



## A Study on the Use of the Cambridge Curriculum in English Class at SMP Islam As-Shofa Pekanbaru

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### ABSTRACT

This research uses a qualitative method with a narrative type, which has the purpose to find out how SMP Islam As-Shofa Pekanbaru in using the Cambridge Curriculum. Specifically, this research answers research questions about how SMP Islam As-Shofa Pekanbaru uses the Cambridge curriculum and explains the challenges during the implementation of the Cambridge curriculum in English subjects at SMP Islam As-Shofa Pekanbaru. This research uses interviews and documentation as data collection techniques. The principal, deputy curriculum coordinator, and six English teachers at SMP Islam As-Shofa Pekanbaru became informants who were interviewed by researchers as primary data. Documentation was subsequently used as supporting data for this research. The results showed that the use of the Cambridge curriculum at As-Shofa Islamic Junior High School Pekanbaru could be said limited in the use of Cambridge curriculum classroom tools in which As-Shofa Islamic Junior High School can access it all because it collaborates with Mentari as the publisher. The use of classroom tools from Cambridge Curriculum in this school is supported by the style of togetherness between English teachers who always discuss together English learning and also the form of supervision carried out by the Foundation and the school that runs smoothly. In addition, teachers still have difficulties in implementing this curriculum. The difficulty is in the form of differences in the background of students' ability to use English. Another difficulty also comes from the British accent used in books and media from the Cambridge curriculum makes teachers more ingenious to be able to convey the material taught so that it can be understood well by students.

*Keywords: Cambridge curriculum, English, classroom tools and media*

Submitted	Accepted	Published
21 May 2024	02 July 2024	30 July 2024

Citation	:	Aziz, T.B., Erni., & Harfal, Z. (2024). A Study on the Use of the Cambridge Curriculum in English Class at SMP Islam As-Shofa Pekanbaru. <i>Jurnal PAJAR (Pendidikan dan Pengajaran)</i> , 8(4), 366-375. DOI: <a href="http://dx.doi.org/10.33578/pjr.v8i4.9886">http://dx.doi.org/10.33578/pjr.v8i4.9886</a> .
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### INTRODUCTION

Nowadays, the number of international schools in Indonesia continues to rise, and many international schools are applying the international curriculum. So, the inclusion of international schools and the implementation of the international curriculum are certainly a concern for other schools, both public and independent schools. Because applying to an international curriculum can affect student success. According to Holandyah et al (2022), through the use of a global curriculum, specific competencies are built to deal with globalization. It deals with verbal and written communication, critical thinking, the capacity to see moral issues as problems, the capacity to be a good citizen, the obligation to try to understand and be tolerant of different points of view, and the capacity to live in a globalized society. An innovation, idea, or idea in following the progress of the curriculum following the times. An educational model that is not limited to scoring results with national competence alone, but in regional areas has professional competence.

In 1584 Cambridge University Press Published their first book. Cambridge University Press has a breakthrough in publishing academic texts, poetry, school books, prayer books, and Bibles, such as John Milton's *Lycidas*, Isaac Newton's *Philosophiae Naturalis Principia Mathematica*, etc. So, the conclusion is Cambridge Curriculum is one of the exam boards that established by UCLES (the University of Cambridge Local Examinations Syndicate) which at first for students who were not members of the University of Cambridge to raise standards in education by examining them until today they have helped schools and students almost all over the world with 3 programs that they had. This curriculum is part of the International Education Group, along with Cambridge University Press and Cambridge Partnership for Education.

Before 2018, the Cambridge Curriculum was known by the name Cambridge International Examination. Because this curriculum offers from planning of all program implementation to evaluation of the learning itself. This matter must be considered by schools because from this thing can conclude that this curriculum focuses on students' learning process. The process of learning for students is the form of the development of the student's way of thinking. This can be a necessary asset for the next generation when facing challenges and obstacles that will happen. Another benefit of this curriculum is this curriculum can be adapted to the capability of students and the vision and mission that the school has.

Cambridge Curriculum offers four qualifications from 5 to 19 years old. There are: 1) Cambridge Primary (5-11 years old), 2) Cambridge Lower Secondary (11-14 years old), 3) Cambridge Upper Secondary (14-16 years old), and 4) Cambridge Advanced 16-19 years old). Each of these qualifications is determined based on how the Cambridge curriculum views what is needed by students at each age of the student so that this stage can be used by adjusting the age of students who receive education in their schools. Schools that use this curriculum are not wrong in determining what qualifications they will use in their schools.

