



The Implementation of Cambridge Curriculum in the International Elementary School

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ARTICLE INFO

Article history:

Received June 28, 2023

Accepted December 12, 2024

Available online February 25, 2024

Kata kunci:

Implementasi, Kurikulum Cambridge, Sekolah Dasar

Keywords:

Implementation, Cambridge Curriculum, Elementary School



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ABSTRAK

Perkembangan zaman menyebabkan dunia pendidikan terus berkembang dan menjadi pemicu sekolah untuk terus berinovasi, salah satu alternatifnya adalah dengan menggunakan kurikulum internasional, antara lain Kurikulum Cambridge. Penelitian ini menganalisis implementasi Kurikulum Cambridge di Sekolah Dasar Internasional dari tingkat sekolah dan kelas ditinjau dari perencanaan, pelaksanaan, dan evaluasi. Penelitian ini menggunakan pendekatan studi kasus dengan jenis desain penelitian deskriptif dengan subjek terdiri dari guru, kepala sekolah, tim kurikulum, siswa, dan kelas mata pelajaran Kurikulum Cambridge. Pengumpulan data dilakukan melalui wawancara, observasi, dan dokumentasi. Validasi data dilakukan melalui triangulasi dan peningkatan persistensi dengan teknik analisis data model interaktif. Hasil penelitian ini menunjukkan (1) adanya forum diskusi antar guru bertajuk Curriculum Day, digunakan dalam perencanaan implementasi kurikulum baik tingkatan maupun evaluasi tingkat sekolah, (2) implementasi Kurikulum Cambridge di tingkat kelas diisi dengan kegiatan langsung dan menggunakan sumber dan media digital seperti Twinkl dan Grammarly, dan (3) selain tes tertulis, terdapat tes non-tulis untuk evaluasi pembelajaran seperti I-STEAM EXPO dan SLC, serta cara penerapan Kurikulum Cambridge menunjukkan relevansi antara pengembangan pendidikan dengan kebutuhannya. Penelitian ini menyimpulkan bahwa penerapan Kurikulum Cambridge di sekolah dilaksanakan dengan baik pada semua tahapan di kedua tingkatan dan memberikan manfaat bagi perkembangan sekolah.

ABSTRACT

Development of the era affects education to keep on growing and its triggers schools for persist in being innovative, and one of the alternatives was using international curriculum, among others is Cambridge Curriculum. This research aims to analyze the implementation of the Cambridge Curriculum at International Elementary School from the school and class level in terms of the planning, implementation, and evaluation. It used the case study approach with the type of descriptive research design with the subject consisting of teachers, principals, curriculum teams, students, and Cambridge Curriculum subject classes. The data collection was conducted through interviews, observations, and documentation. The data validation was through triangulation and increased persistence using the interactive model data analysis technique. The results of this research indicate (1) there is an inter-teacher discussion forum entitled Curriculum Day, used in planning both levels of curriculum implementation and school-level evaluation, (2) implementation of the Cambridge Curriculum in the grade level is filled with hands on activities and uses sources and digital media such as Twinkl and Grammarly, and (3) besides the written test, there are non-written tests for learning evaluation such as I-STEAM EXPO and SLC, and the way of how Cambridge Curriculum's implemented showed relevance between the development of education with their needs. This research concluded the implementation of Cambridge Curriculum in the school executed well for all stages in both levels and give advantages to the school's development.

1. INTRODUCTION

The development of the era that continues to advance triggers education to adjust progress in pursuit of goals, one of which is through improving the education quality which have to be adapted continuously to fit community's demands, and one of way can be through curriculum and its development (Motlhaka, 2020; Nuraeni et al., 2020). The demands from an ever-evolving academic, industrial, and socio-cultural perspective have an influence on curriculum changes, along with the education system in Indonesia. It is started with the centralization and changed into decentralization that led the school choose their curriculum to be implemented (Dewi, 2021; Gaol, 2020) and be innovative to upgrade their education quality, such as using international curriculum that could give good impacts to learning process along with the outcomes (Millah et al., 2022; Najah, 2020; Ramadianti, 2022). The international curriculum itself varied in so many form, and one of them is Cambridge Curriculum. Cambridge Curriculum is an international curriculum made by Cambridge Assessment International Education and flexible enough to be adapted

