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Research Paper

Can Equivalency Programs (EPs) Align Formal Education Standards?

Evaluating Teacher Proficiency of Emancipated Curriculum Implementation in West Java Province

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Abstract

Teacher performance is a critical factor in accreditation assessments for Equivalency Programs (EPs) in Indonesia. In 2023, 62.05% of EPs in West Java remained unaccredited due to failure to meet national education standards.. To address this issue, the Indonesian government introduced the Merdeka Belajar (Emancipated Curriculum) in 2022, aiming to standardize learning processes between formal schools and EPs. This study evaluates teachers' proficiency in implementing the curriculum across 83 EPs in West Java, based on an online survey of 282 teachers selected by accreditation level. Quantitative analysis using generalized ordinal logistic regression (gologit2) revealed that teacher proficiency was categorized as "insufficient." The study found no significant differences in proficiency scores based on accreditation status, curriculum level options, or rural versus urban locations. However, teaching experience in formal schools, teaching license, and participation in EP-specific training programs were positively associated with higher proficiency levels. These findings highlight the need to enhance teacher training, recruitment, and development to improve EP quality and meet national standards.

Keywords: Equivalency Programs; Out-of-school Children; Alternative Education; Emancipated Curriculum; Accreditation.

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1. Introduction

The United Nations Educational, Scientific, and Cultural Organization (UNESCO) estimates that in 2023, 251 million students will be out of school (OOSC), including 71 million in primary school, 57 million in lower secondary, and 120 million in upper secondary (UNESCO, 2024). Global initiatives to address OOSC challenges include early childhood development (ECD), enrollment drives, non-formal education (NFE) programs, accelerated learning strategies, economic incentives, governance reforms, and improved information management systems (UNESCO, 2017).

NFE provides alternative learning pathways that can lead to formal education, participation in alternative programs, or direct employment. These pathways encompass accelerated learning programs, flexible learning strategies (FLS), and skill-based training. These efforts align with the fourth Sustainable Development Goal (SDG) on "Quality Education for All," which aims to ensure that all boys and girls complete free, equitable, and quality primary and secondary education, achieving relevant and effective learning outcomes by 2030.

The Asia and Pacific Programme of Education for All (APPEAL) has launched an EP to improve synergies between formal and non-formal education systems and encourage lifelong learning among disadvantaged people. The program's goals include identifying best practices in EPs, encouraging collaboration between the region's formal and non-formal education systems, and building national policy support mechanisms to help implement these programs. It also aims to construct national equivalency frameworks and action plans for curriculum and material creation, capacity training for NFE/CLC/LS people, learning assessments, and accreditation (UNESCO, 2006).

EPs adopting flexible education programs in Indonesia share similarities with alternative learning strategies (ALS) in the Philippines (UNESCO, 2011). Both systems aim to provide non-formal and informal learning opportunities, while ensuring the recognition of learning outcomes. The ALS offers an accreditation and EP in the Philippines that complements the formal basic education system, providing community-based alternatives to help individuals achieve literacy and education levels comparable to those of elementary and secondary schools (Yang, 2015). Studies on ALS implementation in the Philippines (e.g., Abasolo, 2017; Hero, 2022; Labarrete & Rufo A, 2019; Mehra et al., 2021) offer critical insights. Labarrete & Rufo A, (2019) emphasizes the importance of modifying programs to accommodate learners' readiness and pace, thus significantly enhancing program effectiveness. However, challenges persist, including inadequate facilities, insufficient instructional materials, and lack of training for implementers (Labarrete & Rufo A, 2019). Hero, (2022) further highlighted the need to expand access, improve quality and relevance, and modernize education management and governance.

In 2023, Indonesia had an estimated 3.93 million OOSC, with rates of 0.67% for primary school-aged children, 6.37% for lower secondary school-aged children, and 19.20% for upper secondary school-aged children (Statistics of Indonesia, 2024). According to the 2020 National Strategies for Handling OOSC, one approach involves encouraging children to re-enter the education system through EPs. Since the enactment of Republic of Indonesia Act No. 20 of 2003 on the National Education System, EP regulations have driven significant advancements in NFE (MoECRT, 2003). This legislation emphasizes the constitutional right to education, stating, "Every citizen possesses equal rights to obtain a high-quality education." Consequently, various NFE programs have been established, including EPs, such as Package A (equivalent to six years of primary school), Package B (three years of junior secondary school), and Package C (three years of upper secondary school).

Since 2003, the Indonesian government has changed the national education standards five times, with a focus on the constitutional right to education and the implementation of several NFE projects. These standards serve as the framework for education planning, execution, and supervision, ensuring high-quality national education. However, questions persist about whether CLCs/LS assure EP graduates meet the same standards as formal school graduates. Indonesia's Minister of Education Regulation No. 38 of 2023 governs the evaluation of formal schools and EPs, establishing accrediting norms and procedures that are critical for standardizing education, ensuring quality, and preserving accountability. Accreditation serves as an external quality assurance system as well as a tool for public accountability in protecting the interests of students and communities. Programs are categorized as "Accredited" (A, B, or C) or "Unaccredited," with "Unaccredited" programs failing to fulfill the necessary standards (MoECRT, 2023a).

Accreditation levels are categorized as follows: A-Level: Very good (assessment score: 91-100); B-Level: Good (assessment score: 81-90); C-Level: Quite good (assessment score: 71-80); and Unaccredited: Fails to meet the minimum national educational standards. These measures aim to improve education quality in CLCs/LS units, ensuring that EPs align with national standards and provide quality education for all (MoECRT,2024).

During the 2023/2024 academic year, CLCs and LS conducted 10,561 EPs. Of these, 360 programs (3.40%) received Accreditation A, 2,408 (22.80%) received Accreditation B, 1,962 (18.57%) received Accreditation C, and 5,832 (55.22%) were unaccredited (MoECRT, 2024) . These statistics highlight that more than half of the EPs fail to meet the minimum national education standards. While both accredited and unaccredited programs can certify student graduation, unaccredited programs are not authorized to conduct equivalency examinations. However, students from unaccredited programs may participate in equivalency examinations through accredited programs.

The largest EPs in Indonesia are located in West Java Province, with 2,140 Community Learning Centers (CLCs)/Learning Sites (LS), accounting for 20.26% of the national total. Within West Java, 66 EPs (1.68%) have achieved Accreditation A, 338 (15.79%) have achieved Accreditation B, 435 (20.32%) have achieved Accreditation C, and 1,338 (62.05%) remain unaccredited (MoECRT, 2024). In 2022, West Java also recorded the highest number of out-of-school children (OOSC) in Indonesia, totaling 912,084 (MoECRT, 2023b). The government anticipates that the numerous EPs in the province will play a crucial role in addressing this pressing issue.