## LITERATURE REVIEW

Based on Holandiah *et al* (2022) titled 'The Implementation of the Cambridge Lower Secondary English Curriculum: Teachers' Voices at One Private School in Palembang'. The results of the study revealed the three stages of implementing the curriculum: (1) program development, (2) implementation of learning, and (3) evaluation. It states they found three stages of implementing Cambridge Lower Secondary English Curriculum. There are program development, implementation of learning, and evaluation. In program development there were six sections;

- 1) The teachers adapt the teaching plan from Cambridge Lower Secondary English Curriculum to the school's needs.
- 2) The teachers follow and adjust the Scheme of Work (SOW) English as a guideline in English instruction.
- 3) The teachers create a unit plan for the English instruction.

Then research by Islam and Fajaria (2022) with the title 'Cambridge Curriculum Implementation at SMP Madina Islamic School'. The results of the research conducted indicate that (1) The form of application of the Cambridge curriculum at Madina Islamic School requires all students to have a Cambridge certificate in at least one field of study by taking the Cambridge certification exam. Coaching is held once a week for one subject or one subject, as well as intensive coaching, is carried out for two days before the Cambridge certification exam. (2) The inhibiting and supporting factors of the implementation of the Cambridge curriculum in student learning from the results show that the guidance and assistance carried out by the school, namely the principal and the teacher council to their students through the implementation of the Cambridge curriculum in student learning so that students increasingly show their true identity character.

This study aims to determine how SMP Islam As-Shofa Pekanbaru implements the Cambridge Curriculum in English Class. As for hypotheses to be tested in this study, first, the Cambridge Curriculum at SMP Islam As-Shofa Pekanbaru is complete and maximally implemented from the planning side until the evaluation side. Second, implementing the Cambridge Curriculum at SMP Islam As-Shofa Pekanbaru is not maximally and has many difficulties and obstacles.

## METHOD

This research uses a qualitative research design with a narrative type with a descriptive category. So, with this method, this research provides more information about how SMP Islam As-Shofa Pekanbaru uses the Cambridge Curriculum in English classes. All participants were from SMP Islam As-Shofa Pekanbaru. The participants in this research are the Principal of SMP Islam As-Shofa, the Vice Curriculum of SMP Islam As-Shofa, English Teacher. This research was conducted with interviews with all participants, collecting documents needed to seek information related to the implementation of the curriculum.

This research is divided into two forms, that is primary data (main) and secondary data (supporting). So, this researcher interviewed all participants one by one and the researcher used guidance interviews so that the information obtained can be focused and not widespread. Then, a record of all interviews will pass member checks after being rewritten by the researcher. Next, in this study, some documents may be needed, such as photos during the interview, lesson plans designed by one of the teachers, an assessment conducted by the school in implementing the Cambridge Curriculum, and also other things related which SMP Islam As-Shofa Pekanbaru use the Cambridge Curriculum.

Stage of triangulation in this research, data was obtained from interviews, archives, documents, or files related to the application of the Cambridge curriculum and also documents regarding SMP Islam As-Shofa Pekanbaru. Then the data will be grouped into 2 parts. Namely; 1). Additional data, consisting of information about SMP Islam As-Shofa (Vision & Mission of the school, educational goals of the school, etc.). Then, 2). Core data such as the use of the Cambridge curriculum at SMP Islam As-Shofa Pekanbaru. Further, stage of member check in this research, the data is from the results of interviews with the Headmaster, Coordinator curriculum, and also English teachers at SMP Islam As-Shofa Pekanbaru. The researcher will conduct a member check by bringing the results of the interview that has been recorded and rewritten by the researcher, then giving it to the informant one by one, and then asking whether there is data that needs to be added, reduced, or rejected by the informants. After an agreement was obtained between the researcher and the informant. Then the researcher will ask the informants to sign it so that the researcher's findings can be trusted and also as evidence that the member check has been carried out by the researcher.

