



Analyzing The Impacts of Implementing Cambridge Curriculum on Students' English Academic Achievement

Mailatun Nazizah¹, Khusnul Harsul Lisan^{*2}, Berli Arta³

^{1, *2, 3}Faculty of Education, Universitas Nahdlatul Ulama Yogyakarta, Yogyakarta., Indonesia

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ABSTRACT

The Cambridge Curriculum, which is typically implemented in international standard schools, is the primary focus of this investigation. Nevertheless, Assalaḥiyah Islamic Junior High School, a boarding school, has incorporated the Cambridge Curriculum into its educational program. The purpose of this study is to determine the impact of the implementation of the Cambridge Curriculum on Students' English Academic achievement in VIII Graders of Assalaḥiyah Islamic Junior High School Mlangi Yogyakarta. The academic performance of eighth-grade students was compared under two distinct curricula: the 2013 Curriculum and the Cambridge Curriculum, using a mixed-methods approach. The grades of 89 students in three classes (A, B, and C) were analyzed to collect quantitative data under both curricula. Further, interviews were conducted with 12 participants from the Islamic Junior High School in Mlangi, Yogyakarta, including 6 male students, 5 female students, and 1 teacher, for the qualitative analysis. The results of this study indicated that the application of the Cambridge Curriculum on Students' English Academic achievement of VIII graders had a very good impact. The students increased in terms of academic scores when learning using Cambridge Curriculum compared to the previous Curriculum. Besides, they were more enthusiastic in participating in the English lessons in class.

INTRODUCTION

Curriculum is a combination of teaching practices, learning experiences, and Student Performance Assessment designed to elicit and evaluate the target learning outcomes of a particular course. And also, Curriculum development is an inevitable need for all educational institutions. The Curriculum is a set of educational plans and arrangements designed to achieve defined educational goals. The Curriculum covers everything that is taught to students, including the structure, content, and learning process. It also involves learning strategies, management, evaluation, and student learning experiences. According to Schreiber & Siege (2016), the education Curriculum is a component that can help improve and implement national strategies, from a project to a structure. Therefore, the curriculum aims to improve the quality of student learning and create a safe and supportive environment. The Curriculum is a learning plan or a program developed by schools to facilitate the learning process and provide learning experiences for students

(Pulungan, 2020). The existence of the curriculum is one of the educational systems that plays an important strategic role. In addition, the curriculum has many functions. Simanjuntak (2020) said that a curriculum is a set of plans and arrangements regarding the purpose, content, and learning material and methods used as guidelines for carrying out learning activities to achieve certain educational goals. What students learn, as well as how they learn it, with the assistance of their teachers and the use of various supplementary resources, assessment strategies, and learning environments, are all part of this (Livingstone, 2019).

There are several processes in curriculum development which generally consist of planning, implementation, and evaluation. the purpose of this development is to create an effective curriculum (Fajri, 2019). Curriculum development is the creation or process of a curriculum, which identifies learning objectives, selects subjects and develops teaching materials, and evaluates learning outcomes. This process is carried out to ensure that the curriculum meets the needs of students in the field and is following standards. Another opinion also states that the curriculum is a learning plan consisting of structured content and subject matter (Bahri, 2017). As well as being able to improve the quality of education as a whole, because the curriculum will be said to be good if the making of it takes into account the learning objectives properly, the content of the material, the learning method, and the evaluation that will be developed and adjusted periodically to ensure its effectiveness and relevance. According to Pratiwi et al. (2021), for schools, the curriculum has the following purposes: In order to achieve instructional goals, the educational curriculum is an effort or tool to work so that the instructional goals desired by the school can be achieved properly. The purposes of the children's curriculum. The curriculum is a learning organization that is developed for students and prepared for their education. The function of the curriculum for teachers, become a resource or work reference in compiling student learning by linking and organizing it. As a resource for organizing teaching and learning activities in the workplace.

