in aligning their instructional plans with the Emancipated Curriculum. The findings are expected to inform policymakers and educational leaders about the need for enhanced teacher training and better infrastructural support, facilitating a smoother transition to innovative and effective teaching practices.

## 2 Method

This study employed a qualitative research design with the primary aim of describing English teachers' difficulties in arranging the Learning Objectives Flow within a vocational high school setting. Qualitative research, conducted in natural settings, is well suited for investigating real-life phenomena and is typically case-oriented, allowing for an in-depth understanding of complex issues [12], [13].

Data were collected using a combination of non-participant observation, semi-structured interviews, and document review. Non-participant classroom observations were undertaken to capture the general conditions under which the Learning Objectives Flow was implemented as part of the Emancipated Curriculum. This method enabled the researchers to gather contextual information about the teaching-learning environment without directly interfering with classroom activities.

Semi-structured interviews were conducted one-on-one to create a comfortable environment, encouraging research subjects to provide detailed and natural responses. This interview format was chosen because it enabled the interviewees to describe their experiences and difficulties in arranging the Learning Objectives Flow in depth. It also allowed the researchers to probe further when necessary. In addition, document review was carried out by examining various materials—including the Vocational High School Profile, learning outcomes documents, information from the official Dapodik "SEKOLAH KITA" website, samples of Learning Objectives Flow, records of school income from government sources, and photographs of curriculum implementation events. These documents provided supplementary evidence that supported the findings obtained via observation and interviews[14].

The study was conducted at a vocational high school in Jember. This location was deliberately chosen for several reasons. First, previous research on similar topics had predominantly been conducted in junior and senior high schools, with relatively few studies focusing on vocational high schools. Second, preliminary observations revealed several issues related to teaching and learning conditions that could influence the implementation of the Learning Objectives Flow. Third, the school had recently implemented the Emancipated Curriculum for the 10th grade—while the 11th and 12th grades were still following the 2013 curriculum—offering a unique opportunity to observe the transitional challenges associated with curriculum reform.

Participants were selected using a purposive sampling technique, which is common in qualitative research when the aim is to gain insights from knowledgeable individuals about the investigated phenomena [15]. Specifically, the study recruited the two English teachers responsible for arranging the Learning Objectives Flow, as well as the headmaster of the school. The teachers were chosen because they directly experienced the challenges inherent in adapting to the new curriculum. At the same time, the headmaster was included, given his comprehensive understanding of the school's overall teaching-learning environment and administrative processes.

Data analysis was conducted following the qualitative data analysis framework proposed by Miles et al. [16]. This process involved three concurrent flows of activity: data condensation, data display, and conclusion drawing/verification. Initially, the researchers condensed the collected data into coherent summaries that captured key themes related to implementing the

Emancipated Curriculum and the associated difficulties in arranging the Learning Objectives Flow. Next, the data were organized in a descriptive manner to facilitate a comprehensive examination of the issues, and finally, conclusions were drawn and verified by comparing new data with pre-existing information.

Data were triangulated through two main approaches to ensure the rigor and validity of the findings. Data source triangulation was achieved by collecting information from three informants—the headmaster and the two English teachers—so that similar responses across sources could validate the observed phenomenon. In addition, technique triangulation was employed by comparing data obtained via observation, semi-structured interviews, and document review. When information from all these methods converged, the resulting data were considered robust and credible.

By integrating diverse data collection techniques with systematic analysis and triangulation, the study provides a comprehensive account of the challenges English teachers face in arranging the Learning Objectives Flow under the Emancipated Curriculum framework.

### **3 Results**

#### **3.1 English Teachers' Difficulties in Arranging Learning Objectives Flow**

In the first research focus, the difficulties faced by English teachers cover two kinds of difficulties. These difficulties were discovered from the statements uttered by the research subjects in the interview section, observation results found by the researchers, and several documents that had been reviewed. The obtained data which the researchers noted were as follows:

The first English teacher becoming the research subject to the question: "What are the problems and difficulties faced by English subject teachers in arranging Learning Objectives Flow ?" answered:

“The difficulties I and other teachers face in arranging Learning Objectives Flow are: teachers' low comprehension on the newly implemented curriculum of Emancipated Curriculum, the difficulties in analyzing the connection between standard competence with the competence achievement indicator, and the learning environment that includes the facilities and infrastructure that support the teaching and learning implementation.”

