

The Implementation of Cambridge Curriculum in English Learning at SMP Lazuardi Tursina

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Abstract:

In Indonesian schools, the curriculum is crucial for teaching-learning process. As a means of improving student competencies and educational quality, certain Indonesian schools are starting to implement overseas curricula, such as Cambridge. However Indonesian schools have different approaches to implementing the Cambridge curriculum. The purpose of this research is to investigate how the Cambridge Curriculum is being used at SMP Lazuardi Tursina for English language instruction. A qualitative strategy using a case study design is the methodology used. Data was gathered using curriculum-related document analysis, interviews, and observations. The results show three important phases to the Cambridge curriculum's application in English learning: planning, implementing, and assessing. With a focus on critical thinking and problem-solving techniques, SMP Lazuardi Tursina combines the Independent and Cambridge curricula. Adapting to Project-Based Learning and Learning Experience Design, as well as instructor turnover, are implementation challenges. The learners' progress and performance were assessed using the Check Point and Cambridge Progression Tests. The findings highlight how important the phases of the Cambridge curriculum implementation are to SMP Lazuardi Tursina's successful adoption of the curriculum. To support student learning outcomes and improve educational quality, the Cambridge curriculum demands careful planning, creative teaching strategies, and thorough evaluation.

Keywords: *Curricula, Cambridge Curriculum, English Learning*

1. INTRODUCTION

Learning and teaching processes are inseparable from curriculum, especially in Indonesian schools. Curriculum is used to establish learning programs that create learning experiences with the goal of enhancing students' competencies (Wahyuni et al., 2023). According to Islam & Fajaria, (2022), curriculum is the primary component that serves as a roadmap for academic advancement. It has a role as an organized system of procedures, schemes, and methods for achieving learning goals (Anindya, R., & Pamungkas, 2023) which has five components namely teaching-learning process, medium, objectives, materials, and strategies (Sunarti et al., 2022).

Besides that, Islam & Fajaria, (2022) also divide functions of curriculum into four items: 1) Curriculum as planning, in which the curriculum serves as a tool for organizing lessons and activities that are created in line with the goals that need to be met (written and

unwritten plans). 2) The curriculum as a regulator, or one that plays a significant role in the material's horizontal and vertical arrangement (connected to continuity and sequence). 3) Curriculum to enhance education, recommend the use of efficient teaching strategies based on the application of tools that will boost comprehension, problem-solving techniques, and the development of critical thinking abilities. 4) The curriculum as a guide, which means that by outlining concepts and objectives to be met through curriculum implementation, the curriculum acts as a roadmap for carrying out learning activities. Thus, the curriculum is one of the tools that helps to attain educational goals since it is essential to have supporters in all areas to reach an objective curriculum (Muhammad et al., 2023).

Following education, mainly with the state curriculum, Indonesia might be categorized as a country with a poor education curriculum when compared to a nation with an advanced education system (Sunarti et al., 2022). The selection of an appropriate curriculum is needed to gain the destinations of learning. One strategy to incorporate a more comprehensive and global curriculum is for many educational institutions to adopt an international curriculum that complies with government regulation no. 31 of 2014 in addition to the national curriculum (Muhammad et al., 2023). Besides that, numerous educational institutions in Indonesia have begun using the international curriculum, especially Cambridge curriculum since it is widely used in Indonesian seminaries as a framework for literacy training, whether it is for integration, assistance, or main class instruction (Simanjuntak et al., 2022).

Furthermore, Cambridge's curriculum has advantages that can increase the quality and students' competencies such as getting students ready for international competition, putting the learning process above outcomes, permitting students to select their preferred field of study, offering international study opportunities, and developing the character of excellent students (Cambridge International School, n.d.). To attain this, schools that employ the Cambridge curriculum typically use English as the language of instruction in various activities. There are three general purposes of language in education to support instructors in communicating the curriculum, regulate communication (including the establishment and maintenance of social relationships), and represent individual identities and attitudes (Yulian & Mandarani, 2023). For further, language and cultural exchanges and communication have been affected by globalization and English's status as a universal language (Panggabean et al., 2023).