## RESULTS AND DISCUSSION

### Main Data

#### Reason for using Cambridge Curriculum

##### a. Cambridge Curriculum is Better Known than International Curriculum

This school prefers to use the Cambridge Curriculum over the IB Curriculum or NSTA for several reasons. In the interview, Wiwit as Headmaster at SMP Islam As-Shofa Pekanbaru said, the reason the foundation chose the Cambridge curriculum is firstly because it is better known in Riau province. Secondly, this curriculum has a very flexible system, in the sense that the school implements this curriculum without establishing a partnership with Cambridge directly. The books and assessments the school uses are the result of our cooperation with publishers/distributors in this province, including the freedom to access the Cambridge website, we obtained this right from the publisher/distributor. Third, we have a view that the full-day system that we have had since the beginning of this Foundation was built is very suitable for implementing books and assessments from the Cambridge curriculum".

##### b. Cambridge Curriculum is Flexible

In the interview, Wiwit as Headmaster at SMP Islam As-Shofa Pekanbaru said that the implementation of the Cambridge Curriculum is flexible and can be arranged by the school. Whereas this school applies the Cambridge Curriculum is not directly related to Cambridge, but only makes a partnership with the publisher so that the school can access Cambridge books and assessments through the publisher.

##### c. Full-day System

Aisyah Sri Rathmiati the Vice Curriculum of SMP Islam As-Shofa Pekanbaru also said, "... After the school stopped implementing the Cambridge curriculum due to the RSBI case and re-implemented the Cambridge curriculum, the school took the policy to increase the hours of English lessons from 4 hours per week to 10 hours per week....".

##### d. RSBI System

During the implementation of the Cambridge curriculum in this school. The school experienced several situations that led to a period where the school had stopped using the Cambridge curriculum for learning

activities at school. Wiwit explains the implementation of the Cambridge curriculum was stopped when the 2013 Curriculum was implemented. Plus, the case of harassment from foreigners who became teaching staff placed in RSBI in our country. So that the use of the Cambridge curriculum in our schools, had to be stopped.

Based on an article written by Dharmaningias (2013), This RSBI policy has been a topic of discussion from the end of 1999 until the early 2000s. Until it finally came to pass, in 2005 RSBI was developed in Indonesia with quite heavy requirements for schools that wanted to obtain the status of an RSBI school. However, RSBI was finally abolished with the cancellation of Article 50 Paragraph 3 of Law No. 20/2003 on the National Education System which was the basis for the establishment of Rintisan Sekolah Berstandar International (RSBI) and Sekolah Berstandar Nasional (SBI) by the Constitutional Court (MK).

Wiwit further added, *that* in 2020 foundation was again decided that it would use again the Cambridge curriculum. However, the obstacle to using the Cambridge curriculum in the form of cooperating directly with Cambridge is in terms of cost, indeed schools do not know exactly how much money we need. However, if we choose to take that step, at least we have to decide to increase tuition fees which will most likely burden parents/guardians of students. This causes the school to not be able to implement the Cambridge curriculum like other schools that implement it, where this curriculum also has more programs. It also has an evaluation process for each level, for students who will graduate following Cambridge standards. It can be said that the use of the Cambridge curriculum in this school can only be done simply according to what the publisher allows the school to access. Even so, both the school and the English teacher do optimally so that English learning can achieve maximum results.

## **Implementation of the Cambridge Curriculum**

### **a. Status Quo**

The use of the Cambridge curriculum itself in this school has remained the same since the beginning where the school only collaborates with publishers in Riau province without directly working with Cambridge. The school gains access to be able to use books and assessments or whatever the Cambridge Curriculum has. This causes the school to not be able to implement the Cambridge curriculum like other schools that implement it, where this curriculum also has more programs. It also has an evaluation process for each level, for students who will graduate following Cambridge standards. It can be said that the use of the Cambridge curriculum in this school can only be done simply according to what the publisher allows the school to access. Even so, both the school and the English teacher do optimally so that English learning can achieve maximum results.

### **b. Curriculum Used**

The data obtained in this research SMP Islam As-Shofa Pekanbaru had implemented the bilingual class system in 2011, where at that time, the bilingual class used the Cambridge curriculum for three subjects, namely, English, Science, and also Mathematics. As for other than bilingual classes, only English subjects use the Cambridge curriculum. However, at the moment, the Cambridge curriculum in this school is only applied to English subjects. As for other subjects, this school still applies the 2013 curriculum for grades 8 and grade 9 because they decided for these 2 levels to connect the implementation of the 2013 curriculum to match the curriculum used when the students were still in grades 7 and 8. As for grade 7 students, we apply the Merdeka curriculum.