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internationally. Indonesia is one of the countries using that curriculum in every school level (Christiana et al., 2022; Fajrina et al., 2023; Fatimah & Fatayan, 2022). Cambridge provide every school level a framework where the High School level use the Cambridge IGCSE/A level, the Junior High School level use Cambridge Lower and Upper Secondary and the Elementary School level use Cambridge Primary (Christiana et al., 2022; Fitria et al., 2021; Fitriana, 2021). In Indonesia, the Cambridge Primary use for the Elementary School level is as numerous as the research, but they are limited to see how the school manage the Cambridge Curriculum (Najah, 2020; Simanjuntak, 2020; Syafa'ati & Widodo, 2023).

International Elementary School Al-Azhar 55 Yogyakarta is one of the elementary schools that use the Cambridge Curriculum and have its own Cambridge License, where its flexibility make the curriculum can be used along with the national curriculum and aimed to meet global qualifications, considering that International Elementary School Al-Azhar 55 Yogyakarta develops its students to become individuals who are confident, responsible, reflective and actively participate in class through varied learning activities and assessments in schools, and also a Reading Log program existed to improve students' critical thinking skills and Global Perspective material is in accordance with Cambridge Global Perspective so that students have broad insights about the world and become lifelong learners. International Elementary School Al-Azhar 55 Yogyakarta is also the first international concept Islamic school in Yogyakarta and claimed to use English as their main and daily language.

The Cambridge Curriculum at International Elementary School Al-Azhar 55 Yogyakarta has been used since this school was founded and is applied to English, Math, Science, Global Perspective, and Information and Technology subjects, where most of the school in Indonesia applied Cambridge Curriculum in English, Math and Science (Hasanah, 2019; Sinaga et al., 2021). The principal stated the reason for the use of the Cambridge Curriculum in schools is that it is reachable and relevant along with the adequate human resources the school had, as evidenced by the presence of native-speaker teachers who already have a Permit to Employ Foreign Workers for subjects which applied Cambridge Curriculum. In addition to those reasons, International Elementary School Al-Azhar 55 Yogyakarta has a vision that reads "To become a leading school with Islamic values, nationalism and English (ESL) as its language of instruction to prepare students to be part of the dynamic global community" and the school's mission (1) to perform a holistic education, (2) to improve independent life-long learners, (3) to build sound moral values, (4) to rise to the challenges of life creatively, (5) to develop competencies essential for success and leadership, and (6) to prepare students to understand, contribute to, and succeed in global society (Kennedy et al, 2012; Lavania & Mohamad Nor, 2021).

The vision and mission manifestations are in line with the advantages offered by the Cambridge Curriculum such as children's English language skills due to the language of instruction in this curriculum being English where the method used in applying English with this curriculum is not English as a foreign language but English as a second language. So students will be accustomed to using English both in daily activities and in academics, then students will have an international perspective so that they have the provision to become part of a global community. The Cambridge Curriculum emphasizing the development of the ability to think analytically and critically as well as the skills to collaborate and organize, and the schools that implement this curriculum are able to produce students as future leaders and they are willing to continue learning (Najah, 2020; Simanjuntak et al., 2022).

The advantages offered and the uniqueness of the Cambridge Curriculum are an attraction for the curriculum itself and its use in Indonesian schools is a separate phenomenon. The school's use of English as the language of instruction in learning activities makes it different from other schools in Indonesia in general, which Indonesian. Besides, this research is interested in examining the use of the Cambridge Curriculum at the elementary school level because the elementary school level is a level that generally contains children with an age range in the first stage of the Cambridge Pathway or Cambridge Primary (Kennedy et al, 2012; Simanjuntak, 2020). Therefore the school was chosen for research it should be elementary schools that implement this curriculum and one of them is International Elementary School Al-Azhar 55 Yogyakarta, a school that claims to be the first Islamic school in Yogyakarta that uses international concepts so that all lessons in this school use English as the language of instruction, except for the Indonesian language subject. Furthermore, based on documentation of Cambridge Checkpoint scores archives at Al-Azhar Yogyakarta International Elementary School, the three subjects tested namely English as a Second Language, Math, and Science generally exceeded the international average with scores of 4.6/6.0 overall in the 2021/2022 academic year.