As the supporting program, students are provided a safe space for the development of problem-solving abilities, independent thought, and the courage to express opinions. They are also given some additional extracurricular to obtain a thorough comprehension. Since students' interests and school facilities are the two most important factors that affect accomplishment; exposure and the teaching-learning process have little effect, while motivation has no effect at all (Rachmajanti & Anugerahwati, 2019). Thus, the numerous international schools in Indonesia are interested in applying this curriculum as guidance in a whole of learning activities.

Despite being widely adopted by many nations, including Indonesia, not all Indonesian schools employ the Cambridge curriculum. Since most Indonesian schools use the national curriculum as their guidance. In Indonesia, there are 399,376 school units for the 2022–2023 academic year, according to the Indonesian Statistics report (*Jumlah Sekolah Di Indonesia Hampir 400 Ribu Unit Pada Tahun Ajaran 2022/2023 | Databoks*, n.d.). Additionally, 166 schools in Indonesia apply the Cambridge curriculum, which is also used by over 9000 schools in 160 other countries (Widagsa, 2022). It shows that there is very little usage of the Cambridge Curriculum in Indonesia. This curriculum is considered the

most challenging curriculum in the world with four levels and is designed for children ages five to nineteen (Islam & Fajaria, 2022). The levels of Cambridge curriculum are Cambridge Primary (ages 5-11), Cambridge Lower Secondary (ages 11- 14), Cambridge Upper Secondary (ages 14-16), and Cambridge Advanced (ages 16-19).

As a consequence, the Cambridge curriculum implementation in Indonesian schools is distinct. As well as the result research of Islam & Fajaria (2022) at Madina Islamic School, the Cambridge curriculum is implemented through the requirement that all students pass the Cambridge certification exam and obtain a Cambridge certificate in at least one subject area. One subject is the focus of one-on-one coaching sessions held once a week, and two days of intensive coaching precede the Cambridge certification exam. While the research conducted by Muhammad et al. (2023) found that the Cambridge curriculum was used at SMA Fatih Bilingual School, not all disciplines were applied; instead, several subjects led to social science, including physics, chemistry, biology, mathematics, global views, and business studies. Furthermore, following Mahmudah & Kholis, (2023) the Bridging Program as the adapted Cambridge curriculum at Afkaaruna Islamic School was implemented over two to three months, with the following three main areas of focus: character, attitude, and English-Indonesian literacy.

Cambridge curriculum application in each school has different methods and focus learning which also happens Lazuardi Tursina Junior High School Banyuwangi is the one among the educational institutions in Indonesia which utilizes the Cambridge Curriculum. According to the results of interviews conducted by researchers several times ago with a teacher of Lazuardi Tursina, she stated SMP Lazuardi Tursina is a bilingual school which uses both Indonesian and English to interact with and learn-teach to students. This school was established in 2019 with Cambridge Curriculum implementation in three subjects: mathematics, science, and English. Hence, this research aims to investigate the implementation of Cambridge Curriculum at SMP Lazuardi Tursina, especially in English learning.

English is a universal language that is utilized as a communication tool by the majority of people globally (Ghaniy, 2023). For instance, the ability to communicate effectively in English is a need for many businesses and organizations (Sarair & Farsia, 2023). In addition, English has become the primary language of business for professionals from various cultural origins, from global businesspeople to tiny internet business owners, especially in this digital age when information is disseminated quickly (Wahyuningsih & Untsa, 2023). In line with that, Cambridge curriculum also relates to English. Thus, the purpose of this study is to examine the Cambridge curriculum's implementation in English and serve as a basis for developing and implementing innovative teaching and learning strategies that align with the objectives. Then, the novelty of this study is in the used of international curriculum in English learning which adjust to local cultural characteristics especially Banyuwangi Regency. So, it makes this curriculum implementation different from the other schools. In addition, this study intends to give more understanding of English learning in Cambridge curriculum implementation. As a result, the study was needed with the following question: “How is the implementation of Cambridge Curriculum in English learning at SMP Lazuardi Tursina?”.