This first statement of the research subject was then strengthened by another research subject uttered words, she stated:

“The new program of Emancipated Curriculum implementation is still not understood by all teachers, making them not understand the implementation and all things related to the implementation of it; therefore, it seems impossible for the English teachers to make their own Learning Objectives Flow with the condition that they do not understand it as well. Moreover, the teaching and learning environment also seems unsupportive for English teachers to create

more various and innovative Learning Objectives Flow to be applied in teaching-learning.“

Then, the headmaster of the vocational high school also mentioned nearly similar statements as stated by the previous subjects of research: h

“It cannot be denied that the English subject teachers in the school still do not get what Emancipated Curriculum Implementation means. Moreover, the Emancipated Curriculum is still applied in this school, only for the 10th-grade level, so the teachers cannot arrange the administration preparation for pre-teaching and learning. Further, the school facilities and infrastructures have not adequately met the needs of teachers in arranging the various, effective, and efficient learning objectives flow for teaching and learning in Emancipated Curriculum Implementation.“

The interview results gained from the research subjects above highlighted two important things that became the problems and difficulties faced by teachers in arranging Learning Objectives Flow, including the low comprehension of English in the new Emancipated Curriculum and the unsupportive learning environment that involved the elements of facilities and infrastructures provided by the school site. In this way, the two points highlighted before were then supported for their validity by the observation and document review results.

In the observation, on the first finding, the researchers found that the English subject teacher's teaching methods were still the same as when the curriculum was not changed. Hence, the teachers still used conventional teaching-learning like the previous curriculum if the materials were the same. Further, for the second finding, the researcher's result of observation revealed that the school is indeed less in providing adequate teaching and learning facilities and infrastructures for English subjects. The school has just three buildings for classrooms and one conventional library with no other rooms for language learning like a language laboratory; it was the reason why the teacher could not explore other teaching and learning methods that will be written in the Learning Objectives Flow.

Further supporting the research findings, the first finding on English teachers' low comprehension of Emancipated Curriculum was also supported by the result of the document review, that the learning module, including the Learning Objectives Flow used by the English subject teachers, was the document sample provided by the Ministry of Education on its website, the English subject teachers did not make it by themselves. The second finding was supported by the documents directly posted on the Indonesian Education, Culture, Research, and Technology Ministry website, especially on the Sekolah Kita website about the school data operating in Indonesia. The data shows that the school has seven main buildings, three classrooms, one conventional library, one office, and two sanitations (1 for students and 1 for teachers), so the school does not have specific infrastructure for language subjects such as English. Thus, the teacher could not even make learning objectives flow, which required private audio-video materials to be presented to the students.

Based on the obtained data that has been presented and validated from the interview, observation, and documentation above, there are two main findings of difficulties that the teachers faced in arranging the Flow of Learning Objectives. The first one goes to (1) the low comprehension of teachers on the newly implemented curriculum of Emancipated Curriculum.

Then, the second one goes to (2) the lack of learning environment involving the facilities and infrastructures to support English teaching and learning, the availability of facilities and infrastructures influence teachers' plan to teach the classroom, with more complete and proper facilities and infrastructure, the teaching-learning plan that the teachers set in the Flow of Learning Objectives will be more various and interesting not just stuck with the same activity of teaching and learning.

### **3.2 Aspects that Determine English Teachers' Difficulties in Arranging Learning Objectives Flow**

The second research focus, which talks about the aspects determining English teachers' difficulties in arranging Learning Objectives Flow, discovered two things that determined or influenced the difficulties the English subject teachers felt. The research findings on this focus were proven by similar statements made by the research subjects. The research subjects utterances on it were as follows:

The first research subject, for the question: "What are the aspects that determine English teachers' difficulties in arranging Learning Objectives Flow?" answered:

“The first aspect determining the Learning Objectives Flow arrangement by the teacher is from the teacher competency that has not touched the understanding of the newly implemented curriculum. However, it cannot be assumed that low teacher competence is the only reason for the difficulty itself; it can be caused by the fact that guidance on the Emancipated Curriculum is still not socialized to all teachers on average. The Ministry gave us the example of Learning Objectives Flow without further describing it. The second aspect, related to facilities and infrastructure availability, cannot be separated from the existence of budgets owned by the institution because the school is still classified as a private school, so the given budget by the government is limited in the form of school operational costs.”