Continuity between the vision and mission of International Elementary School Al-Azhar 55 Yogyakarta and the Cambridge Curriculum is also one of the beginnings of research because the vision and mission of a school is basically what the school aims for in the future and what must be done to achieve it (Calam & Qurniati, 2016; Triwiyanto, 2015). Among the various ways to see the manifestations of the two, one of which can be through the curriculum that is used and applied in schools, considering that the

curriculum also has a role in achieving the goals of an education (Ansyar, 2017; Saripudin et al., 2022). In addition, this research is also based on the curiosity that arises regarding the implementation of the Cambridge Curriculum in schools because there are differences between the Indonesian national curriculum and the Cambridge Curriculum found in the field, so this research will examine aspects of the implementation of the Cambridge Curriculum at Al-Azhar International Elementary School 55 Yogyakarta which focuses on the process of planning, implementing, and evaluating learning activities that use the curriculum. This research aims to analyze the implementation of the Cambridge Curriculum at International Elementary School from the school and class level in terms of the planning, implementation, and evaluation.

2. METHOD

This research employed a case study approach to explain the implementation of the Cambridge Curriculum at Elementary School Al-Azhar 55 Yogyakarta. A descriptive research design is used to gain in-depth knowledge about the curriculum implementation's terms such as planning, executing and evaluating the learning activities (Han et al., 2022; Lambert & Lambert, 2012). The subjects of this research were purposefully selected based on their relevance to the Cambridge Curriculum implementation, such as the principal, the vice principal curriculum department, three teachers who taught the Cambridge Curriculum subjects along with two students who studied that curriculum, supplemented with class' observation of the Cambridge Curriculum subjects such as Math, Global Perspectives, Information and Technology, English and Science in various level. In addition, the document of the Cambridge Curriculum implementation used to explore further about it such as the Cambridge license, school's structure, vision and mission, learning media and also the list of teachers and students. The data was collected through semi-structured interviews with the guidelines which designed to explore the subjects' insight toward the implementation of Cambridge Curriculum along with the class observation and its guidelines which aimed the Cambridge Curriculum implementation in class level. Both guidelines were adapted from previous study to suit this research's aim. The instrument grids for interview are presented in Table 1 Then for the observation is presented in Table 2.

Table 1. Instrument Grids for Interview

Subject	Indicator(s)	Data
Principal	School's history	- School's history - School establishment's factors
	Curriculum background	- Reason for using Cambridge Curriculum - Terms of curriculum implementation - Principal's role in curriculum implementation - Supporting factor and obstacle during the implementation
	Educational staff	- Total of educational staff - Status of educational staff
	Opinion	Principal's opinion toward the Cambridge Curriculum
Curriculum Department	Cambridge Curriculum concept(s)	- Curriculum component(s) - Curriculum development's principle - Curriculum planning - Curriculum evaluation - Difficulty during the implementations
	Main task and function	- Participants involved. - Each participants' task and function
	Opinion	Curriculum department's opinion toward the Cambridge Curriculum
Teacher	Curriculum implementation by teacher	- Lesson plan - Difficulty during the implementation - Teacher's function in class - Materials resources - Media selection
	Learning outcome	- Students' learning outcomes after the learning - Evaluation in class
	Opinion	Teacher's opinion toward the Cambridge Curriculum

Subject	Indicator(s)	Data
Student	Curriculum	- Student's feeling toward the learning
	implementation in class	- Difficulty during the learning activity
	Opinion	Student's opinion toward the Cambridge Curriculum