2. METHOD

This study employed a case study, which is a type of qualitative research design, to gather and analyze the data into detailed information. Creswell (2016) describes the qualitative method as a research approach that prioritizes understanding the broader

context of a particular occurrence or case. The focus of this study was to investigate and explore the depth of information on the use of Cambridge curriculum at SMP Lazuardi Tursina, particularly in English learning in which the students of 8th grade were chosen as the subject of the study. The primary data was earned from the interviews of 3 participants at SMP Lazuardi Tursina which gave relatable information about the implementation of curriculum. They were a principal who know the whole regulation of the school, a head of curriculum who know the system of curriculum that used in SMP Lazuardi Tursina, and an English teacher who more know about the implementation of curriculum in English learning class. Meanwhile, during the study, supporting data was gathered in the form of documentation.

To gather information for qualitative research, there were three methods employed of data collection: observations, interviews, and documentation. Observation is a researcher's direct observation of the field to gather data, gather new information, and record and write the raw data. In this case, the researcher as an observer who plays the role as a part of 8th grade students at Lazuardi Tursina Junior High School who received the treatment of learning used participant observation to establish intimate proximity with objects and acquire comprehensive data. Besides, to obtain information on a case, the researcher conducts an unstructured, in-person interview with participants, utilizing open-ended questions to elicit natural facts. To obtain supplementary information, the researcher also took notes, pictures, videos, and compiled documents in school archives like Project Planner, CP (Learning Outcomes), Modul, and learning tools.

Following the data gathered, the data was analyzed through data reduction, display, and drawing. In the data reduction the researcher reviewed all the data collected from observations, interviews, and documentation. They identified common themes and main ideas that were most relevant to the research question. The data were divided into categories or types, such as participant responses, observations on teaching methods, and any relevant visual or audio documentation. To create a clearer and more organized data set, the researcher combined different types of data, such as pictures, transcripts, and notes. This helped in forming a more comprehensive view of the situation being studied. During this stage, the researcher filtered out any irrelevant or redundant information, ensuring that only the most significant insights and data were retained for further analysis.

Thus, in data display, the code of categorizations is used to describe the information of sources which consist of participants, subjects, and provide detailed information in a narrative report about the Cambridge curriculum implementation in English learning. In this stage, the reduced data were assigned specific codes to categorize and organize the information. These codes represented different themes or ideas, such as curriculum implementation, student engagement, or challenges faced by educators. After coding, the researcher created a narrative report that described the Cambridge curriculum implementation in English learning at SMP Lazuardi Tursina. This report detailed how the curriculum was applied in the classroom, how students responded to it, and what challenges or successes were observed. Next, the organized data were displayed in a way that highlighted the relationships between different elements, such as how the curriculum's implementation influenced teaching methods and student learning outcomes.

After the steps were carried out, the final step was drawing, in which the data was processed and interpreted into complete information that was able to present comprehensive information about the case. This step, the researcher analyzed the displayed data, looking for patterns and connections that provided a comprehensive understanding of the case. This involved interpreting the coded information and narrative report to identify

key findings. Then the conclusions drawn from this analysis provided a complete and detailed understanding of how the Cambridge curriculum was implemented in English learning at SMP Lazuardi Tursina. This included identifying the effectiveness of the curriculum, its impact on students, and any significant challenges faced during its implementation. This process ensures that the research findings are well-organized, clearly presented, and thoroughly analyzed, providing a deep understanding of the case being studied.

Besides, the researcher used member checking to the participants to validate the data validation. The way employed for checking and knowing how long the data is gathered is appropriate with the information of the participants.

3. FINDINGS AND DISCUSSION

FINDINGS

This part describes the findings that resulted from data analysis. The data gathered from the observation, interview, and documentation focus on implementation of Cambridge Curriculum in the school and the practice of it in the classroom.