In the same question, another research subject added:

“As the reason for the English subjects' low comprehension, the lack of further training on Emancipated Curriculum implementation becomes the primary reason. Moreover, seeing that implementing an emancipated curriculum is still new, not all teachers have been trained properly. In case of unsupportive learning conditions, it might be caused by the limited budgets owned by the school to improve the facilities and infrastructure in supporting the teaching and learning process for the students.”

Further, the headmaster of the school, as one of the research subjects, also answered that question, he said:

“English teachers' low comprehension of Emancipated Curriculum Implementation is caused by the unavailability of training socialized and given to the teachers. They could not understand Emancipated Curriculum Implementation better because they were still not well guided about the implementation of the new curriculum itself. For the case of the learning

environment, the factor comes from the unavailable budgets from us to provide more appropriate and proper facilities and infrastructures for them.“

In this focus, the obtained data differed from the previous ones; this finding was based on interviews conducted with the selected research subjects. Then, based on the interview with all the research subjects, it can be highlighted that the aspects determining the difficulties in arranging Learning Objectives Flow were (1) the lack of training on the Implementation of Emancipated Curriculum causing the low comprehension of English teachers in implementing the new curriculum, and (2) the limited budgets owned by the school as the private school to provide better and more appropriate facilities and infrastructures to realize the expected learning environment for the students.

### **3.3 Solutions of English Teachers' Difficulties in Arranging Learning Objectives Flow**

At this point, the researchers tried to discover this research focus by interviewing, observing, and reviewing several related documents. In the interview, the questions that were distributed to the interviewee as the research subjects covered: “With the obstacles and difficulties you have faced in arranging Learning Objectives Flow, what steps have you planned and done to solve the difficulties in Learning Objectives Flow arrangement?,” and “What solution does the school give to solve the teachers' obstacles and difficulties in arranging Learning Objectives Flow?”

The first research subject stated:

“To solve the difficulties in the side of English subject teachers' low comprehension, there have been several personal efforts I do, such as learning the newly implemented curriculum by myself and sharing sessions with other teachers, propose Emancipated Curriculum development training for teachers to the school leader, and propose to conduct comparison study among teachers from other schools to both school headmaster and supervisor. Not only did the school contribute to solving the problem, but the school site also supported the teachers by asking for speakers or trainers to attend training sessions or even sending several representatives from the school to attend any related event out of the school.“

“On the other hand, in the case of proper facilities and infrastructure availability, the school keeps maximizing the use of the School Operational Budget (BOS) given by the educational government.“

To a similar given question, another research subject added:

“In the personal efforts that teachers could do to solve the problems of low comprehension in the newly implemented curriculum, we as teachers could actually (1) learn deeper about the Emancipated Curriculum by ourselves, (2) share with other teachers to develop our comprehension on the Learning Objectives Flow, and (3) participated in the training of Emancipated Curriculum Implementation. In addition, the school leaders often sent some teachers to attend and participate in Emancipated Curriculum events in another school guided by the superintendent.“

“Further, to solve the problem of unavailable facilities and infrastructures, we as English teachers cannot give direct intervention to it, but the school has been trying hard to push the financial conditions of the school by maximizing the school expense and wisely using the available budgets for providing more appropriate facilities and infrastructures.”

The headmaster of the school also gave similar answers to the questions. He said:

“As the school is doing, we always put our best effort into enhancing the teachers' comprehension of the Emancipated Curriculum. Moreover, the English teachers do not stop learning the new curriculum and share among others what they know about developing the new curriculum. At the same time, the school also allows them to teach it, as we did several times ago when we sent some teachers to the training of Emancipated Curriculum Implementation to develop their comprehension of it.”

“Also, the school has done so many things to provide better facilities and infrastructure for the students, like we as the school principals always use the money obtained from the budgets of School Operational Assistance (BOS) to prepare our school facilities and infrastructure to provide better learning experiences and support students' teaching and learning.”