However, significant challenges persist within Indonesia's EPs for OOSC. These include limited facilities, inadequate learning materials and equipment, and insufficient teacher training (Herlyna et al., 2019; Sudarsana et al., 2020). The effectiveness of learning activities is further hindered by the qualifications of many EP teachers, predominantly secondary school or associate-degree graduates (Rosmilawati, 2016; Sudarsana et al., 2020). Additionally, the quality of teaching methods remains a critical concern (Arbarini et al., 2022; Haq & Indhirawati, 2023; Suryadi et al., 2023). Unlike formal schools, EPs employ diverse instructional approaches, including face-to-face learning, tutorials, and self-learning.

In 2022, the Indonesian government, through the Ministry of Education, Culture, Research, and Technology (MoECRT), instituted the "Merdeka Belajar" emancipated curricular policy via Decree Number 56 of 2022. Regular formal schools and EPs implement this curriculum in phases (MoECRT, 2022). The Indonesian government has endeavored to standardize the learning processes of formal schools and EPs to ensure that the outcomes yield graduates from EPs equivalent to those from formal schools.

The characteristics of the Emancipated Curriculum seen as realizing learning as follows (MoECRT,2022):

(1) Focus on essential material to facilitate more in-depth learning.
(2) The student's project provides enhanced competency and character development opportunities through collaborative learning in authentic environments.
(3) Learning outcomes for each phase and adaptable lesson hours promote engaging education that fits student requirements and educational unit conditions.
(4) Provides autonomy for teachers and support for instructional tools and training resources to build unit curricula and implement high-quality learning.
(5) Facilitating collaboration among all stakeholders to endorse the implementation of the Merdeka Curriculum is crucial.

The implementation of the Merdeka Curriculum is a cyclical process involving three distinct stages (MoECRT, 2022):

(1) Diagnostic Assessment: At the beginning of the academic year, teachers conduct assessments to identify students' abilities, needs, developmental phases, and academic levels. This diagnostic process informs the planning of subsequent instructional techniques.
(2) Planning the Learning Process: Based on diagnostic assessments, teachers design lesson plans and categorize students according to their ability levels to ensure appropriate instruction.

Formative and Summative Assessments: Teachers regularly administer formative assessments to monitor academic progress and adjust teaching methods as needed during the learning process. At the end of the learning phase, summative assessments measure the attainment of learning objectives

Several studies have examined the implementation of EPs in Indonesia (Darmawan et al., 2020; Latief & Subhan, 2024; Rahabav & Souisa, 2021; Rosmilawati, 2016). Rahabav & Souisa, (2021) evaluated the management of EPs in Maluku Province, Indonesia. Using the Context, Input, Process, and Product (CIPP) analysis, their study found that out of 24 accredited EPs, five out of eight national education standards had the lowest achievement percentages. These included management, financing, education assessment, process, and teachers and teaching staff standards, all of which were still categorized as "sufficient." Additionally, their research revealed that the essence of non-formal education was not in the design of curriculum planning documents. The curriculum was described as overly formalistic and centralistic, failing to involve students adequately. Inconsistencies were identified between the learning planning documents and teacher performance, with teachers focusing more on compliance than effective performance.

Darmawan et al., (2020) conducted a study involving 158 EP teachers regarding education assessment standards in Jakarta. Their findings indicated that teachers with less than five years of teaching experience demonstrated lower competencies than those with more than ten years of experience. This suggests that teaching experience significantly influences teachers' competencies. The study also found that most teachers relied heavily on essay-based assessments to measure student learning achievements. Rosmilawati, (2016) research explored students' perspectives on their learning experiences in EPs. The results revealed that students felt their teachers did not respect or care for them. Students reported that teachers emphasized the academic dimensions of schooling, such as delivering lessons and completing the curriculum while neglecting their emotional needs. Moreover, some teachers reportedly held poor perceptions of their students, particularly those who did not perform well academically. These negative attitudes significantly impacted students' motivation, leading them to feel labeled as "bad students."

With the introduction of a new curriculum in EPs in 2022, significant challenges have emerged in ensuring that learning implementation meets formal education standards. To successfully implement the Emancipated Curriculum in EP units and deliver equitable education through packages A, B, and C, the government must actively engage stakeholders at both central and regional levels (Latief & Subhan, 2024). Coordinated efforts are essential to enhance understanding of the new curriculum and ensure all stakeholders share a unified vision of its objectives. The government should also initiate programs to develop skilled teachers in CLCs and LS units, similar to those in formal education.

Teacher performance in the learning process is a critical variable and an indicator in accreditation assessments (MoECRT, 2024). Accreditation evaluations determine whether educational institutions conducting EPs align with their educational objectives. The goals of accreditation include ensuring public accountability and maintaining quality assurance. Based on the results of previous studies, significant issues exist in the implementation of learning in EPs, particularly concerning curriculum implementation in classroom settings.

Despite numerous studies on Equivalency Programs (EPs) in Indonesia, no research has explicitly examined whether implementing the Emancipated Curriculum in EPs aligns with national education standards. Studies such as by Rosmilawati (2016) and Sudarsana et al., (2020) highlight gaps in EP teacher qualifications and teaching methods. However, research on teacher competency in implementing the Emancipated Curriculum remains limited. Furthermore, the fact that 62.05% of EPs in West Java are unaccredited suggests systemic challenges. Therefore, further investigation is needed to determine whether school accreditation reflects teacher quality in implementing the Emancipated Curriculum within EPs.

This study is crucial as it addresses a significant research gap by evaluating the curriculum implementation in EPs in West Java Province. Specifically, it assesses the competencies of EP teachers in implementing the Emancipated Curriculum. The study aims to evaluate teachers' proficiency in implementing the Emancipated Curriculum in EPs by examining the nine criteria or indicators of formal educational curriculum standards established by MoECRT in 2023. Furthermore, the research seeks to identify factors that support teachers in enhancing their proficiency to effectively apply these indicators in implementing the curriculum.

2. Methods

This study employed purposive and stratified random sampling techniques based on general and specific criteria. The primary criterion was the number of Community Learning Centers (CLCs), which guided the selection of regency areas. Garut Regency and Bandung City have the highest number of CLCs (exceeding 100), while Subang Regency and Bogor City have a moderate number (over 40). In contrast, Ciamis Regency and Cirebon City have the fewest CLCs, with fewer than 30. Additionally, specific criteria were applied based on CLC accreditation levels, including Accreditation A, B, C, and unaccredited institutions.