Curriculum Implementation at SMP Lazuardi Tursina

Based on the interview with the principal of Lazuardi Tursina Junior High School, she stated that the school uses three curricula in its teaching and learning activities. They are the Cambridge curriculum, independent curriculum, and Foundation curriculum. Religious goals are accomplished at SMP Lazuardi Tursina through the foundation curriculum. The religious activities at SMP Lazuardi Tursina are conducted in the morning before the commencement of teaching and learning activities that consist of praying dhuha, memorizing surahs of al-Quran, and saying sholawat together. The curriculum's foundation serves as a guide for these activities and is employed to meet religious achievement targets. Students must accomplish these goals by their grade level at the end of the school year. The principal said:

“We already have standards; to make sure the curriculum follows the standards; we have an Islamic boarding school foundation curriculum for every charitable endeavor. In addition, there are Independent and Cambridge curricula for our learning.”

In the meantime, teaching and learning activities in the classroom employ the Independent Curriculum and Cambridge Curriculum. Independent curriculum in SMP Lazuardi Tursina applied in all subjects learning. It uses PBL (Problem-Based Learning) and P5 (Projek Penguatan Profil Pelajar Pancasila) through communication, expression, and presentation in learning activities. On the other hand, the Cambridge curriculum is an international curriculum that combines with independent curriculum into three distinct subjects: English, mathematics, and sciences. It applies PBL (Problem-Based Learning) and LED (Learning Experience Design) with a more detailed standard than an independent curriculum in learning and teaching goals. It is called the Cambridge framework. So, the Cambridge curriculum is only used in English, mathematics, and science subjects. Principal said:

“Independent curriculum is the same as the Cambridge curriculum, of course, there are some things that are the same, and some others are different. The similarity is that now the

independent curriculum is also almost the same as the Cambridge curriculum, where students are required to do problem-solving, right? Through PBL (Problem-Based Learning) and now there is also P5 (Projek Penguatan Profil Pelajar Pancasila) which are almost the same as the learning activities in Cambridge curriculum, it's almost the same, but of course there are differences. It starts with Cambridge curriculum is more detailed, what you want to achieve, and the standard for reading, speaking, and writing is up to the standard, it is Cambridge framework, The framework is detailed, but if the Independent Curriculum is different, the difference is just communicating, expressing, and even presenting, that's all the difference, so the Cambridge Curriculum is more detailed and makes it easier for us to teach, and the Independent Curriculum also appreciates that by freeing up the teacher's methods."

From the explanation above, we know that there are significant distinctions between these two curricula in terms of methodology and learning objectives. Naturally, the similarity between the two is also located in the emphasis on problem-solving abilities through problem-based learning techniques.

Besides that, the head of curriculum also stated that there are several strategies used to integrate and modify these two curricula, including adjusting the learning objectives and standards, choosing relevant learning materials, and developing additional learning materials such as outing classes, outing school, field trips, and expert says. The integration and adaptation of both curricula also emphasize the importance of relevant relationships of student life experiences, a thorough comprehension of how each student's needs develop over time, collaborative learning, striking a balance between theory and practice, and an evaluation of the learning process through formative and summative assessments.

Role and Impact of Cambridge Curriculum Implementation

The Cambridge curriculum, in its execution, based on what the principal and English teacher said, it helps students develop the problem-solving, critical-thinking, communication, teamwork, and creative abilities necessary to meet the challenges of the twenty-first century. Along with helping teachers educate in a way that improves the caliber of English teaching and learning, clear and consistent guidelines are also provided. Here are the transcripts of the interview.

Principal states:

"In my opinion, the role of the Cambridge curriculum is very necessary, especially if the model is now in the 2021 century, communication, collaboration, and creativity, so the Cambridge curriculum is trying to do that in terms of problem-solving, it is there, it is there in the curriculum. I see it as very necessary in this day and age and then looking at it, why is it necessary? The judgment is from the characteristics of the curriculum itself. The Cambridge curriculum is very easier, it makes it easier for teachers to teach the material well."