With the form of cooperation carried out by schools only with publishers, the things that can be accessed by schools from publishers to implement the Cambridge Curriculum are in the form of handbooks, student books, workbooks, or if collected this can be referred to as class ware during learning and also assessments. This assessment is used to guide teachers in evaluating students. Then, to optimize the implementation of this curriculum, the school also took the policy to increase the lesson hours for English subjects from the initial 4 hours per week to 10 hours per week.

### c. Way of School Development for Teachers

Wiwit as Headmaster of SMP Islam As-Shofa Pekanbaru said in the interview session, Wiwit tell in 2009, the Foundation decided to conduct English language classes for all teachers, which were divided into 3 levels. Basic, intermediate, and advanced classes. In addition to conducting English classes for teachers, the Foundation also conducts training. As said by Aisyah Vice Curriculum of SMP Islam As-Shofa Pekanbaru in her interview, said school carries out skills upgrading. One of these activities was carried out at the beginning of the pandemic where our school collaborated with one of the English lecturers from Riau Islamic University. Then this activity ends with a TOEFL test session as an evaluation for all English teachers.

Then, SMP Islam As-Shofa Pekanbaru also includes English teachers to join MGMP for the scope of one Pekanbaru city. With the data collected, it can be said that SMP Islam As-Shofa Pekanbaru tries to make teachers as school representatives who are directly dealing with students and as individuals who are directly involved in implementing the Cambridge curriculum can perform these two roles as optimally as possible. However, the efforts that can be made by SMP Islam As-Shofa are limited.

### d. How Teacher Plans the Learning Method

SMP Islam As-Shofa Pekanbaru uses 3 curricula. Namely, the Cambridge curriculum, the Merdeka Curriculum, and the 2013 Curriculum. Based on the data obtained, the Merdeka curriculum and the Cambridge curriculum both have a student-centered learning method that the teacher will use. Also, the teachers discuss with fellow teachers according to their respective subjects. Then the teacher will see how the ability is in the class. So that the method to be used can relate to the ability in the classroom. Teachers have almost the same method, which makes the guidance of learning methods that exist in each curriculum the root. Then, the teachers will discuss this at MGMP meetings which are held twice a week, namely Monday and Friday. One of the things discussed at this MGMP meeting is the learning method that will be used at the next meeting.

## Evaluation

### a. How School's Evaluate Educational Progress

The school's steps evaluation is namely supervision, this supervision activity aims to keep the teacher's performance consistent and maximize the educational goals of SMP Islam As-Shofa Pekanbaru. This supervision activity is also useful so that obstacles or problems during learning are quickly found and discussions are quickly held to find solutions so that these problems and obstacles can be solved. Therefore, this supervision activity which is a step for control can be used as well as an evaluation step.

### b. Teacher's Steps to Evaluate Students

Teachers have the freedom to design evaluation activities for their students. Where these evaluation activities have previously been discussed in advance at MGMP meetings and decided with other teachers with the same subject. Especially for English subjects, 4 basic language skills, there are, reading, listening, writing, and speaking skills. So that the evaluation carried out is more varied. The evaluation applied to students consists of daily exercises, assignments, exams, performance tests, and projects. Then the teachers also often use technology in this evaluation process, such as using media in the form of video or audio, and quiz applications such as Quizizz, Kahoot, and others. The teachers also have an LMS, which comes from SMP Islam AS-Shofa Pekanbaru directly. This evaluation activity will be adjusted to the form of the material that has been taught. It can be said that English teachers at SMP Islam As-Shofa Pekanbaru have 2 tasks to record progress and transfer it into the form of student assessments, namely in the form of assessments according to the standards of the Merdeka curriculum and the standards of the Cambridge curriculum.

### Impact of Use Cambridge Curriculum

Using this curriculum is arguably still partially some goals and impacts have been felt by the school, students, and also parents of students as a school community. Wiwit as Headmaster of SMP Islam As-Shofa Pekanbaru gives an example one of their programs is to bring in native speakers, students are happy with the



program and actively participate in the program. Some of them even asked to bring in more speakers from outside. Indirectly, the enthusiasm of the students can be felt by the parents, so they also felt happy with this development.