The study aims to evaluate teacher proficiency in curriculum implementation within Equivalency Programs (EPs) across West Java Province, focusing on three regencies (Ciamis, Garut, and Subang) and three cities (Bogor, Bandung, and Cirebon). It analyzes teachers working in EPs at CLCs/learning spaces (LS) with various accreditation levels. Nationwide, CLCs/LS have implemented 10,561 EPs, with 2,140 conducted in West Java Province. Collectively, the selected cities and regencies offer a total of 572 EPs.

2.1 Participants

This study used Dilman's (2007) formula for estimating desired sample sizes:

$$Ns = \frac{(Np)(p)(1-p)}{(Np-1)\,(\frac{B}{C})^2 + (p)(1-p)}$$

Where:

Ns = complete sample size needed (notation often used is n)
Np = size of population (notation often used is N)
p = proportion expected to answer a certain way (50% or 0.5 is the most conservative)
B = acceptable level of sampling error (0.05 = ±5%; 0.03 = ±3%)
C = Z statistic associate with confidence interval (1.645 = 90% confidence level; 1.960 = 95% confidence level; 2.576 = 99% confidence level)

The study focuses on three regencies (Ciamis, Garut, and Subang) and three cities (Bogor, Bandung, and Cirebon) in the West Java Province, Indonesia. Participants included 340 EP teachers (packages B and C) and 591 EP students (packages B and C). This study used stratified random sampling (Fowler, 1993; Morgan & Harmon, 1999; Schaeffer et al., 1996; Thompson, 1992) by:

(1) Dividing the sample population into non-overlapping groups (i.e., strata) that are of interest or deserve special attention because of project objectives or hypotheses, and then

(2) Selecting a simple random sample from each stratum.

This study employed a quantitative analysis of administrative data, survey responses, and document analysis of policy materials and program guidelines. Appendices 1 provide detailed profiles of participating teachers. The 340 EP teachers are described in terms of their profile, which consists of age, gender, experience, educational qualifications, teacher licenses, and teaching in a formal school. These factors are hypothesized to influence the job performance of EP teachers (Appendix 1).

2.2 Data and Collection Methods

This study utilized a comprehensive range of data sources to ensure a thorough evaluation of EPs. Online survey for EP teachers was conducted across 83 CLCs/LS in three cities and three regencies in West Java Province in December 2024. The survey was designed to reach a broad cross section of EP participants across different regions and program types. This study evaluated teacher proficiency of the curriculum implementation in EPs using a cross-sectional design and multi-faceted approach. This study collected data after obtaining permits from the central and regional governments, along with a list of CLCs/LS providing EPs across the three cities and three districts. With the approval of the local government education department, this study obtained assistance from the EP principals in distributing the

questionnaire link through the Google Forms application. EP principals played an important role in the distribution by ensuring that the questionnaire reached the students and teachers and verified the number of participants who completed it.

2.3 Variables

The variables to measure teacher proficiency in the emancipated curriculum implementation using the teacher competencies such as pedagogical, professional, social, and personal competencies.

(1) Pedagogical competencies : designing learning objectives and student assessment implementation

(2) Professional competencies: determining teaching materials, determining learning methods, and Learning strategies according to student development phases.

(3) Social competencies: collaboration with peers or other teachers, collaboration with Parents, Collaboration with the community and businesses.

(4) Personal competencies: Evaluation and reflection about the learning process implementation

The outcome variable was teachers' curriculum implementation proficiency levels in EPs, which was an ordinal variable with four levels: beginner (with code= 1, score = 25); developing (with code (2), score = 50, ready (with code (3), score = 75), or proficient (with code (4), score = 100). Appendix 3 provides a detailed indicators rubric to measure teachers' curriculum implementation proficiency levels in EPs. The other independent variables were accreditation status, age, gender, education level, teacher license, teaching experience, teaching in formal schools, EP training, income per month, curriculum level, and providing guidance.

2.4 Data Analysis

The quantitative methods were employed to evaluate the implementation of the Emancipated Curriculum in Education Programs (EPs). Data from an online survey were analyzed using descriptive statistics, percentages, and inferential statistics. The analysis focused on assessing teachers' average proficiency in implementing the Emancipated Curriculum, examining factors influencing their proficiency levels, and exploring the potential progression from beginner to advanced proficiency. Quantitative descriptive analysis technique are used to analyze data obtained from the rubric assessment. Table 1, which illustrates the quantified management trend that quantified in the form of ranking .

Table 1. Rubric assessment score

Range for average score	Level	Description
85 – 100	Very Good	Comprehensive understanding and outstanding execution
70 - 84	Good	Demonstrates a clear understanding with minor issues
55 – 69	Sufficient	Understanding is limited or inconsistent
< 55	Insufficient	Significant gaps in understanding or execution

This study employed the gologit2 model to examine quantitative data, assessing ordinal outcomes across nine dependent variables about curricular implementation proficiency. (Williams, 2006, 2016) states that the main benefit of gologit2 is its capability to accommodate three specific instances of the generalized model: the proportional odds/parallel-lines model, the partial proportional odds model, and the logistic regression model. Consequently, gologit2 can accommodate models that are less constrictive than the parallel-lines models fitted by logit (whose assumptions are frequently breached) yet more parsimonious and interpretable than those fitted by a nonordinal approach, such as multinomial logistic regression (i.e., logit). The autofit option significantly streamlines the identification of partial proportional odds models that align with the data. In contrast, the pl (parallel lines) and npl (nonparallel lines) options provide users with enhanced flexibility over the final model specification.

The unconstrained gologit model yielded results comparable to those of binary logistic regression and cumulative logit models. A partial proportional odds (PPO) model was applied, ensuring that the effects of certain variables (e.g., X1 and X2) remained consistent across categories while allowing others (e.g., X3) to vary across all J levels.

$$P\ (Y_i > j) = \frac{\exp(a_j + X1_i\beta 1 + X2_i\beta 2 + X3_i\beta 3_j)}{1 + [\exp(a_j + X1_i\beta 1 + X2_i\beta 2 + X3_i\beta 3_j)]}, \mathbf{j} = \mathbf{1}, \mathbf{2}, \ldots, \mathbf{M} - \mathbf{1} \quad (1)$$

Additionally, a content analysis of the policy documents and guidelines was conducted to understand the alignment between policy intentions and implementation realities.

2.5 Ethical Considerations

The study complied with appropriate ethical standards to safeguard participants and maintain the integrity of the study. This study secured informed consent from all participants, and confidentiality and anonymity were preserved during data collection, analysis, and reporting. This study eliminates personal identities and employs pseudonyms in direct quotations. It adheres to robust processes for data storage and management. The online survey platform uses encryption to protect respondent data and inform participants about data utilization and storage protocols.