From the interview results presented above, it can be highlighted that all the interviewees mentioned several similar points. The so-called points were the answers to solve the difficulties of Learning Objectives Flow arrangement by English subject teachers. On the side of solving the English subject teachers' low comprehension of Emancipated Curriculum Implementation, there were two types of discovered solutions. The first was from the teachers gradually learning the Emancipated Curriculum by themselves and sharing it among other teachers to gain more comprehension and understanding. The second one was the solution proposed by the school, showing that the school gave full support for the teachers to learn and understand more about Emancipated Curriculum implementation by permitting them to attend several events such as seminars and training related to it.

Additionally, the interviewees uttered nearly similar statements regarding facilities and infrastructure availability. They strengthened that the school always pushed its efforts to provide better facilities and infrastructures for the students by maximizing the existing money obtained from the school operational budgets to repair and prepare for better and more proper facilities and infrastructures that could support students' learning conditions and environments so that the students could feel the best-expected learning experiences. The possibility for the teachers to arrange various and better Learning Objectives Flow could also be realized.

Furthermore, the results from the interview session were then strengthened by the observation and document review results. In the observation, the researchers found that the English teachers always brought the Learning Objectives document of their own every time they taught the class to see guidance of conducting teaching and learning with the Emancipated Curriculum as the basis. It reflected that they kept learning the newly implemented curriculum to make them able to develop the Learning Objectives Flow by themselves. Also, the English subject teachers, in their effort to understand the new set of Emancipated Curriculum, still asked other teachers (even not in the same teaching subject) about their learning activity pre or



post-teaching learning activity to ensure that they are not in the wrong path of implementing Emancipated Curriculum in their teaching and learning process.

Also, to maximize the institution's budget, the researchers found that several facilities supported teaching and learning in the classroom. The facilities were not just used for English subjects but also for other subjects. The facilities covered audio devices in 10th and 11th grade classrooms, a school projector, and some laptops provided by the school.

Then, the data above was strengthened by the documentation results. At first, the documentation for the point highlighting the solution to the problem of low comprehension was gained from the picture of the workshop event that the English teachers joined; it could be considered as one of the solutions to enhance teachers' comprehension of the Emancipated Curriculum. Also, the documentation for the points of maximizing the money obtained from the School Operational Cost Funding budgets given by the government from the existing facilities to support the teaching and learning of the students and provide more expansive possibilities for teachers to arrange various Flows of Learning Objectives.

In regard to the data obtained from the interviews, observation, and documentation, it can be simplified that the solutions to solve the problems were (1) English teachers continuously learn the new implemented curriculum of Emancipated Curriculum, (2) English teachers share with other teachers even with different subjects to discuss about the Emancipated Curriculum, (3) the school gives its full support the teachers to more understand about the Emancipated Curriculum by sending them to any event related with the Emancipated Curriculum such as trainings and seminars, and in the case of facilities and infrastructure unavailability, (4) the school keeps maximizing the money given by the government by focusing on repairing and preparing better facilities and infrastructures that will support the teaching and learning process through supporting learning conditions and environments of the students and open wider possibility to the variety of Learning Objectives Flow that can be arranged by English teachers, supported by the facilities and infrastructures availability.

To simplify the research findings in every main points of the research, the researchers made the simple form of it presented in the table below:

Table 1. The Main Points Based Research Findings

Focuses	Findings
<b>English Teachers' Difficulties in Arranging Learning Objectives Flow</b>	1) English subject teachers' low comprehension of the newly implemented curriculum. 2) Lack of supportive learning environment, including unsupportive facilities and infrastructure for teaching and learning.
<b>Aspects that Determine English Teachers' Difficulties in Arranging Learning Objectives Flow</b>	1) Lack of guidance in the form of training in the implementation of the newly implemented curriculum. 2) Limited budgets owned by the school to provide better facilities and infrastructures that could

Focuses	Findings
	support the teaching and learning of students.
<b>Solutions to English Teachers' Difficulties in Arranging Learning Objectives Flow</b>	<ol style="list-style-type: none"> <li>1) English teachers attempt to gradually and continuously learn the newly implemented curriculum by themselves.</li> <li>2) English teachers' action to share their understanding with other teachers even with different teaching subjects.</li> <li>3) School's full support for teachers to make them understand more about the Emancipated Curriculum by sending them to any event related to the curriculum.</li> <li>4) The school's effort to maximize money usage is to focus its usage on repairing and preparing better and more proper facilities and infrastructures that can enhance students' teaching and learning.</li> </ol>