The curriculum is a very important part of the learning process. The curriculum is among a set of essential tools in education for achieving the vision, mission, and goals (Lisan and Kholis, 2024). In addition, the curriculum is an important component in helping to realize the goals of education, in a broader sense. As mentioned in the National Education System Law No. 20 of 2003 that the curriculum is: "A set of plans and arrangements regarding the objectives, content and learning materials as well as the methods used as guidelines for organizing learning activities to achieve certain goals." Indonesia has experienced a lot of shifting in terms of curriculum regulation. In their article, Abidin et al. (2023) describe that since Indonesia's independence in 1945, the curriculum in Indonesia has changed or revised at least 10 times, namely in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, the 2013 curriculum, and Kurikulum Merdeka as the latest version. There was a shift in the curriculum because of changes in the political, social, cultural, economic, and scientific and technological structures of the country. Besides, several schools in Indonesia, both public and private are also implementing an international curriculum. Commonly, the language of instruction used

in learning using the international curriculum is English since it is the worldwide language used by the global from different parts of the world in communication (Kurniasih & Lisan, 2023).

In more recent times, the Cambridge curriculum is not only applied in international standard schools, but also in many schools and boarding schools. There are more than 160 countries and more than 10,000 schools around the world that use the Cambridge Curriculum (Cambridge Assessment International Education, 2019) and Rauf et al. (2022). This curriculum is recognized for fostering creativity and independence in students, along with nurturing a sense of humanity, environmental awareness, and various skills (Keumala, 2013). In Indonesia, more than 200 schools have used the curriculum. On a global level, it has been implemented by more than 160 countries in the world. The curriculum provides different levels of education for students aged 5 to 19 years. The first level is called Cambridge Primary and is for students aged 5-19 years, emphasizing subjects that align with each students' strengths and interests (Elisabeth, 2014). The second level, Cambridge Junior, is 11-14 years old. Cambridge High School is for 14-16 year old.

Meanwhile, Cambridge Advance is for students aged 16-19 years old. These four levels are known as Cambridge Pathways. In Indonesia, the curriculum is available from kindergarten to high school. This curriculum ensure 4 things; fluency in English language, international perspective, modern education, and the opportunity to study in the global level universities (Afriana, 2017). Cambridge curriculum is suitable for teaching English, because in Cambridge curriculum students would be asked to share their opinion and argument in social problem discussion, so the students would be more active (Ramadan & Widagsa, 2022). The Cambridge Curriculum is an education system developed by the University of Cambridge to value international education. It covers a broad educational program from primary to advanced levels, with an emphasis on developing academic and personal skills and global understanding.

Further, according to (Suryani & Widodo, 2019), the Cambridge Curriculum has provided a scheme of work that makes it easier for teachers to use and can be a benchmark in making teaching materials and organizing learning activities. Apart from this, the Cambridge Curriculum also offers international certification through exams such as the Cambridge International General Certificate of Secondary Education (IGCSE) and Cambridge International Levels. What is taught in the classroom is not the same in every country, as schools are free to adapt the Curriculum content to the needs of students and local situations, but the syllabus objectives and assessment goals are the same globally. This Cambridge Curriculum is a very excellent and good Curriculum to be applied in various schools around the world because this Curriculum is designed directly by the University of Cambridge. In addition, there are always updates at any time to adapt to the needs of students and students.

Numerous studies have explored the application of the Cambridge curriculum in English language teaching. Huang (2011) and Mahmudah (2023) examined its adaptation in a primary school English bridging program at Afkaaruna Islamic School in Yogyakarta. They identified challenges such as students struggling

with concentration during online classes, teachers facing difficulties in managing classroom conditions, and varying learning speeds among students. Similarly, Islam and Fajaria (2022) investigated the curriculum's implementation at SMP Madina Islamic School in Jakarta, specifically at the junior high level. Their findings revealed that the curriculum was applied through Cambridge certification exams, student coaching, and efforts by the school's principal and teacher council to enhance students' character development. In another study, Qomariyah and Khasanah (2023) focused on the use of the Cambridge curriculum for teaching English as a second language at a secondary school in Jember. They found that the curriculum's adoption was influenced by the ANPS conference in 2011 and involved objectives, content, processes, and evaluation, incorporating various teaching methods and assessment types. In other study study, Cambridge curriculum when applied to teaching English to young learners in a private Islamic elementary school in Surakarta, is effectively implemented through a combination of audio-visual and translation methods, utilizing both traditional and digital resources, with a structured assessment approach that includes daily evaluations and periodic tests (Muzaedah et al., 2023).