English Teacher states:

"As for the Cambridge curriculum, it has an impact. Cambridge details are still standard, whether you want to read, what you want to speak, what you want to listen to, what rating you want, so this makes it easier for me. I just have to find the right strategy for me to apply in the classes."

Preparation of Cambridge Curriculum Implementation

Mature preparation is necessary to ensure that the Cambridge curriculum can be implemented effectively and help the curriculum development process. Thus, in the interview process, the researcher also asked about the preparation of Cambridge curriculum implementation. Here is the transcript.

Principal said:

“We have a lot of meetings, but regular meetings to align ideas at the beginning of the year and in the middle of the year, so at the beginning of the year we will re-evaluate what was successful and what was less of the implementation of Independent curriculum and Cambridge curriculum, then after that we usually follow the appropriate Training to find what are appropriate strategies for the Cambridge curriculum implementation. For instance, several times ago, we concluded that we wanted to try LED and PBL. It begins through the meeting that we call a leadership meeting, and then from the meeting we move down to the working meeting where the teachers are given the same information regarding the same learning related to the strategies that will be carried out during one semester up to coaching. Coaching is when teachers parallel with other teachers in elementary school and kindergarten of Lazuardi Tursina. They will gather together and talk about what they want to do, and what projects will be fun to do according to the needs of children. So, there are 3 regular meetings: a leadership meeting, a working meeting, and coaching.”

From the transcript above we know that in the process of preparing for implementation of Cambridge curriculum, the school has several regulations to make sure the teachers understand and are ready to teach the materials. Furthermore, the English teacher and head of curriculum also state that the school organized several activities to help teachers get ready for the introduction of the Cambridge curriculum. The activities are regular meetings (first year, mid-year, leadership, workshop, and other meetings); supervisory programs (monthly, inter-friends, breastfeeding, and foundation supervision); Teacher Observe Teacher (TOT) programs; teacher training and professional development programs (webinars and seminars; online training modules; meetings and regional workshops; learning resources; collaboration and support networks); mentoring and coaching; collaborations and sharing of experiences; and leadership development. To maximize the effectiveness of teaching and learning activities, teachers are also provided with access to relevant resources and instructional materials.

In addition, in the preparation process, the assembling learning support materials also needed, such as LKPD (Lembar Kerja Peserta Didik), presentations, digital texts, Think Pair Share, KWL (Know-Want to Know-Learned) Charts, learning videos, and LED projectors. They are aligned with what the English teacher said in the interview, documents, and observation in the class.

English teacher said:

“Of course, all subjects now really need technology. I also need technology, especially with the various skills that children have to achieve. For example, business speaking and reading writing. Everyone really needs it. But, for me, I will integrate it with the texts that I need in the book. I do not necessarily see books as textual learning, but as supporting texts, that is what I usually do. Then why don't I take materials from the texts on Google? Because the Cambridge curriculum has books, usually the books are adjusted to the

reading standards that they want to achieve. Well, that is what usually happens here. And in the book, there is a CD. Usually, I use it first at the beginning of learning activities. So, the CD has interactive reading, there is interactive writing, listening, and speaking. So, in the Cambridge curriculum, it is mandatory to integrate the books.”

Then, to prepare for the implementation of the Cambridge curriculum, parents are also involved in several activities. These include Parent Teaching, School Conferences, and frequent meetings with guardians of their children every three months. In addition, other initiatives are planned to assist the Cambridge curriculum's implementation, including the creation of a quality assurance team, a curricular team, and the acquisition of monitoring and assessment tools for student performance.

Cambridge Curriculum Implementation in English Learning

Based on the observation that was conducted by researcher and an interview with an English teacher, in the process of English learning activity, the framework from the Cambridge curriculum is merged with CP (Capaian Pembelajaran) from the independent curriculum. Both are integrated into the Matrix's LExD usually called RPP (Rencana Pelaksanaan Pembelajaran). In the Matrix LExD, the teacher uses PBL (Problem-Based Learning) as the strategy on the topic that want to achieve whilst utilizing several tools such as project planner, worksheet, smart TV, and PPT.