Table 2. Instrument Grids for Observation

Indicator(s)	Sub-Indicator	Purpose	
Learning executions	Pre-Instructional		
	Teacher preparedness in class	Describe how the teacher preparing students to learn.	
	Instructional Strategies	Describe methods used by the teacher Describe students' responds to the learning	
	Media	Describe media used by the teacher Describe students' participation toward the media	
	Class situation	Describe students' activeness in class Describe conduciveness in class	
	Materials		Describe the learning materials delivered by the teacher
			Describe the language used during learning activity
			Describe the teacher's understanding toward the materials
		Closing activities	
		Reflection	Describe how the reflection done in class
Learning evaluation	Evaluation	Describe the evaluation activity in class	
		Describe the assessment used in class	

Then, to ensure data validity, the triangulation approach was employed where the data was collected through various means. Semi-structured interviews conducted with subjects which involved in Cambridge Curriculum implementation, including teachers, principal, vice principal curriculum department, and students. This approach provided rich qualitative insights into individual experiences, perceptions, and challenges. Concurrently, classroom observations conducted to directly observe the implementation process, capturing real-time interactions between teachers and students, as well as the actual execution of Cambridge curriculum activities. This step added an element of objectivity to the research by validating whether reported perceptions align with actual practices. Furthermore, documentation related to Cambridge Curriculum implementation such as Cambridge License, teaching plans and materials, and assessment records examined to corroborate findings from interviews and observations. By doing a triangulation technique approach and augmenting researcher persistence, this research establishes a robust foundation for data validity and strengthens the overall trustworthiness of the outcomes.

The data analysis used to process for investigating Cambridge curriculum implementation followed by a rigorous and structured approach (Miles et al., 2014). The first step is data familiarization, immersing the researcher in the collected materials, which included interview transcripts, observation notes, and documents related to the Cambridge curriculum. The next step is coding the data, employing both open coding to identify initial patterns and axial coding to establish connections between codes. Subsequently, this research engaged in focused coding, refining the coding framework and categorizing codes into Cambridge curriculum executions in school and class level along with the school's facilities description which supporting the learning. Finally, a narrative was constructed to present a comprehensive understanding of the Cambridge Curriculum implementation in the Elementary School Al-Azhar 55 Yogyakarta.

3. RESULT AND DISCUSSION

Result

According to the observation and interview with the principal and the vice principal curriculum department, the implementation of Cambridge Curriculum in International Elementary School Al-Azhar 55 Yogyakarta is independently managed because the school already has its own Cambridge Primary License,

and for the curriculum implementation is divided into three stages, namely the planning, implementation, and evaluation stages.

Planning Stage

There are two levels in the curriculum implementation planning stage, namely the school level and the class level. According to the interview with vice principal curriculum department, the planning stage of using the Cambridge Curriculum at Al-Azhar International Elementary School 55 Yogyakarta was carried out in a discussion forum called Curriculum Day and went through various stages, starting from the Curriculum team whose task was to understand the ins and outs of the Cambridge Curriculum to access the official Cambridge website using existing accounts. Each party involved in implementing the Cambridge Curriculum have their own account to the official Cambridge website, a website that allows schools to get updates on the Cambridge Curriculum such as frameworks, materials, references, questions, long-term plans, and teaching level mapping.

Furthermore, the curriculum team breaks down the framework into termly plans every three months, where each term plan is carried out by the curriculum team and which already has its respective assignments, while for subjects that have specialist teachers do their own mapping. Besides that, according to the teachers, they adjust framework mapping and material solving to the students' abilities. Curriculum Day is held every three months or each term, where the term itself is divided into 4 terms for each academic year, and each semester is divided into two terms, as for semester 1 there are term 1 and term 2, and for semester 2 there are term 3 and term 4. As explained by the principal itself, the principal's role in Curriculum Day was a director and evaluator, such as directing the learning process that needs to be carried out in the next term and evaluating the previous term. The school also sends teachers to conduct training for teaching staff and school principals in the purpose of achieving learning objectives better.