## 4 Discussions

### 4.1 English Teachers' Difficulties in Arranging Learning Objectives Flow

On further discussion, the first finding in this focus revealed that the teachers' main excuse for not being able to arrange learning objective flow was their low comprehension of implementing the Emancipated Curriculum. This excuse could not be considered accurate at all because at the moment the research was conducted, the implementation of the Emancipated Curriculum was only used by the 10th-grade class of the vocational high school, so it could be stated that the school was still in the transition of just conducting the Emancipated Curriculum. In the second finding, the availability of facilities and infrastructures owned by the school also became the excuse for teachers' difficulty in arranging more innovative teaching and learning. It regarded that the school did not have complete facilities to implement teaching and learning based on an Emancipated Curriculum. Facilities such as audio and video projectors and printed materials like books and modules were still unavailable in the school. Moreover, when it came to the language laboratory as one of the infrastructures to improve the quality of teaching and learning for English subjects, the school was not also equipped with that infrastructure.

Looking into the findings' relevance with previously conducted research, the first finding on teachers' low comprehension was relevant to the statement of Pertiwi and Pusparini, who clearly uttered that some teachers did not understand the concept of the Emancipated Curriculum. The teachers admitted they were familiar with the term but failed to understand this new curriculum[17]. Then, the second finding on the lack of supporting learning conditions and environments is in line with the statements of Rizki and Fahkrunisa, stating that educational institutions have to be ready with all things that support the implementation of

Emancipated Curriculum implicating that the support for the comfortable and appropriate conditions and environment should be well provided[18].

In summary, the findings of the current research gained by the researchers on teachers' difficulties in arranging the Flow of Learning Objectives are matched with the statements uttered by the other previous researchers. Hereby, it can be assumed that the current research findings on teachers' difficulties in arranging the Flow of Learning Objectives, such as teachers' low comprehension of the newly implemented curriculum that is Emancipated Curriculum and the lack of supporting learning conditions and environments, truly exists and becomes teachers' difficulties in this case.

#### **4.2 Aspects that Determine English Teachers' Difficulties in Arranging Learning Objectives Flow**

The first finding on this focus could be understood as the conditions that not all teachers were allowed to go for proper training equipping the teachers with the understanding of conducting Emancipated Curriculum-based teaching-learning, so not all teachers of the chosen school had already comprehended the path of implementing the subject teaching and learning with Emancipated Curriculum as the basis. Second, the school's annual budget also mattered. The facilities and infrastructures owned by the school could be considered well-built to provide more comfortable and innovative teaching and learning. Even all educators would agree that the facilities and infrastructure of the institution also contribute to the implementation of teaching and learning. With the limited school budget to maximize the facilities and infrastructures, the facilities and infrastructures to enhance teaching and learning are not also maximally provided.

On the finding's relevance, the first finding related to the lack of training for teachers on the newly implemented curriculum is aligned with the research result of Pertiwi and Pusparini, who stated that there had not been any workshop or socialization regarding this issue even though the curriculum has been applied, the socialization has not been widespread that means there must be others or even many schools that still have the same case like this[17]. A similar thing was found in the previous research conducted by Aboagye and Yawson[19], as well as research conducted by Mokoro[20].

Moreover, the second finding related to the limited budgets of schools to provide better facilities and infrastructure that could support the learning conditions and environments for the students is related to the statements of Rizki and Fahkrunisa, who mentioned that infrastructure and other facilities to continue to support English language skill is also needed[18], it reflects that the existence of proper facilities and infrastructure are influential in English teaching and learning[21], [22], and because the teaching and learning at school relies on how creative and effective the way teachers bring to teach the students, facilities, and infrastructure also take part in the arrangement of Flow of Learning Objectives that will be applied and implemented in the classroom.

The aspects determining English teachers' difficulties in arranging the Flow of Learning Objectives are aligned with other influential aspects that can distract the facile implementation of the Emancipated Curriculum uttered by the previously conducted research. It can be simplified that the lack of training on the newly implemented curriculum of Emancipated Curriculum and the lack of budgets for providing better facilities and infrastructures for more

supporting learning conditions and environments become the aspects that influence English teachers' difficulties in arranging the Flow of Learning Objectives.