Islamic junior High School is the first secondary school in Indonesia. It focuses on both religious and general education. These subjects include basic math, sociology, Indonesian and English, and history. In addition, Madrasah Tsanawiyah also introduces religious subjects such as Fiqh, Qur'an Hadith, and akidah ahlaq. Parents can also best instill religious education values, particularly morals and manners, through formal education (Siyoto et al., 2019). The purpose of this Islamic Junior High School is to produce graduates who are qualified in the fields of general science and religion and provide good religious knowledge in strengthening *keinaman* and forming noble *Akhlaq*.

Assalafiyah Islamic Boarding School is one of the Islamic educational institutions that dare to make decisions and be different from most Islamic educational institutions in general, several are still choosing to use the Curriculum 2013 and the independent learning curriculum. Even so, there are still many things that must be prepared and re-evaluated from the transition from Curriculum 2013 to the Cambridge curriculum. Because Assalafiyah Islamic Boarding School is still relatively new in implementing the Cambridge Curriculum, although the Cambridge Curriculum in Assalafiyah only focuses on English subjects, it does not rule out the need for adaptation and readiness for teachers and students. Besides, the fundamental reason for the transition from using the 2013 curriculum to the Cambridge curriculum is the policy of the school. because, the Cambridge curriculum is considered to be able to help improve students' learning abilities at Assalafiyah Islamic Junior High Mlangi Yogyakarta very well and quickly, compared to using the previous curriculum.

The Cambridge curriculum has plenty of potential in terms of content, materials, and books, all of which are presented in a manner that is both concise and engaging. This is certainly very helpful for schools in improving the learning process of students, especially students' English language skills. and can accelerate

the development of students' critical thinking. Therefore, the school chose to switch to using the Cambridge curriculum as the school curriculum at Assalafiyah Islamic Junior High School Mlangi Yogyakarta. In this context, the Cambridge Curriculum want to analyzed according to the impact of its use before and after, to find out the comparison and progress of the implementation of the Cambridge curriculum at the Assalafiyah Islamic Junior High School Educational Institution.

Based on the results of the observations, problems can be identified in the impact of implementing the Cambridge curriculum on students' English academic achievement in class VIII Assalafiyah Islamic Junior High School Mlangi Yogyakarta as follows: Students in VIII Graders at Assalafiyah Islamic Junior High School Mlangi Yogyakarta are not ready to learn English using the Cambridge Curriculum; VIII Graders Students at Assalafiyah Islamic Junior High School lack of English mastery.

METHODS

This research used mixed-methods, according to Moleong (2017: 6), qualitative research is research that intends to understand the phenomena of what is experienced by research subjects such as behavior, perception, motivation, action, and others holistically and using descriptions in the form of words and language. The purpose of using qualitative method is to find out the impact of the use the Cambridge curriculum on the academic achievement of VIII grade students of Assalafiyah Islamic Junior High School Mlangi in English lessons and what are the obstacles during English learning using the Cambridge curriculum. Additionally, quantitative data is a research method that has its roots on positivistic (concrete data) principles, as per Siyoto and Ali (2015). Research data in the form of numbers that will be measured using statistics as a calculation test tool, related to the problem under study to produce a conclusion. The purpose of researchers using the qualitative method in their research is to measure the progress of using the Cambridge curriculum before and after whether there is a difference so that the Cambridge curriculum can be said to be better than the previous curriculum applied to VIII grade students at Assalafiyah Islamic Junior High School Mlangi.

This research was conducted at Assalafiyah Islamic Junior High School Mlangi, Street kiai Masduqi, Mlangi, Nogotirto, Kec. Gamping, Sleman Regency, Yogyakarta Special Region. in November 20th to December 20th 2023. This study involves the students of class VIII Assalafiyah Islamic Junior High School and also English teachers. (89 students for score comparison in quantitative and 11 students male and female for interview) and (one English teacher). The steps taken in qualitative research are interviews with teachers and students of class VIII male and female Assalafiyah Islamic Junior High School. While the steps taken in quantitative research are taking the report card scores of class VIII students before and after using the Cambridge Curriculum.