The three phases of the Cambridge curriculum's implementation in English learning are the beginning, the main activity, and the ending. In the opening, after a group prayer, the teacher engages the class in a variety of activities to pique their enthusiasm for learning English, including games, icebreakers, ticket cards, and the viewing of a video that links to the previous and subsequent lessons. In the primary learning activity, the teacher stands beside the students to explain the content, promotes variability among the students, and helps them comprehend and use English as effectively as possible. Additionally, the teacher actively includes the students in the process of learning. For students to enjoy studying in the classroom, the teacher also incorporates games into the teaching process. Moreover, the teacher also provides students with real-world experiences to help them understand the material better, just like visiting a certain place according to the learning topic. Thus, in each meeting, the teacher in this segment employs various methods to help students learn English.

In the final step, the teacher hands out exit cards to the students and concludes the lesson. The teacher gives each student an exit card and asks them about the lessons they have learned. The teacher will repeat the explanation in private if any students are still confused.

The Challenges of Cambridge Curriculum Implementation

The principal states that frequent replacement of teachers and staff is a crucial challenge in Cambridge curriculum implementation. Besides that, the growing emphasis on Project-Based Learning and Learning Experience Design are also the implementation challenges of Cambridge primarily related to the existence of dynamic educational concerns according to English teacher. To address and overcome these obstacles, the head of curriculum mentioned that efforts have been made to continuously improve the caliber of educators as well as to continuously inspire students, create an inclusive learning environment based on talent interests, differentiate instruction, and keep students front of mind so that teaching and learning activities can proceed as smoothly as possible under standards.

Evaluation

In this part, the head of curriculum said the evaluation of the implementation of Cambridge curriculum involved the curriculum evaluation process which was conducted by the quality assurance team through observations, evaluation instrument development, implementation of assessment, analysis of assessment data, student feedback, evaluation of curriculum application and teaching practice, teacher discussion, and continuous improvement of implementation. On the other hand, English teacher also mentioned the evaluation of curriculum based on English learning. She said that evaluation of English learning in integration of Cambridge curriculum and Independent curriculum is through as, for, and of which concludes into external and internal formative assessment, summative assessment, feedback, and intervention are used in the evaluation of learners. The Cambridge Progression Test for classes VII and VIII and the Check Point Test for classes IX are two unique exams offered by Cambridge Assessment International Education that are also used to evaluate the students. These exams are administered from April to May. To fulfill the requirements set forth, students who need extra support also receive individual intervention face to face to achieve maximum achievement.

Cambridge Curriculum Development

As well as mentioned in preparation for Cambridge curriculum implementation. The participants declared that The Cambridge curriculum implementation in learning was developed using the Cambridge standards, as well as training and seminars for Cambridge teachers and development on unique and innovative methods in learning and teaching process.

Excellence Programs

Following the principal and head of curriculum, Lazuardi Tursina Junior High School offers a high-profile program that comprises the Year-End Stage, Expo, Exhibition, Class Meeting, Progress Test, Check Point Test, and Public Product at the end of each task. Moreover, English teacher also gave additional statements about the excellence programs. English teacher said:

“For the Cambridge Curriculum, the excellence program, there are activities like celebration the end of the year, we usually make creations, various of our works in English, only small format is displayed. Well, that is the excellence program. Students usually displayed their various projects like a class meeting. To be more precise, we did an expo, like an exhibition. We invited parents, and they asked their children themselves what projects had been done, and what happened. It also occurs in science, math, and English. So, we use it as a benchmark for a successful product or a successful project, right up to following the checkpoints and test progression.”

Additional Programs

To maximize the learning experiences of students, the head of curriculum mentioned various programs and initiatives implemented in Lazuardi Tursina Junior High School. They include those that focus on developing 21st-century skills, parental involvement, student leadership development, extracurricular learning, academic support, technology use, and differentiation in the classroom.