#### **4.3 Solutions of English Teachers' Difficulties in Arranging Learning Objectives Flow**

The finding indicated that the most straightforward solution the school teachers had undergone was learning the Emancipated Curriculum alone, even if it did not contribute much to their comprehension of the new curriculum. However, at least they did it with consideration that they would not apply the principle of Emancipated curriculum involved in the learning objectives flow incorrectly; this self-initiation initiated by the subject teachers assisted them in still upholding the principle of Emancipated Curriculum when they taught the English subject in the classroom. Further, the second finding is still related to the teachers' self-initiation to comprehend the Emancipated curriculum, proven by their actions of sharing with other teachers, even with different subjects, to discuss the Emancipated Curriculum and the proper way of arranging the learning objectives flow for teaching and learning implementation in the classroom, this finding was discovered by the researchers observation on pre-activity of teaching, the subject teachers often ask other teachers to see the learning objectives flow that had been arranged to ensure that the learning objectives flow was well arranged.

In addition, the third finding on solving the subject teachers' low comprehension difficulty on Emancipated Curriculum, the school side also contributed to it by sending the subject teachers to any event related to the implementation of Emancipated Curriculum, so the teacher could get more comprehensive explanations on how to implement the Emancipated Curriculum and correctly arrange the learning objectives flow. Also, on the side of supporting facilities and infrastructure availability, the finding revealed that the school always attempted to maximize the available budgets to provide better facilities and infrastructures to support teaching and learning so it can be the supporting tool for arranging more various and more innovative learning objectives flow for teaching and learning implementation in the classroom. These actions of schools to solve the problems faced by teachers could not be underestimated for its realization, because all school administrators always dream of the same thing: to have an ideal educational institution that can maximize the output of teaching and learning gotten by the students.

This current research finding is relevant to the claim that the circumstance of an Emancipated Curriculum will get worse if the teachers are not as professional as educators who do not have the initiative to develop their understanding of the newly implemented curriculum. In other words, teachers do not participate in any events related to the implementation of the Emancipated Curriculum; they just take it for granted and solely read the documents of Emancipated Curriculum Implementation [18]. Therefore, the actions taken by the English teachers to continuously read the documents of the Emancipated Curriculum to understand it more profoundly and share it with other teachers are considered the proper steps to gain comprehension of the newly implemented curriculum. Moreover, the full support given by the school to let the English teachers join any events related to the Emancipated Curriculum is also considered as the alternative to make teachers' understanding about the implementation of the Emancipated Curriculum higher, due to the statements of Rizki and Fahkrunisa in the same research uttering that they (school principals) have an important role as supervisor and the leader[18], they also have a strategic role in the curriculum development process such as create the similar perception about the nature of Emancipated Curriculum Implementation and

create relationship with other schools in the form collaboration among the school members and beneficiaries.

On the side of school readiness related to the available facilities and infrastructures that promise more supporting learning conditions and environments to provide various alternatives for teachers to arrange learning objectives flow, the finding mentioned before has been aligned with the factual usage of school operational funding budgets given by the governments for every school, as mentioned in the research of Hutasoit et al. three points of the usage of school operational funding budgets are for; (1) the purchase of school equipment, (2) the purchase of school tools such as computer, printer, table, chair, and others, and (3) the cost for school maintenance[23].

#### **4.4 Theoretical and Policy Implications**

Beyond the immediate context of vocational high schools, these findings hold broader theoretical significance for curriculum reform debates. The study underscores the importance of aligning teacher training, resource availability, and administrative support with the principles of curricular autonomy. Teachers' difficulties illustrate that freedom in curriculum design requires an accompanying infrastructure of knowledge and material support[24]. For policymakers, this research suggests that a reevaluation of resource allocation, coupled with the institution of regular, targeted professional development initiatives, could significantly enhance the implementation of innovative curricula[25], [26] like the Emancipated Curriculum. Future educational policies should consider multi-tiered interventions that mandate curricular change and actively facilitate the conditions necessary for successful change[27].