Data collection techniques in this study are interviews and score comparison, as well as taking student learning scores before using the Cambridge curriculum and after using the Cambridge curriculum. Researcher wanted to know the implementation of the Cambridge curriculum in the classroom and what obstacles will have a negative impact on students' English language achievement in class VIII Assalafiyah Islamic Junior High School Mlangi, then with the value of student learning before and after using the Cambridge Curriculum researchers can find out the comparison and progress of students in learning English using the Cambridge Curriculum.

Research instruments are measuring instruments to assist researchers in obtaining and managing data, which can be done by interviewing, distributing questionnaires, and score comparison. Aims for systematic and easy research. This study used interviews and cooperative grades of students in class VIII Assalafiyah Islamic Junior High school Mlangi before and after using the Cambridge Curriculum. The interviews are a method used in interpretative and critical research to find primary data, interviews are used by researchers when they want to dig deeper into the attitudes, beliefs, behaviors, or experiences of respondents related to social phenomena (Bastian et al., 2018). Researchers conducted interviews to obtain information directly from the object to be studied, namely by asking several questions verbally or directly. Usually, the questions that will be conveyed to the informant must be adjusted to the needs of the researcher. Several types of interviews have been used by many researchers (Rachmawati, 2007). The first is structured interview. In this step, researchers prepared several pre-planned questions, each informant gets the same questions. this type of interview resembles a written survey questionnaire. The purpose of this structured interview is to find out the answers of informants to compare the results between informants with one another. The second is unstructured interview. It based on existing research topics and are open-ended so that researchers can freely ask questions spontaneously. the last is semi-structured interview where the researcher is allowed to ask questions not following a predetermined sequence of questions, but still within the same topic or theme.

From the three types of interviews above, the researcher used the type of structured interview because the researcher wanted to know the responses and answers from one informant and other informants regarding the impact of using the Cambridge curriculum on the English language achievement of class VIII students of Assalafiyah Islamic Junior High School Mlangi. In conducting this interview, the researcher did it indirectly, namely by making a written questionnaire (written interview) very structured, by choosing the right informant, namely the English language teacher at Assalafiyah Islamic Junior High School Mlangi and class VIII students of Assalafiyah Islamic Junior High School Mlangi male and female. The next step is that researchers conducted interviews with teachers in the Assalafiyah Islamic Junior High School Mlangi Teacher's Office while interviews with students were carried out in class. This was done to obtain data that is valid and accurate for this research material.

The data analysis used in this research is descriptive and Comparative. Analysis descriptive focuses on words, descriptions, concepts, or ideas. From Qualitative data can be in the form of interview transcripts, documents, and survey responses, but can also involve the interpretation of images and videos. Meanwhile, analysis Comparative is research that is closely related to numbers, data analysis, and values to measure and compare the results of the research.

With these two research models, researchers can observe how problems exist in the field by using score comparison and interview, namely analyzing the report card scores of classes VIII Assalafiyah Islamic Junior High School. By processing this data, researchers can measure and compare the value or progress of students before and after using the Cambridge Curriculum. Furthermore, interview, information obtained from the results of these interviews can assist researchers in obtaining clearer and more accurate data to strengthen the research conducted by researchers. Because not only observation and comparison of student grades, but also getting information from the informant directly.

RESULTS AND DISCUSSION

Students' Report in using Cambridge Curriculum

First, the researcher wants to describe the results and discussion of the quantitative approach, namely the comparison of the report card scores of students in class VIII Islamic Junior High School Mlangi Yogyakarta, which consists of three classes, namely class A, B, C. Researchers took the average value of students from the knowledge competency of class VIII students using the 2013 curriculum and Cambridge Curriculum. This can be seen in the table and picture below.