DISCUSSION

The data findings indicate that there are multiple components to the Cambridge curriculum application in English learning. The items included in the findings are divided into three categories: planning, implementation, and assessment. Teaching foreign languages should be based on fostering self-advantage, introducing global competition, and fostering teamwork (Hardini et al., 2023). As a consequence, various discoveries have been identified in the Cambridge curriculum's implementation including the curriculum's beneficial effects on learning activities and the importance of applying an international curriculum to meet learning standards.

Getting ready is the first stage in implementing the Cambridge curriculum. To ensure that the lessons and materials are delivered engagingly and effectively, teachers must be imaginative and meticulous in their planning (Khairuddin et al., 2023). As a result, educators who serve as learning and teaching facilitators must regularly expand their knowledge to innovate and develop new teaching strategies. Based on the results, the school gave the instructors some opportunities to participate in meetings, teacher training, and other programs that will offer them fresh perspectives on teaching techniques. According to Park (2022) study findings, language instructors and teachers should be cognizant of the demands of their students following the curriculum and methods. Thus, the planning of instructional materials and activities that enable students to investigate life goals on a personal, local, and global scale is crucial for language teacher educators (Mambu, 2023). It suggests that to meet the standards for English learning, teachers must pass the preparatory course. Furthermore, implementing an unconventional curriculum successfully is not a simple task. So, the support of parents and other stakeholders is also crucial for improving the school's performance and encouraging staff to dedicate more to the teaching-learning process (Sucitra, et al., 2024). Muhibbin et al., (2023) also stated that student well-being is impacted by the family environment. Because of that, Lazuardi Tursina Junior High School works with parents to actively participate in teaching and learning process outside of the classroom through conferences, parent teaching, and meetings that take place once every three months.

The use of technology in the classroom is now recognized as an essential component of teaching and learning in higher education and as critical proof of creative teaching strategies that enhance the teaching and learning process (Cachay-Gutierrez & Cabanillas-Carbonell, 2024). Furthermore, the use of technology in the teaching and learning process is an integral part of the 21st century, since it permeates all facets of life, including education (Ismail et al., 2023). Consequently, to support educators in the classroom during the teaching and learning process, SMP Lazuardi Tursina facilitators require instructional media such as LKPD (Lembar Kerja Peserta Didik), presentations, digital texts, textbooks, Think Pair Share, KWL Charts, learning videos, and LED projectors. Siregar et al., (2024) stated using a textbook as one of the most important sources during the teaching and learning process is the most fundamental premise of educational resources. Rubio (2024) also mentioned that using ICT fosters students' curiosity and sharpens their analytical abilities, so integrated technology improves retention and achievement among students (Yesgat et al., 2023). In addition, according to the findings of Nur et al., (2023) after utilizing the online tools found in several online learning resources, students experience delight and a greater motivation to learn, particularly in the area of learning to speak English. Video movies also are a useful tool for improving pupils' language skills, particularly when it comes to vocabulary instruction (Wijayanti et al., 2024) and the function of YouTube as the video in improving digital literacy students in the English

Phonology lesson felt content with the extra access to comprehend and practice the subject (Fathira et al., 2024). As well as Nurhidayat et al., (2024) findings which demonstrate how teacher competency and technology integration have a major impact on how 21st-century learning develops. Thus, several learning devices are needed to help the teachers and stimulate the students to learn effectively. Utilizing technology in EFL classrooms can also spark fresh perspectives on the advantages of technology-based learning and cultural diversity (Marwa et al., 2024).