#### **4.5 Implications for Teacher Professional Development**

A notable omission in the prior discussion was a detailed analysis of the professional development models that could best serve vocational high school English teachers. The current findings suggest that teacher autonomy and self-directed learning are crucial; however, these individual efforts must be supported by systematic, ongoing professional development[28], [29] tailored to vocational education's specific challenges. Workshops, peer mentoring, and collaborative planning sessions could be systematically implemented to address content understanding and the practical aspects of designing the Learning Objectives Flow. Future research should explore the efficacy of these professional development interventions in enhancing curriculum comprehension and classroom innovation.

#### **4.6 Role of School Leadership and Organizational Culture**

The contributions of school leadership were acknowledged in the solutions section; however, a more detailed discussion is warranted regarding the role of organizational culture in facilitating curriculum change. School leaders not only manage the allocation of resources but also shape an environment that encourages innovation and risk-taking[30], [31]. A culture that promotes collaborative inquiry and values continuous improvement may help to bridge the gap between curricular reforms and classroom practice[32], [33]. For instance, regular meetings that allow teachers to discuss challenges and share creative solutions could foster a more receptive atmosphere for change. Future studies might consider how leadership styles

and school culture interact with resource availability and teacher competence to influence implementation [34], [35].

Finally, it is important to situate these findings within the larger framework of national education reform. The challenges English teachers face reflect broader systemic issues—such as inconsistencies in curriculum implementation, regional disparities in resource allocation, and the ongoing tension between traditional pedagogical practices and modern educational demands. Recognizing these systemic factors is critical for understanding why some schools may struggle more than others and suggest that solutions must be sought at multiple levels of the education system. Collaborative efforts between government entities, educational institutions, and community stakeholders are essential to create a more equitable and supportive environment for all teachers.

## **5 Conclusion**

This study has demonstrated that English teachers in vocational high schools face significant challenges in arranging the Learning Objectives Flow primarily due to low comprehension of the newly implemented Emancipated Curriculum and unsupportive learning environments. The findings indicate that inadequate understanding of the curriculum and reliance on conventional teaching methods hinder the practical design of a coherent, innovative Learning Objectives Flow. This tool is essential for aligning classroom practices with the intended educational outcomes.

The research identified two main determinants underlying these difficulties. First, insufficient training in implementing the Emancipated Curriculum leaves teachers without the necessary guidance to interpret and apply new pedagogical principles effectively. Second, constrained financial resources—particularly in private schools where government budgets (e.g., School Operational Costs) are limited—restrict the acquisition of modern teaching facilities and infrastructures, impeding innovative classroom practices. These factors create an environment where teacher readiness and institutional support are compromised.

In addressing these challenges, the study highlights a dual approach. On the one hand, teachers' self-directed efforts—such as independently studying the new curriculum, engaging in peer-sharing sessions, and participating in external training events—emerge as vital strategies for bridging their knowledge gaps. On the other hand, active school support, including providing professional development opportunities and strategic resource allocation, is critical in mitigating these difficulties. This combination of individual initiative and institutional backing enhances teachers' comprehension and facilitates the adoption of more varied and effective Learning Objectives Flow designs.

The implications of this research extend beyond the immediate study context. The findings underscore policymakers' need to reassess resource distribution and professional development structures as part of broader curriculum reforms. By implementing multi-tiered interventions focusing on teacher training and infrastructural investment, educational authorities can create a more favorable environment for implementing innovative curricular models such as the Emancipated Curriculum. Moreover, the study contributes to the theoretical discourse on

curriculum autonomy by emphasizing that the freedom granted by innovative curricula must be matched with sufficient support to ensure effective implementation.

Despite its contributions, this study is not without limitations. The research was confined to a single vocational high school with a limited number of participants, which may affect the generalizability of the findings. Future studies should incorporate a more diverse range of schools and include longitudinal designs to assess whether teacher comprehension and infrastructural support improvements lead to sustained changes in teaching practices.

In summary, the study concludes that overcoming the difficulties in arranging the Learning Objectives Flow requires coordinated efforts at multiple levels. Teachers must be supported through targeted, ongoing professional development, and schools should secure adequate funding and resources to create conducive learning environments. By addressing these interconnected challenges, stakeholders can pave the way for a more dynamic and effective implementation of the Emancipated Curriculum, ultimately enhancing the quality of English language education in vocational high schools.

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