Class level curriculum planning at International Elementary School Al-Azhar 55 Yogyakarta is also carried out on Curriculum Day. On Curriculum Day, as the teacher stated, they presented the lesson plan design for the next term along with media, resources, activities, and so on in a discussion session for other teachers giving feedbacks in order to improve the lesson plan design so the learning experience will be more meaningful for students. The result of the Curriculum Day is the lesson plan or the school called it Termly Plan, with the components such as (1) learning objectives, (2) success criteria, (3) activities, (4) resources, and (5) assessment instruments. The Termly Plan was divided into several weeks and divided afterwards into the Weekly Plan, an usual lesson schedule but keeps updating every week filled with information related to student learning in one week such as the materials for the week, items which need to be prepared by parents or guardians of students for certain learning activities complemented with the details of related materials, as well as other notifications related to one week's learning.

Planning for classroom learning also inseparable from planning learning resources and media, in this case, the Al-Azhar 55 Yogyakarta School does not only books-focused but also uses a digital platform where schools subscribe to Twinkl, Grammarly, Wordwall, Quizziz, Math Pals, Science Marshall Cavendish and also Pintro as the school's Learning Management System, along with electronic devices namely Ipads or laptops which used in grades 4, 5 and 6, although only grade 6 uses these devices during exams. In addition to those already mentioned, teachers also use PowerPoint as a teaching medium.

Implementation Stage

The implementation of the Cambridge Curriculum at International Elementary School Al-Azhar 55 Yogyakarta is also divided into two, namely the school level and class level. The next stage after planning the curriculum is implementing the curriculum, and in implementing the Cambridge Curriculum at the school level, the principal holds a large portion of it. As explained by the principal, the principal's role in International Elementary School Al-Azhar 55 Yogyakarta is in accordance with the acronym EMASLIM, where EMASLIM itself stands for Educator, Manager, Administrator, Supervisor, Leader, Innovator, and Motivator. The principal performs the EMASLIM role in the implementation of Cambridge Curriculum such as managing and supervising curriculum management, and providing motivation and encouragement to related teaching staff. The principal also sends teachers to receive training/workshops related to improving the quality of learning.

Teaching implementation in the classroom is a core activity in implementing the curriculum because it is the stage which shows planning's result are realized in a tangible form. As stated by the vice principal curriculum department, the implementation of the Cambridge Curriculum at International Elementary School Al-Azhar 55 Yogyakarta in general had slight differences with the national curriculum, where the process is inclined towards Hands-On Activity which promotes openness, freedom of expression, students' exposure to literacy and numeracy aiming to achieve the Cambridge Curriculum learner attributes. The methods used are presentation, discussion, inquiry, project, and practice since they are not

textbook-focused. This research observed five classes with the subjects that used the Cambridge Curriculum to directly observe the Cambridge Curriculum implementation, namely Math, Science, and Global Perspective in grade 5, English in grade 1, and Information and Technology (IT) in grade 3. All teaching-learning activities are carried out using English in every class from the beginning to the end, even for Science and English lessons, the teacher is a native speaker who adapts to the student's English abilities.

There are three stages in the implementation of the curriculum, namely pre-instructional stage, instructional stage, and closing activity. For pre-instructional activities such as taking attendance, all subject teachers do not do it because they have been carried out by their respective homeroom teachers so that subject teachers can immediately start teaching by providing other opening activities related to the material to prepare students, for example, giving stimulus questions to students related to the material back then and now as in Math class or provide an opening video that is adapted to the characteristics of students like the English class did, giving a video titled "The Great Big Turnip" from Pinkfong Youtube Channel.

In the instructional stage, which is also the core activity, the teacher carries out teaching by involving students actively, for example giving them problems to be solved by themselves like the Global Perspective class did, or repeating words pronunciation in English class, also the teacher linking learning to the characteristics and environment of students in Global Perspective class as the student mentioned in the interview. Furthermore, the teacher doing a hands-on-activity such as asking reasons behind every step while doing a demonstration in IT class or when the student comparing two countries in as many aspects as possible in Global Perspective class with worksheet given, creating freely like the English class told the students to draw and write in plural and singular material, or when the teacher let the student creatively making their own power point in Math class, and also the teacher let students collaborating with each other while doing the worksheet in the Science class. Overall, in the results of every observation, all teachers walked around during the teaching process and monitor students' processes, understanding, and identify difficulties experienced by the students.