Wiwit also added that the school always explains to parents that there is multi-intelligence, in our explanation, multi-intelligence we tell them that there is something called interests and talents that students have and how they develop. So that parents know and can decide what they should do for the development of their children's interests and talents. Since the beginning of the Foundation, the ability to speak English has been one of the focuses that must be forged optimally. So, with the decision to re-implement the Cambridge curriculum and maintain consistency, many achievements were obtained by students, and this also directly affected the school.

### **Facilities**

As data obtained, SMP Islam As-Shofa Pekanbaru does not officially cooperate with the Cambridge Curriculum but rather cooperates with Mentari publishers as book publishers for the Cambridge curriculum in Riau Province. However, the Cambridge Curriculum does not specify what facilities schools need to be equipped with to implement this curriculum. However, the facilities provided in the school environment itself are very complete so that the implementation of the Cambridge curriculum can run optimally. As explained by the English subject teachers, SMP Islam As-Shofa Pekanbaru already has complete facilities. Such as computers, speakers, InFocus, and other standard facilities that must exist in the school environment.

### **Teacher's Difficulties**

#### **a. Background of Student's English Skill**

This difficulty does not come from the teacher's unqualified ability but is caused by the different backgrounds of students' English language skills. Aisyah explains as Vice Curriculum of SMP Islam As-Shofa Pekanbaru that sometimes there are conditions where teachers are forced to use Indonesian, so the use of English is mixed. This is so that students can properly understand the material being taught. This is because the students who enter SMP Islam As-Shofa Pekanbaru have different backgrounds in English language skills, depending on the student's previous schools.

Even Rita Yustina is one of the English Teachers at SMP Islam As-Shofa Pekanbaru. One of the classes that she teaches is class 7.4, she explains her own experience with the percentage scale in the application of English during learning activities. She said that, depending on the class being taught, for classes 8.1 and 9.1 that I hold, I can use full English. But, for class 7.4 I use 70% English and 30% Indonesian".

#### **b. Cultural Differences**

As defined by Sir Edward (1874), he said that the entirety of knowledge, beliefs, arts, morals, laws, customs, and abilities including other habits acquired by humans as members of society is referred to as culture Kuserdyana (2020). So that, another difficulty experienced by English teachers in implementing the Cambridge Curriculum is that the existing Cambridge Curriculum resources are still difficult for students to understand because of cultural differences and also include accents on media in the form of audio or video the Cambridge Curriculum still uses British accents.

### **Additional Data**

#### **General Description of SMP Islam As-Shofa Pekanbaru**

SMP Islam As-Shofa Pekanbaru is a private school located on Tuanku Tambusai Ujung Street, Pekanbaru. Operation by the As-Shofa Foundation, and the trustee foundation are Yulia Esriwati and Auliya Syaf. The accreditation of this school is grade A. Motto of SMP Islam As-Shofa Pekanbaru is Excellent in Religiousness, Excellent in Academics, and Excellent in Extracurricular. SMP Islam As-Shofa Pekanbaru has the vision to make this school an educational institution that can form students with knowledge, faith, noble character, national spirit, and environmental insight.

Then regarding, the mission of SMP Islam As-Shofa Pekanbaru divided into, 1). Implement an integrated learning program between the general curriculum and the religious curriculum. 2). Implementing effective, creative, science and technology-orientated learning. 3). Making the school a place for the habituation of school residents in worship. 4). Developing students' competence in all fields. 5). Making the school a place to produce disciplined individuals in all aspects of life. 6). Producing graduates who have a national spirit and environmental outlook.

### **History of SMP Islam As-Shofa Pekanbaru**

This school was originally founded by Drs Syafwi Khalil, M.Pd who passed away in 2021. He founded this school with his wife Hj. Yulia Esriwati, S.Pd on Melati street in 1991. In that year, As-Shofa only had education for the elementary level which at that time, was still riding in the upper room of the Surya Mosque Cempaka Street with the permission of Mr Drs, Mukhni as the head of the Mosque. Over time, SMP Islam As-Shofa Pekanbaru was established in 2000. It was still combined with the elementary school building which had moved to Jl. Tuanku Tambusai. The number of students was 40 students. This condition continued to survive along with the increase of students for junior high school level. Then in 2009, SMP Islam As-Shofa Pekanbaru had its building to conduct learning activities where this building was still adjacent to the As-Shofa Islamic Elementary School Building Pekanbaru. Now, based on the data taken from the website of Basic Education Data owned by the Ministry of Program.