3. Results and Discussions

3.1 Results

3.1.1 Descriptive Statistics

Appendix 1 shows the various curriculum types employed by the 340 teachers in EPs for the academic year 2024/2025. Among them, 58 (17.05%) implemented the 2013 curriculum, whereas 282 (82.97%) utilized the emancipated learning curriculum. Each EP is ill-equipped for application to an emancipated learning curriculum. Consequently, the MoECRT permitted EPs can choose the level of the "emancipated" curriculum based on their respective capacities and capabilities:

(1) The "*emancipated learning*" level refers to the implementation of the "2013" curriculum or the previous curriculum while adopting the principles of the "Emancipated" curriculum.

(2) The "*emancipated sharing*" level refers to implementing and adopting the principles established in the "Emancipated" curriculum.

(3) The "*emancipated changing*" level refers to developing and implementing the "Emancipated" curriculum and sharing best practices with other schools or EPs.

Appendix 2 contains the descriptive statistics of the Teacher Proficiency of the Emancipated Curriculum Implementation in 83 CLCs/LS and 340 teachers. This research focused on assessing 282 teachers categorized by the accreditation status of CLCs/LS. Owing to the limited number of teacher respondents with accreditation, this study combined A and B accreditations into a high category, C accreditation into a medium category, and unaccredited teachers into a low category to avoid bias.

3.1.2 Teacher Proficiency of Curriculum Implementation in EPs

a. Teacher Proficiency Score of Curriculum Implementation in EPs Based on Accreditation

Table 2. Teacher proficiency score of curriculum implementation based on accreditation levels

No	The Indicators of Curriculum Implementation	Accredited A and B N=62	Accredited C N=83	Unaccredited N=137	Average N=282
1	Designing of Learning Objectives	52.99	53.19	52.86	**53.01**
2	Determining of Teaching Materials	55.34	55.23	55.18	**55.25**
3	Determining Learning Methods	58.88	58.69	58.66	**58.74**
4	Student Assessment Implementation	45.83	45.57	45.63	**45.68**

No	The Indicators of Curriculum Implementation	Accredited A and B N=62	Accredited C N=83	Unaccredited N=137	Average N=282
5	Learning strategies according to student development phases	40.94	40.96	40.89	**40.93**
6	Collaboration with Peers or Other Teachers	54.80	54.70	54.38	**54.63**
7	Collaboration with Parents	44.47	44.15	44.29	**44.30**
8	Collaboration with Community and Business	60.51	60.37	60.45	**60.44**
9	Evaluation and Reflection	57.16	56.74	56.88	**56.93**
	Average	**52.32**	**52.18**	**52.14**	**52.21**

Source: *Author's Calculation (2025)*

The analysis reveals that, on average, teachers' proficiency in implementing the emancipated curriculum achieved an average score of 52.21 (with a perfect score of 100) placing them in the "insufficient" category (Table 1). The average scores were nearly identical across all accreditation status groups.

The findings show no difference in the average teacher proficiency between accredited and unaccredited CLCs/LSs. The highest average score pertained to teacher collaboration with communities and businesses across all areas. In contrast, the lowest average score related to teachers' proficiency in learning implementation is based on student achievement.

b. Teacher Proficiency Score of Curriculum Implementation in EPs Based on Curriculum Levels

An analysis of the certification levels of the EPs revealed no correlation between accreditation level and teachers' preparedness to administer an emancipated learning curriculum. Of 282 teachers, 144 adopted an emancipated sharing curriculum. Among them, 66 teachers (45.83%) instructed in unaccredited EPs, 43 (29.86%) taught in B-accredited EPs, and 34 (23.61%) taught at C-accredited levels.

Table 3. Teacher proficiency score of curriculum implementation based on curriculum levels

No	The Indicators of Curriculum Implementation	The Emancipated Learning N=89	The Emancipated Sharing N=49	The Emancipated Change N=144	Average N=282
1	Designing of Learning Objectives	53.02	52.97	52.98	**52.99**
2	Determining of Teaching Materials	55.07	55.31	55.42	**55.26**
3	Determining Learning Methods	58.63	58.63	58.84	**58.70**
4	Student Assessment Implementation	45.55	45.77	45.76	**45.69**
5	Learning strategies according to student development phases	40.93	40.47	41.06	**40.82**
6	Collaboration with Peers or Other Teachers	54.54	54.68	54.69	**54.64**
7	Collaboration with Parents	44.22	44.24	44.40	**44.29**
8	Collaboration with Community and Business	60.32	60.07	60.65	**60.35**
9	Evaluation and Reflection	56.85	56.83	57.13	**56.94**
	Average	**52.13**	**52.11**	**52.33**	**52.19**

Source: Author's Calculation (2025)

Table 3 shows that, overall, the teacher proficiency in executing the Emancipated curriculum averaged 52.19 (with a perfect score of 100), categorizing it at the "insufficient" category (Table 1). This finding indicates no disparity in the average score of teachers across CLCs/LS categorized as "emancipated learning," "emancipated sharing, or "emancipated changing." The highest average score pertained to teacher collaboration with communities and businesses across all areas. In contrast, the lowest average teacher proficiency in learning associated with student achievements.

c. Teacher Proficiency Score of Curriculum Implementation in EPs Based on Region

Table 4. Teacher proficiency score of curriculum implementation based on region

No	The Indicators of Curriculum Implementation	Ciamis Regency N=62	Garut Regency N=81	Subang Regency N=57	Bandung City N=22	Bogor City N=38	Cirebon City N=22	Average N=282
1	Designing of Learning Objectives	54.00	52.88	53.44	50.18	56.15	53.20	**53.31**
2	Determining of Teaching Materials	56.25	55.31	55.71	54.08	55.64	55.48	**55.41**
3	Determining Learning Methods	59.38	58.72	59.45	56.38	59.49	58.47	**58.65**
4	Student Assessment Implementation	46.19	45.68	45.57	47.52	45.00	46.28	**46.04**
5	Learning strategies according to student development phases	40.23	41.01	39.76	42.20	40.00	40.29	**40.58**
6	Collaboration with Peers or Other Teachers	55.08	54.59	54.33	55.32	54.23	56.30	**54.97**
7	Collaboration with Parents	44.73	44.33	44.78	44.50	45.38	44.42	**44.69**
8	Collaboration with Community and Business	60.16	60.52	60.73	59.75	61.41	59.30	**60.31**
9	Evaluation and Reflection	57.62	57.01	56.99	59.22	57.82	59.30	**57.99**
	Average	**52.63**	**52.23**	**52.31**	**52.13**	**52.79**	**52.56**	**52.44**

Source: Author's Calculation (2025)

Table 4 shows that the results indicated that the overall average teacher proficiency in executing the emancipated curriculum was 52.44 (with a perfect score of 100), categorizing it at "insufficient" (Table 1). When analyzed by region, all places, including regencies and cities, exhibited average scores of approximately 52. This indicates that, on average, there is no disparity in teacher proficiency within the EP, regardless of whether they operate in urban areas or districts. The highest average score pertained to teacher collaboration with communities and businesses across all regions. In contrast, the lowest average teacher proficiency in learning is associated with student academic achievements.