The Cambridge curriculum is being implemented amid the English learning and teaching process. To accomplish the learning objectives, English teachers incorporate the standard competence (CP) from the Independent curriculum into the Cambridge curriculum's framework. It is in line with Purwadi et al., (2022) statements that every country has a unique character that is passed down through education and adjusted to the owner society's standards. Herdi et al., (2023) discovered that incorporating the local culture has enhanced the pupils' English language learning. It is also challenging to comprehend a language's meaning without cultural knowledge (Li et al., 2023). Thus, SMP Lazuardi Tursina integrates both, one of them -Independent curriculum- as the national curriculum. The teacher also uses Project-Based Learning which in the probability theory course, PBL implementation can also help students become more adept at solving problems and developing critical thinking (Susanti et al., 2023) and Learning Experience Design whilst involving the students actively in learning activity through different learning method in each meeting. (Besral et al., (2023) declared that the broad variety of abilities or competencies and affective values that collaborative learning (two or more persons working in a group to complete the assigned task) conveys to learners has made it resilient in practically all disciplines. Since participation of students affects ownership and decision-making in learning activities (Tambak & Sukenti, 2024), especially critical thinking is linked to higher-order thinking abilities, students must actively participate in cognitive learning (Anggraeny & Khongput, 2022). Eventually, students' motivation and active engagement were increased by the project work of the teachers (Asfihana et al., 2022). As a result of feeling more hands-on in education, students are more likely to connect with the content, take an interest in it, and eventually have a better comprehension of the subject matter (Ginting et al., 2024).

The last step is evaluation. Based on the findings, evaluation of Cambridge curriculum application in learning English divided into two parts are curriculum evaluation and student evaluation. Curriculum evaluation is conducted by the quality assurance team through observation, assessment implementation, analysis of the data assessment, student feedback, teacher discussion, and curriculum improvement. On the other side, student evaluations that conclude into the three assessments are as, for, and of. Lazuardi Tursina Junior High School is the school that implements Cambridge curriculum in English learning, it has two special exams offered by Cambridge Assessment International Education that are held from April to May. The names of both are Cambridge Progression Test (VII & VIII class) and Check Point Test (IX class). Both exams are different from the previous research studies which have excellent programs. At Madina Islamic School, the Cambridge curriculum is implemented with the requirement that all students complete the exam and receive a Cambridge certificate in at least one subject area (Islam & Fajaria, 2022). Nevertheless, Muhammad et al. (2023) revealed that SMA Fatih Bilingual School only implemented the Cambridge curriculum in a few social science courses. The distinct one is in (Mahmudah & Kholis, 2023) findings' which said that three key areas of attention were character, attitude, and English-Indonesian literacy during the two to three months

when the Bridging Program, a modified Cambridge curriculum, was implemented at Afkaaruna Islamic School.

4. CONCLUSION

Based on the findings and discussion, the research conclusion of the implementation of Cambridge curriculum in English learning involves three significant stages: preparation, implementation, and evaluation. By creatively and methodically organizing classes, teachers may guarantee that students efficiently receive the materials and instruction throughout the preparation phase. Participating in the many training sessions and events the school offers is necessary for them to continuously enhance their knowledge and abilities. Thus, to support them in the classroom during the teaching and learning process, SMP Lazuardi Tursina facilitators require instructional media. Then, the performance of the school in implementing the Cambridge curriculum can also be improved with the help of parents and others.

During the implementation phase, teachers incorporate both independent and Cambridge curriculums, adapting them to the school's standards. Additionally, to enhance the teaching and learning process, technological integration with a variety of educational media becomes crucial. Teachers use a variety of techniques, including project-based learning and learning experience design, to get students involved in the learning process. This helps learners become more motivated and improves their understanding of the material.

Lastly, curriculum evaluation and student assessment make up the evaluation process. The quality assurance team ensures that the Cambridge curriculum is implemented effectively by conducting thorough evaluations using observation, data analysis of assessment, and feedback. A variety of tests, such as the Check Point and Cambridge Progression Tests, are used in student evaluation to measure the development and performance of the learners. As the results, the research shows that putting the Cambridge curriculum into practice for English language learners requires careful planning, creative teaching strategies, and stringent evaluation procedures. In participating schools, these actions support students' learning objectives and improve the quality of education.

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