### **Discussion**

#### **1. How the Use Cambridge Curriculum in English Class at SMP Islam As-Shofa**

According to the researcher's findings, the use of the Cambridge curriculum at SMP Islam As-Shofa Pekanbaru stemmed from the As-Shofa Foundation's awareness that English language skills are needed for each individual to survive and compete amid world progress. With this awareness, the Foundation wants to produce graduates from each level of the SMP Islam As-Shofa Pekanbaru with good and maximum English language skills. According to Dewey (1952), a curriculum that is the social responsibility of education should present situations where problems are relevant to common life issues, where observation and information problems of life, and has observations and information calculated to develop social awareness and interest. So, it can be said that the application of the Cambridge curriculum at SMP Islam As-Shofa Pekanbaru is a social response to the educational situation and also the results of observations of problems and life issues felt by the As-Shofa Foundation. The researcher divides this implementation into 3 parts, namely Preparation and Development, implementation, and evaluation.

##### **1) Preparation and Development**

As the data obtained, the foundation and the school pay attention to the ability of human resources in the school environment, especially teachers, so that the application of classroom tools derived from the Cambridge curriculum can help schools achieve educational goals. When this policy was taken, the school with the support of the Foundation included English teachers to attend training or seminars on the implementation of the Cambridge curriculum held by Mentari as the publisher, even the Foundation also held training for teachers both at the elementary level and at the junior high school level. The teachers also joined the MGMP association in Pekanbaru City.

It can be said, that at the preparation and development stage, the Foundation and the school are serious about being able to implement the policies they take to the fullest. Because the efforts they make are in line with the form of support provided by Cambridge Curriculum for schools that work with the Curriculum, which is quoted from the brochure distributed by Cambridge Curriculum for Cambridge Curriculum Lower Secondary. Where this Curriculum provides online training activities, then face-to-face training, and also community online forums to be able to reach and support teachers. As the results of research by Abdullah and Makruf (2023), teachers at Al Abidin Islamic Junior High School routinely participate in activities, socialization activities, and training held by the Cambridge curriculum.

## 2) Implementation

SMP Islam As-Shofa uses 3 types of curriculums, the curriculum used is the 2013 curriculum, the Merdeka curriculum, and the Cambridge curriculum for English subjects. The Merdeka curriculum is used for grades 8 and 9. While the 2013 curriculum is used for grade 7. At this stage, the school adopted a policy of 10 hours of English per week. This is in line with the use of classroom tools derived from the Cambridge curriculum in this school. This policy can run smoothly and have a maximum impact on the school due to English teachers who are always active and always conduct discussions or MGMP activities which are carried out twice a week, and also teachers are often active in discussing on the WhatsApp application outside MGMP meetings.

Regarding the syllabus and lesson plans they have. They adjust the classroom tools derived from the Cambridge Curriculum to the state of student abilities and also the way students learn in each class. They determine this together at MGMP discussion meetings regularly. In Yudha's research (2016), SD Laboratorium State University of Malang was formed and adjusted based on what the school needed and the situation of the students. Exactly what is mentioned by Cambridge Curriculum in the Curriculum outline, where Cambridge Lower Secondary offers that schools can shape the curriculum according to what their students want to learn.

As for the learning methods used by the teachers, it is adjusted to the situation of the students in each class and then adapted to the material being taught. If they have difficulties, the teachers will discuss with input and views from other teachers so that they can become references or additional aspects to determine the learning methods to be used. Aligned with the results of research from Holandyah et al (2022) they said, "We found that teachers made a lesson plan for planning the English instruction. Also, for English Lower Secondary, they had a unit plan".

## 3) Evaluation

The Foundation and the school conduct supervision activities for teaching and learning activities. Based on the data obtained, this supervision activity is a control activity, which itself is routinely carried out by the Foundation and the school. Supervision activities from schools are carried out 2 times in 1 semester. Meanwhile, supervision activities from the Foundation are carried out according to their preferences. Supervision activities from the Foundation have their way. From the results of Ferdi's research (2022), he said that evaluation activities at Al-Azhar Islamic Junior High School conduct curriculum evaluations at the end of each school year, evaluation activities at this school are only carried out by internal school parties and there is no evaluation or supervision for evaluation activities from Cambridge. He explained that curriculum evaluation should not only be carried out by the school's internal parties but also involve external parties, namely parents and Cambridge. This is to ensure that the implementation of the curriculum is in line with Cambridge requirements and is transparent. So that the results of the evaluation can be used as a consideration for the leadership to make the next decision.