3.1.2 Determinants of Teacher Proficiency in the Emancipated "Merdeka Belajar" Curriculum Implementation

This study employed gologit2 analysis to measure the determinant of teacher proficiency in the Emancipated Curriculum Implementation. The gologit2 output shows that each table includes several cumulative logit models. It simplifies the original ordinal variable into two categories and runs multiple binary logistic regressions. First, it is category 1 (beginner) versus categories 2, 3, and 4 (developing, ready, proficient); then, it is categories 1 & 2 (beginner, developing) versus categories 3 & 4 (ready and proficient); then, finally, categories 1, 2, and 3 (beginner, developing, ready) versus category 4 (proficient). Each dichotomization effectively recodes the lower values to zero and the higher values to one.

A positive coefficient means that increases in the explanatory variable lead to higher levels of support (or less opposition). In contrast, negative coefficients mean that increases in the explanatory value lead to less support (or more vigorous opposition). Let's assume that the ordered logit model meets its assumptions. In that case, all of the corresponding coefficients (except the intercepts) should be the same across the different logistic regressions, other than differences caused by sampling variability.

Therefore, Williams (2006) sometimes refers to the model's assumptions as parallel lines or parallel regressions.

The gologit2 model using the autofit option in this study perfectly met the proportional odds assumptions. All corresponding coefficients (except the intercepts) should be the same across the different logistic regressions, other than differences caused by sampling variability. The results of the gologit2 model of Teacher Proficiency in the Emancipated Curriculum are based on nine variable indicators in Tables 4 and 5.

a. Designing Learning Objectives

Table 5 shows that Teachers who teach in formal schools are 0.51 times less likely to attain higher categories of teacher proficiency when designing learning objectives. Meanwhile, teachers collaborating with communities and businesses significantly improve teacher proficiency in designing learning objectives (OR = 1.34; p-value = 0.002). This implies that teachers who collaborate with the community and business have the potential to increase their proficiency in designing learning objectives by 1.34 times, particularly in the higher categories where they are developing to ready proficient levels. In contrast, the analysis found that accreditation status of CLCs/EPs and providing guidance do not significantly influence teachers' proficiency in designing learning objectives.

Table 5. *Gologit2*/PPO model of Designing Learning Objectives, Determining teaching materials, Determining Learning Methods, Student Assessment Implementation, and Learning strategies according to student development phases

	Designing Learning Objectives		**Determining teaching materials**		**Determining Learning Methods**		**Student Assessment Implementation**		**Learning strategies according to student development phases**	
	Coef.	**OR**	**Coef.**	**OR**	**Coef.**	**OR**	**Coef.**	**OR**	**Coef.**	**OR**
Accreditation										
C- Level	.4487236*	1.56	.0500965	1.05	-.1675688	0.84	.1114603	1.01	-.024847	0.93
A and B- Level	.1270154	1.13	.2343287	1.26	-.1342492	0.87	.0120578	1.11	-.0645973	0.97
Age					-.0294351**	0.97	-.0034124	0.99		
Gender									-.8243443***	0.43
Education Level			-.2508617	0.77	-.4298299*	0.65	-.4637285*	0.62	.4895812*	1.63
Teacher License					-.0924683	0.91				
Teaching Experiences					.496871***	1.64	.1282323	1.13	.256607*	1.29
Teaching in Formal Schools	-.6646939***	0.51					-.0718822	0.66	-.5681619**	0.56
EPs Training			.5213168**	1.68	-.3798938	0.68			-.5063452**	0.60
Income per month							-.0839059	0.91	-.0032771	0.99
Curriculum level									-.315506**	0.72
Providing Guidance	.4478183	1.56							.5781472*	1.78
Designing Learning Objectives					.3881697***	1.47				
Determining teaching materials									.3013936***	1.35
Determining Learning Methods			1.098759***	3.00						
Collaboration with peers or other teachers					.2163471**	1.24	.4444846***	1.55		
Collaboration with Parents					.4544401***	1.57	.3809109***	1.46		
Collaboration with the community and businesses	.2943654***	1.34	.38341***	1.46			.1747257*	1.19		
Log likelihood	-336.71962		-318.44354		- 315.58813		-274.96095		-274.19268	
Prob >chi^2	0.0000		0.0000		0.0000		0.0000		0.0005	
Pseudo R^2	0.0962		0.1349		0.0811		0.0771		0.0570	

*Notes: *, **, *** statistically significant at 10%, 5% and 1% level, respectively.*
Source: Author's Calculation (2025)

b. Determining Teaching Materials

Table 5 shows that teachers who employ various learning methods significantly impact their ability to enhance their skills in selecting teaching materials (OR = 3.00, p-value = 0.000). These teachers can progress from a developing level to a ready and proficient level, surpassing those who solely rely on textbooks, by incorporating additional teaching materials from various valid sources that align with the learning objectives. Furthermore, teachers participating in EPs training can increase teacher proficiency 1.68 times to a higher level (OR = 1.68, p-value = 0.029). Likewise, teachers collaborating with communities and businesses can improve teacher proficiency (OR=1.46, p-value=0.000). The results of the analysis indicate that the accreditation status of CLCs/LS, where teachers teach, does not significantly impact their ability to select teaching materials.

c. Determining Differentiacy of Learning Methods (face-to-face learning, self learning, and tutorials learning)

Table 5 shows that 5 out of 9 variables significantly affect teacher proficiency in this area. Older teachers are 0.97 times less likely to attain higher categories of teacher proficiency when determining the differentiation of learning methods. This shows that the older the teacher, the less varied the learning methods. The results of the analysis also show that teachers with more experience in teaching are more likely to be in higher proficiency categories than those with limited teaching experience. Additionally, teachers with more experience tend to use more varied learning methods in their classes. Furthermore, teachers who can design learning objectives (OR = 1.47, p-value = 0.000) are 1.47 times more likely to be in higher proficiency categories than those who cannot. This means that when teachers can design learning according to the needs and learning achievements of students, teachers can determine varied learning methods in their classes according to student characteristics. Additionally, teachers who collaborate with peers and other teachers (OR = 1.24, p-value 0.043) and parents (OR = 1.57, p-value 0.003) are significantly more likely to be in higher proficiency categories than those who do not. More teachers involving other teachers and parents in the learning process means more varied learning methods. The findings of this study indicate that accreditation, licensed teachers, and teachers who participate in EPs training do not have a significant influence on increasing teacher proficiency in using varied learning methods.

d. Student Assessment Implementation

Table 5 shows that teachers collaborating with colleagues or other teachers (OR = 1.55, p-value = 0.000) can increase teacher competence 1.55 times to a higher category in assessing students in the learning process through coordination in curriculum planning and evaluation meetings and sharing good practices on teaching tools.