In closing activities, the teacher checks students' understanding in various and proportional ways to measure the depth of understanding, such as presenting students' work in front of the class. The teacher also do not give homework to students as long as they do the assignments given properly.

Evaluation Stage

Evaluation of Curriculum Implementation is also divided into two, namely, school level and grade level. According to principal and teachers' interview, the evaluation process is also done through Curriculum Day, so when the teachers and other parties planned about next term, they also evaluating the term before, in addition, they convey the effectiveness and efficiency of matters related to teaching such as methods that works well and not worked in the class along with the meaningfulness of learning materials. However, if teaching is not going well or the material is deemed less meaningful, the teacher and the curriculum team will discuss it without waiting for Curriculum Day. At the class level, the evaluation of curriculum implementation is also known as learning evaluation. The learning evaluation used at International Elementary School Al-Azhar 55 Yogyakarta were written tests and non-written tests. The written test in question is like a year-end exam in general, on the other hand, as explained by the teachers, there are Cambridge Checkpoint, a test where the Cambridge institute sends and corrects the Question Paper while the school do nothing more than works on the questions. At International Elementary School Al-Azhar 55 Yogyakarta, the exam is conducted in grade 6 because the grade 5 is focused on the General Competency Assessment which is part of the National Assessment.

The non-written test used by International Elementary School Al-Azhar 55 Yogyakarta is in the form of Student Led-Conference assessment which probes students' deeper understanding by presenting their understanding to parents and I-STEAM EXPO in the form of an exhibition of student learning products.

Discussion

The findings showed that the planning stage of curriculum implementation done through Curriculum Day where teachers collaborating in designing the whole class activity including the media. The collaboration between teachers will give a good effect, where it can improve the quality of learning from the quality of learning processes and products, has an impact on teacher professionalism and giving positive effect on student's Critical Thinking Skills (Hamengkubuwono et al., 2022; Kayati, 2020). Moreover, the consideration during mapping the framework for the lesson plan is in accordance with the concerns that must be made in choosing learning materials, where the material should pay attention to the potential of students, its relation to local wisdom, achievement of goals, level of development of students, benefits, scientific structure, and allotted time, not to mention better and well-planned materials make the learning more active and interesting, along with greater learning outcomes (Healy et al., 2018; Yang & Lai, 2020).

The results of Curriculum Day is Termly Plan, where the components inside are in accordance with lesson plan's ideal components, where (1) learning objectives act as lesson material to be taught to students, (2) success criteria/indicators act as goals to be achieved, (3) activities act as methods used to achieve learning goals, (4) resources act as tools and materials to be used to support the achievement of goals and (5) assessment instruments play a role as a form of evaluating the results of data relating to student's abilities (Gede Parma et al., 2020; Komariah, 2021). The completeness and settled criteria in the lesson plan means it is good and the teacher suited pedagogical competence which will affect the succeed in class.

Teachers' awareness on planning and using online and digital platforms as media and learning resources prepares the students to face the 21st century including make them be used to the internet which increasing their skills with the internet from finding, filtering, understanding, creating and sharing the information, and also enhancing their digital literacy as well as building their 21st century skills such as creativity, critical thinking, utilizing the information and technology and so on (Gibson & Smith, 2018; Yelubay et al., 2020). This is in line with the demands of 21st-century learning cannot be separated from Information and Communication Technology-based learning (A. I. Sari et al., 2020; Saripudin et al., 2022).

During implementation of Cambridge Curriculum at the school level, the principal role as EMASLIM or Educator, Manager, Administrator, Supervisor, Leader, Innovator and Motivator is in line with principal's obligation which requires school principal to his responsibilities as a leader, administrator, annual planner, school organization coach, coordinator in curriculum implementation and also a leader of curricular meetings, communication systems, and curriculum development (Anggeraini, 2018; Xiao et al., 2020). Furthermore, the implementation of those role could enhance a positive learning environment for the school members and boosting innovations from them in both academic and non-academic area similarly as upgrading the teachers' performance (Ariyani et al., 2021; Wicoksono et al., 2022).