Furthermore, evaluation is also addressed to students, this evaluation activity is conducted by the subject teacher. Based on the data, for English subjects, teachers conduct evaluation activities by adjusting the related material, considering that in English subjects, 4 basic skills must be mastered. Namely speaking, reading, listening, and writing. The evaluation activities that are carried out still follow the Cambridge Curriculum standards, however, the results of this activity are used as a report on students' abilities in the 4 basic skills in English language subjects, but the assessment that will be included in the student's report card still follows the national curriculum standards.

Slightly different from the results of research from Widjanarko (2015), where the Cambridge curriculum has a special evaluation, namely the CPT (Center Progression Test) and Checkpoint exams. The CPT exam is for grade 3 and grade 5 at the end of each school year in April-May. Meanwhile, the checkpoint exam is given to grade 6 which is useful for measuring and mapping student competencies. Checkpoint exams are held at the end of the school year in October. Precisely with the data obtained in the Cambridge Lower Secondary brochure in the English as a Second Language section, where there are 2 forms of evaluation that



Cambridge Lower Secondary has, namely the Cambridge Lower Secondary Test and the Cambridge Lower Secondary.

## 2. Difficulties Using Cambridge Curriculum in English Class at SMP Islam As-Shofa Pekanbaru

From the data gathered, the difficulties experienced in the use of the Cambridge Curriculum in English subjects in this school are the differences in the background of students' abilities in English, this means that the students accepted by this school are not only students who previously attended As-Shofa Islamic Elementary School, which of course also uses the Cambridge curriculum. This is what causes, the condition of students who are left behind in lessons because the abilities they have are still lagging. Then, the difficulty experienced is cultural differences, considering that the Cambridge Curriculum book comes from England. So, some topics are discussed or used as teaching materials according to the culture there. Thus, many students find it difficult to understand because they have never encountered it before. Then in classroom devices in the form of teaching materials in the form of video or audio that comes from the Cambridge curriculum using a British accent. Meanwhile, as we know, we are more accustomed to hearing the American accent.

In Ferdi's research (2022), the difficulties experienced in using the Cambridge Curriculum for English subjects at Al-Azhar Junior High School centered on the difficulties experienced by students, there were 4 difficulties experienced by students, namely, 1). Lack of Vocabulary, 2). Mispronunciation, 3). Lack of Motivation, 4). Anxiety.

## CONCLUSIONS AND RECOMMENDATION

It may be inferred from the research findings in the previous chapter that the use of the Cambridge Curriculum in English Class at SMP Islam As-Shofa Pekanbaru is just still cooperating with the Mentari Publisher. With the situation that just cooperating with Mentari Publisher, SMP Islam As-Shofa Pekanbaru it can be said the form of cooperation is not official with Cambridge Curriculum directly. SMP Islam As-Shofa Pekanbaru is unable to implement the Cambridge Curriculum officially because it requires a fee that is feared to be burdensome for parents. Nevertheless, the impact felt by the school is the result of how the school maximizes what they have and the teachers' solidarity and desire to be able to continue to improvise so that the educational goals that the foundation has for this school can be achieved.

To improve the implementation of the Cambridge Curriculum at SMP Islam As-Shofa Pekanbaru, researchers suggest, That English subject teachers should maintain communication among fellow English teachers and also look for information about training and coaching that discusses the application of this curriculum outside of school whether it is held offline or online. The cooperation established by SMP Islam As-Shofa Pekanbaru requires teachers to be able to explore more independently and maintain more relationships between teachers because it depends on MGMP and FGMP meetings held by the school. Then, for SMP Islam As-Shofa Pekanbaru, Schools should start discussing with the school or foundation and also parents/guardians of students to consider continuing the collaboration to implement the Cambridge curriculum directly with Cambridge., if this can be done, with the consistent work of current English teachers the positive impact of implementing the Cambridge Curriculum can be seen even more. Moreover, it is accompanied by training and coaching for teachers so that they are better prepared to implement this international curriculum.

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