Meanwhile, teachers collaborating with parents can increase their teacher competence (OR=1.46, p-value=0.000) 1.46 times to a higher category in assessing students during the learning process. This can be achieved by opening communication with parents to discuss their children's learning development and providing them with information about the curriculum at the beginning and end of the semester. The analysis also revealed that factors such as an EP's accreditation status, collaboration with the community and business, age, education level, teaching experiences, income, and teaching in formal schools did not significantly influence the likelihood of teachers advancing to a higher category. The constant coefficient and odds ratio values across dichotomous indicate that the model does not violate the proportional odds assumption.

e. Learning strategies according to student development phases

Table 5 shows that out of 10 independent variables, there are five variables with a significance of 5% and three with an importance of 10%. Of the five variables with a significance level of 5%, only one positively improves teacher skills in implementing learning based on student learning achievement groups. (coef. (β) = .3013936). Teachers can select effective teaching materials (OR = 1.35, p-value =

0.006). This shows that teachers who have the skills to assess teaching materials, such as using textbooks and other teaching tools obtained from various validated sources, can improve their skills in implementing learning based on student achievements to a category 1.35 times higher than teachers who only use textbooks or modules as the only primary source of learning.

Furthermore, teachers who participated in EPs training (OR=0.60, p-value=0.046) were 0.60 times less likely to be in higher proficiency categories than those who did not. Teachers who teach in formal schools (OR=0.57, p-value=0.042) are 0.57 times less likely to be in higher proficiency categories compared to those not in formal schools. This means that teachers in formal schools face challenges in implementing EPs with different characteristics. In formal schools, students typically belong to the same age group. However, in EPs, a single class may comprise a heterogeneous mix of school-age and adult-age groups, potentially not aligning with the taught level. Additionally, teachers in EPs implementing the Emancipated Change Curriculum (OR = 0.73, p-value = 0.029) have a 0.73 times likely to be in higher proficiency categories. Teachers participating in EP training have difficulty implementing learning based on student learning outcomes. The analysis results also showed that the variables of teachers' education attainment, teachers' experiences, and providing guidance are marginally significant (p-value > 0.05). Accreditation and income have little impact on the chances of being at higher skill levels.

f. Collaboration with Peers or Other Teachers

Table 6 shows that teachers who collaborate with parents (OR = 2.05, p-value = 0.000) are 2.05 times more likely to be in higher proficiency categories than those who did not collaborate. This implies that teachers communicating with parents to discuss student development can enhance their proficiency in collaborating with colleagues or other teachers. This collaboration is a follow-up to share information about teaching tools and learning resources that align with student learning outcomes.

Based on the collaboration with parents' indicator, teachers provide parents with curriculum and learning information at the beginning and end of each semester, including details about the semester's assignment Project. They also establish two-way communication with parents to discuss students' learning progress. Following discussions with parents, teachers collaborate with peers and other educators to address students' challenges, such as difficulties in specific subjects. This collaboration involves curriculum planning, evaluation meetings, and ensuring projects align with the project's theme and goals to improve student's skills and creativity. Additionally, teachers share best practices and exchange information on teaching tools to enhance the overall learning experience.

Table 6. *Gologit2*/PPO Model of Collaboration with stakeholders and Evaluation and reflection

	Collaboration with peers or other teachers		**Collaboration with Parents**		**Collaboration with the community and businesses**		**Evaluation and reflection about the learning process implementation**	
	Coef.	**OR**	**Coef.**	**OR**	**Coef.**	**OR**	**Coef.**	**OR**
Accreditation Status:								
C- Level	-.023194	0.97	.1930982	1.21	.410875	1.50	-.1449506	0.86
A and B- Level	.1780719	1.19	.4100825	1.50	.1308262	1.13	.0496559	1.05
Age							.0289732**	1.02
Education Level	.4758987**	1.60					.5130854**	1.67
Teacher License	-.1111721	0.89	-.1597254	0.85				
Teaching Experiences	-.2328124*	0.79	.3074128**	1.35				
Teaching in Formal Schools	-.3395438	0.71	.0141617	1.01			-.7240288**	0.48
EPs Training	.5535363**	1.73	-.1832748	0.83	-.2868477	0.75	.1128535	1.22
Designing Learning Objectives							.2782439***	1.32
Determining teaching materials			.3631225***	1.43				
Determining Learning Methods					.5112311***	1.66	.446371***	1.56
Student Assessment Implementation					.2805151**	1.32	.6014656***	1.82
Learning strategies according to student development phases								

	Collaboration with peers or other teachers		Collaboration with Parents		Collaboration with the community and businesses		Evaluation and reflection about the learning process implementation	
	Coef.	**OR**	**Coef.**	**OR**	**Coef.**	**OR**	**Coef.**	**OR**
Collaboration with peers or other teachers					.1687722*	1.18	.2445483**	1.27
Collaboration with Parents	.7225361***	2.05						
Collaboration with the community and businesses			.2268977**	1.35				
Evaluation and reflection about the learning process implementation			.7832517***	2.18	.2525759**	1.28		
Log likelihood	-354.25078		-257.79406		-347.61266		-296.22534	
Prob >chi^2	0.0000		0.0000		0.0000		0.0000	
Pseudo R^2	0.0580		0.1511		0.0583		0.0962	

*Notes: *, **, *** statistically significant at 10%, 5% and 1% level, respectively.*
Source: Author's Calculation (2025)

Furthermore, teachers who participated in EPs training (OR = 1.73, p-value = 0.016) are 1.73 times more likely to be in higher proficiency categories than those who did not participate. This means that by allowing EP teachers to participate in EP training, the teacher can improve their competence when collaborating with colleagues. The results of this analysis also show that the higher the teacher education level (OR=1.60, p-value=0.04), the more likely they are to be in higher proficiency categories compared to teachers with lower levels of education. The variable of teacher experiences is marginally effective, exhibiting a statistically significant 10% influence on enhancing teacher proficiency in collaborating with colleagues. Meanwhile, accreditation, having a teacher license, and teaching in formal schools do not significantly influence the increase in teacher proficiency.

g. Collaboration with Parents

Table 6 shows that teachers with extended work experience (OR = 1.35, p-value = 0.04) are 1.35 times more likely to be in higher proficiency categories than teachers with shorter work experience. This means that the more experienced the teacher is, the more they can carry out two-way communication with parents to discuss the development of student learning outcomes in class.