Furthermore, the activities done at the class fulfills the principles of curriculum implementation which consist of (1) focusing on students because learning takes place where students are the main target in learning and the teacher is only a facilitator, (2) developing student creativity where students are given space to be creative in learning activities, (3) creating fun and challenging conditions where students undergo learning in a cheerful and conducive manner even though they found unhappy testimonies after learning through interviews with one of the students, (4) procuring values, ethics, aesthetics, logic and kinesthetic where the teacher is a role model for these values, and (5) providing a variety of learning experiences from fun, contextual, effective, efficient, and meaningful strategies and methods where learning does not only listen to the teacher but through various ways that make students actively involved in learning and its intensifies the critical thinking skills in student (Adi et al., 2023; Ennis, 2018; Hidayat et al., 2023). In addition, doing worksheets is one of the students' activities and its effects on promoting students' problem-solving skills. It also found through the learning process, the teacher relating the materials with students' local wisdom which will gives good impacts including enhances the students' process and problem-solving skills, also student character values (Sukadari et al., 2019; Yanti et al., 2022).

The way teacher monitors the whole class through learning process is in accordance with the Cambridge Curriculum concept which focuses on the development of students' understanding, knowledge, and high order thinking skills, also it is mean the teacher try provides an assistance to the student which improve the quality of learning process and outcomes (Ismail, 2020; Solikhah, 2022). By the findings, the evaluation done at class level is using learning assessment which in accordance with the principles of learning evaluation namely (1) the principle of continuity, in which the evaluation process is carried out continuously by linking it to previous results; (2) the comprehensive principle, in which all aspects of personality such as cognitive, affective, and psychomotor aspects in students are assessed; (3) fair and objective principles, where all students are treated equally; (4) cooperative principles, where there is a cooperation of all parties involved in learning; and (5) practical principles, where the evaluation process is easily used and arranged. Furthermore, previous studies showed a compatible assessment regarding learning objectives and meaningful feedback boost students' motivation toward learning including encouraging students' self-generated thoughts and feelings (Che Md Ghazali et al., 2020).

This research presents several advantages that enrich the understanding of educational processes. Firstly, it offers a comprehensive analysis of the intricate dynamics between Cambridge curriculum design and classroom enactment, fostering a deeper appreciation of the factors influencing effective teaching and learning. Secondly, this research provides educators and policymakers with empirically grounded insights, enabling the development of targeted interventions and strategies to overcome implementation challenges and enhance educational outcomes. Ultimately, this research contributes to evidence-based decision-making, empowers educators with practical knowledge, and paves the way for continuous improvement in Cambridge curriculum implementation processes in Elementary School, thereby advancing the quality and efficacy of education systems. Moreover, it is essential to acknowledge the limitations that shape the scope and generalizability of its findings. One of the primary challenges lies in the contextual nature of educational

settings, where factors such as school culture, teacher expertise, and student demographics can significantly influence implementation outcomes in different schools. As a result, this research may struggle to provide universally applicable recommendations, as the dynamics within each educational context can vary significantly.

Furthermore, the temporal dimension poses a limitation, as curriculum implementation is an ongoing and evolving process that can be impacted by changing educational policies, societal shifts, and technological advancements. While this research sheds light on Cambridge Curriculum implementation strategies in Indonesian primary school, it cannot fully capture the adaptive nature required to navigate the complexities of real-world classrooms. Finally, it is suggested for future research to study a school with National Plus status which has more independent way to work on the international curriculum since Al-Azhar 55 Yogyakarta Elementary School yet to state as National Plus School which causes some limitations while carrying out the curriculum.

4. CONCLUSION

The implementation of Cambridge Curriculum at Al-Azhar 55 Yogyakarta International Elementary School is planned and evaluated at a teachers' discussion forum namely Curriculum Day and executed well in both school and class level since the principal already done their obligations and the teacher giving the student meaningful and fun learning, whereas for the learning evaluation itself is done in written and unwritten test form and fitted the teaching evaluation principles.

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