Furthermore, teachers who can determine teaching materials that vary according to the development of student learning outcomes (OR = 1.43, p-value = 0.001) are 1.43 times more likely to be in higher proficiency categories compared to those who cannot. This means that the more proficient teachers are in determining learning resources with students, the more they can encourage students to collaborate with parents to discuss learning materials appropriate to their children's learning outcomes. In addition, teachers who collaborate with communities and businesses (OR = 1.35, p-value = 0.035) are 1.35 and 1.43 times more likely to be in higher proficiency categories than those who did not. This indicates that teachers who collaborate with communities and businesses can engage parents in various incidental and ongoing activities that involve communities and businesses in the learning process. This study showed that teachers who assess and think about their teaching using data from educational reports and student performance (OR=2.18, p-value=0.000) are 2.18 times more likely to be at higher skill levels than those who do not. Teachers who evaluate and reflect on the implementation of learning will encourage teachers to communicate with parents about student learning outcomes to improve learning quality in the following semester.

The results of this study indicate that accreditation, teachers who have a teacher license or certification, teachers who teach in formal schools, and those who participate in EPs training do not significantly increase teacher proficiency in collaborating with parents.

h. Collaboration with Community and Business

Table 6 shows that teachers who can implement various learning methods (OR = 1.66, p-value = 0.000) are 1.66 times more likely to be in higher proficiency categories than those who cannot. This implies that teachers who can implement various learning methods are more likely to involve the community and business in implementing learning in the classroom.

Furthermore, teachers who implement learning according to student learning development achievements (OR = 1.32, p-value = 0.045) are 1.32 times more likely to be in higher proficiency categories than those who cannot. This means that teachers who understand various learning methods can determine the appropriate form of community and business collaboration to support the implementation of learning in their classes. In addition, teachers who carry out evaluations and reflections on the implementation of learning (OR = 1.28, p-value = 0.000) are 1.28 times more likely to be in higher proficiency categories than those who did not. This means that teachers who know the weaknesses and strengths of the implementation of learning carried out in the previous semester can determine the types of communities and businesses that can be involved in the learning process in the following semester. The results of this study also show that accreditation and EPs training does not have a significant effect on increasing teacher skills in collaborating with communities and businesses.

i. Evaluation and Reflection Related Learning Activities

Table 6 shows that older teachers (OR = 1.02, p-value = 0.022) are 1.02 times more likely to be in higher proficiency categories than younger teachers. Teachers who effectively use the Emancipated Curriculum show several key signs of success. They can set clear learning goals (OR = 1.32, p-value = 0.006), use different teaching methods (OR = 1.56, p-value = 0.001), conduct student assessments (OR = 1.82, p-value = 0.000), and work well with other teachers (OR = 1.27, p-value = 0.023). These abilities help them improve their proficiency in assessing and reflecting on how well their teaching works. However, teachers with certification or licenses (OR=0.48, p-value=0.022) are 52% less likely to be in higher proficiency categories compared to those who do not have them. Furthermore, neither accreditation nor participation in EPs training significantly influences teachers' abilities to evaluate and reflect on the implementation of learning.

3.2 Discussions

The Indonesian government views implementing the curriculum as an ongoing learning process. This means that teachers and schools can use the Emancipated Curriculum based on their students', schools', or teachers' needs to become proficient (MoECRT, 2022). The research indicated that the average teacher proficiency score is approximately 52 out of 100, falling within the "insufficient" category. Focusing on four essential skills—teaching and learning, professional, social, and personal—this study checks how well teachers in EPs in West Java Province can use the Emancipated Curriculum.

The results demonstrate that the accreditation status of CLCs/LS or EPs does not significantly enhance teachers' ability to implement the curriculum. While accreditation assessments evaluate teacher performance, they do not precisely measure teachers' proficiency in applying the curriculum within EPs. The study's results suggest that the low proficiency score, categorized as "insufficient," is due to teachers' problems setting learning goals, using developmentally appropriate learning strategies, testing students, and working with parents and other teachers.

The research also revealed that EP teachers are insufficient in designing learning objectives. Many teachers rely solely on the learning objective templates the MoECRT provides without making any adjustments. These findings align with Rahabav & Souisa, (2021) which observed that most EP teachers copy and paste national curriculum objectives into their lesson plans without modification.

Furthermore, if teachers are not proficient in implementing learning strategies aligned with students' developmental phases, the effectiveness of the learning process in EPs is compromised. This is particularly critical given that EPs serve a diverse range of age groups, including school-aged children and adult learners—many face challenges reintegrating into the education system after dropping out of formal schools. Survey results show that school-aged children attend face-to-face learning more frequently than adult learners. Rosmilawati, (2016) research highlights significant differences in the learning experiences between these two groups. A notable problem is the development of a curriculum

that satisfies student requirements and academic standards. Many students have expressed discontent with the restricted scope of the EP curriculum. Although it coincides with the official school curriculum, the government limits the number of subjects. Most students indicate that they study solely Indonesian, civics, mathematics, and social sciences, allowing less opportunity for creative disciplines such as music or art. The limited curriculum for school-aged students may result in disengagement owing to the absence of exciting subjects. This restricted curriculum may be more appropriate for adult learners balancing employment and school, as it allows more effective time management.

Moreover, the study finds that teachers' experience does not significantly influence their proficiency in conducting student assessments. This contradicts the findings of Darmawan et al., (2020) which suggest that EP teachers with 6–10 years of experience are more proficient in using varied student assessments than those with fewer than five or more than 10 years of experience. The ability to conduct practical student assessments is crucial in EPs, as academic progression and graduation now depend on assessment results rather than the National Examination, which is no longer the sole graduation requirement. While the Indonesian government administers an equivalency exam to assess whether EP graduates are comparable to formal school graduates, this exam is optional for EP students and not mandatory for graduation.

In addition, the capacity of teachers to engage with parents in the educational process is crucial. This is due to the significant number of OOSC who have dropped out of formal schooling, particularly among EP students. Anggrayni, (2024) findings indicate that lacking parental involvement in the learning process contributes to OOSC. If this is the case in EPs, students who have dropped out of school may also drop out of the EPs program again.

This study also has identified key factors influencing the enhancement of teacher proficiency in implementing the Emancipated Curriculum. The study's main findings point to specific indicators that negatively impact the improvement of teacher proficiency, particularly among EP teachers who also teach in formal schools. Of the 282 EP teachers studied, 150 (53.19%) primarily teach in formal schools. This study results reveal that EP teachers who also work in formal schools as their primary job have a detrimental effect on the development of teacher proficiency in five key indicators: setting learning goals, student assessments, learning strategies that match students' developmental phases, collaboration with other teachers, and evaluation and reflection-related learning processes. These findings align with the research by Rahabav & Souisa, (2021), which noted that most teaching staff in EPs are recruited from formal schools. Formal schools and EPs differ significantly in student characteristics and learning methodologies. Formal schools typically conduct face-to-face classes five days a week, while EPs primarily rely on independent study, supplemented by face-to-face sessions only two to three times a week. These structural differences likely contribute to the challenges identified in the study.

Nonetheless, EP teachers at formal schools positively influence teachers' proficiencies in engaging with parents collaboratively. The number of teachers with licenses and those who participated in EPs training is evidence of teacher professional development. The analysis results indicate that demonstrating a teaching license does not significantly influence the enhancement of teachers' proficiencies in implementing the emancipated curriculum, particularly in determining learning methods, collaborating with peers or other teachers, and collaborating with parents. The limited number of licensed EP teachers is evident, as only 62 out of 282 teachers (21.98%) possess a teaching qualification. Further research is necessary to understand how the course content of teacher certification training relates to EPs' curriculum implementation indicators. Moreover, teachers engaged in EPs training positively and significantly enhanced their proficiency in selecting teaching materials and collaborating with peers; however, it negatively and significantly impacted their ability to implement learning strategies according to student developmental phases. This study found that only one hundred thirty-seven teachers participated in EP training, or 48.58% of the 282 teachers. Therefore, to improve teachers' proficiency in implementing the emancipated curriculum, the Indonesian government should increase the number of EP teachers participating in EP training. This will foster teachers' competence in teaching strategies that align with students' developmental stages, especially in classes with diverse age groups. This study proposed to do this by implementing differentiated learning models that classify EPs students into school-age and adult-age groups, using a variety of approaches and methodologies.

Conclusion

This study aimed to evaluate teacher proficiency and identify key factors influencing the enhancement of teacher proficiency in implementing the Emancipated Curriculum in West Java Province, Indonesia. The findings revealed that teacher proficiency in implementing the Emancipated Curriculum was developing-level. The study found no significant differences in average teacher proficiency scores related to the accreditation levels (A, B, C, or unaccredited) of CLCs/LS, the curriculum choices of CLCs/LS, or the differences between rural and urban areas.

However, the study identified critical factors that significantly influence teacher proficiency, including teachers who engage in EPs as their primary job in formal schools, teachers who hold licenses, and teachers who participate in EPs-specific training programs.

This study emphasizes teacher training, curriculum design, and student assessment in EP settings. Future initiatives should strengthen professional development programs, foster active parental involvement, and refine teacher recruitment strategies to enhance teacher proficiency. Additionally, integrating teacher proficiency assessments into accreditation evaluations can help measure curriculum effectiveness, while improving teacher recruitment and welfare is essential for sustaining quality education in EPs. The Indonesian government must enforce rigorous selection policies to ensure that EP teachers are qualified and fully dedicated rather than treating EP teaching as a secondary responsibility for formal school educators. By addressing these key areas, policymakers and teachers can enhance EP effectiveness, elevate teacher proficiency, and ensure the quality of EP aligns with formal education standards.

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Appendices

Appendix 1: Profile of Equivalency Programs Teachers

Variables	Accredited A		Accredited B		Accredited C		Not Accredited		Total
	f	%	f	%	f	%	f	%	
Age									
< 30			21	16.66	31	24.60	74	58.73	126
31 – 35			15	22.38	22	32.83	30	44.77	67
36 – 40	1	1.88	11	20.75	16	30.18	25	47.16	53
41 – 45			7	17.50	12	30.00	21	52.50	40
46 – 50			7	24.13	9	31.03	13	44.82	29
51 – 55			4	25.00	5	31.25	7	43.75	16
> 56			2	22.22	4	44.44	3	33.33	9
Gender									
Male			38	22.61	49	29.16	81	48.21	168
Female	1	0.58	29	16.86	50	29.06	92	53.48	172
Teaching Experiences									
< 1	1	1.96	3	5.88	8	15.68	39	76.47	51
1 – 3			24	16.90	37	26.05	81	57.04	142
4 – 10			31	27.19	37	32.45	46	40.35	114
11 – 15			6	26.08	13	56.52	4	17.39	23
> 16			3	30.00	4	40.00	3	30.00	10
Educational Qualification									
< Undergraduate			7	14.58	8	16.66	33	68.75	48
Undergraduate			55	20.22	88	32.35	129	47.42	272
Master	1	7.14	5	35.71	3	21.42	5	35.71	14
Others			-	-	-	-	6	100	6
Teacher's license									
Yes			21	28.00	23	30.66	31	41.33	75
No	1	0.37	46	17.35	76	28.67	142	53.58	265
Teaching in Formal School									
Yes			43	22.99	58	31.01	86	45.98	187
No	1	0.65	24	15.68	41	26.79	87	56.86	153
Teaching in Equivalency Programs Level									
Package A and B	1	4.34	1	4.34	2	8.69	19	82.60	23
Package B			13	14.94	32	36.78	42	48.27	87
Package C			53	23.04	65	28.26	112	48.69	230
Curriculums									
2013			6	10.34	16	27.58	36	62.06	58
The Emancipated Curriculum:									
The Emancipated Learning			14	15.73	26	29.21	49	55.05	89
The Emancipated Sharing			4	8..16	23	46.93	22	44.89	49
The Emancipated Change	1	0.69	43		34		66		144

Appendix 2: Statistics Descriptive

Variable	Obs	Mean	Standar Deviasi	Min	Max
Accreditation	282	0.7340426	.7982481	0	2
Gender	282	1.492908	.5008385	1	2
Age	282	35.63475	9.529385	19	63
Qualification of Education	282	1.950355	.4894072	1	4
Teaching Experiences	282	2.432624	.8669902	1	5
Teacher License	282	.2198582	.2198582	0	1

Variable	Obs	Mean	Standar Deviasi	Min	Max
Equivalency Program Training	282	.4858156	.5006873	0	1
Teaching in Formal Schools	282	.5319149	.4998675	0	1
Income per month	282	2.992908	2.144251	1	7
Understanding Guidance	282	.8014184	.3996414	0	1
Curriculum Level	282	2.195035	.8893859	1	3
Designing of Learning Objectives	282	2.12766	1.180211	1	4
Determining of Teaching Materials	282	2.20922	1.188102	1	4
Determining Learning Methods	282	2.347518	.9124354	1	4
Student Assessment Implementation	282	1.822695	.7758241	1	4
Learning strategies according to student development phases	282	1.638298	.8028117	1	4
Collaboration with Peers or Other Teachers	282	2.187943	1.15835	1	4
Collaboration with Parents	282	1.765957	.844815	1	4
Collaboration with Community and Business	282	2.414894	1.217397	1	4
Evaluation and Reflection	282	2.269504	1.042714	1	4