Tabel 1. Students' score in Curriculum 2013

Score	Student total
78	19
79	56
80	10
81	2
82	1
83	4
84	2
Class A, B, C	94

In the table the total number of students in class VIII Islamic Junior High School Mlangi which consists of three classes, namely classes A, B, C. with a total of 94 students, with the lowest score of 78 and the

highest score of 84, in the table shows that more students have the lowest score, namely 19 students with a score of 78 and 56 students with a score of 79. And for the highest average score of 80-84, only 25% of 75% of students get the lowest score. This can also be seen in the table below.

Tabel 2. Students' score in Curriculum Cambridge

Score	Student total
78	22
79	3
81	1
84	1
85	2
86	4
87	21
88	26
90	1
91	2
92	1
94	2
95	2
97	1
Class A, B, C	89

The table shows that class VIII A, B, and C junior high school Mlangi has more students who get a high average score, namely 85% of students, and 15% of students who get a low average score. In this case, the application of the Cambridge Curriculum to students in class VIII A, B, and C Junior high school Mlangi can be said to be good in terms of the number of students who get a high average score compared to students who get a low average score.

From the two table results and the figure above on the average score of the knowledge competency of students in class VIII A, B, and C Islamic Junior High School Mlangi in the even semester of the 2021-2022 school year using the 2013 Curriculum, it can be said that there is a very significant decrease in scores. 75% of students get the lowest score with an average score of 78-79, and 25% of students get the highest score with an average score of 80-84. In contrast to the results of the average value of the knowledge competencies of students in class VIII A, B, and C Islamic Junior High School Mlangi using the Cambridge Curriculum

where students experience a very superior increase in value, namely almost 85% of students get the highest average score of 81-97 and the remaining 25% get the lowest score with an average score of 78-79.

This proves that the application of the Cambridge Curriculum to the English Academic achievement of students in class VIII A, B, and C has a good and positive impact, not only can it be proven from the results of the value from the application of the 2013 Curriculum and the Cambridge Curriculum but also many students when interviewed confess that they are more happy and excited to learn using the Cambridge Curriculum than the 2013 Curriculum, not only from the methods used by teachers but from the Cambridge Curriculum itself which provides interesting and fun material so that it can quickly build students' enthusiasm for learning which has an impact on the increase in learning achievement of students in class VIII A, B, C Junior High School Mlangi.

Learning

Effectiveness of Cambridge Curriculum Implementation Using Learning Media

The first finding is learning. Learning at Assalafiyah Islamic Junior High School uses the Cambridge curriculum. The application of the Cambridge curriculum has a good impact on the learning process of students, especially class VIII of Assalafiyah Islamic Junior High School. Because when delivering material, the teacher often uses learning media such as audio and tabs. As well as being equipped with various kinds of learning books such as teacher books, Student books, and Student workbooks. The learning media is certainly very supportive of learning to be more interesting and exciting. This is done to adapt the use of the Cambridge Curriculum which contains minimal explanation and is more dominant in question exercises. With the existence of learning media that can support teaching and learning activities in the classroom, students feel more enthusiastic about learning using the Cambridge curriculum.

In this context, the use of media in the learning process is needed to attract students' attention and make learning activities more interesting and effective (Hasan et al., 2021). From this opinion, it can be seen that learning media has a very important role in building learning effectiveness. That way the learning media used by class VIII teachers at Assalafiyah Islamic Junior High School Mlangi has a very good impact on the effectiveness of the application of the Cambridge curriculum in English subjects because it can build students' enthusiasm for learning using the Cambridge curriculum.

This is also in line with the results of research Syafaati & Widodo (2023), teachers use LCD projectors and audiovisual equipment according to learning needs. The selection of learning media can improve student understanding well. From the results of Syafaati & Widodo's (2023) research in implementing learning using the Cambridge curriculum, the selection of appropriate learning media is very important to help the learning process run well and smoothly. From the two studies above, it can be concluded that the use of learning media is very helpful and has proven successful in implementing the Cambridge Curriculum into effective

and enjoyable learning. As well as having a positive impact on student learning achievement which is increasing and improving.

Challenges and Difficulties in Implementing Cambridge Curriculum in English Language Learning

Apart from the important role of learning media in the teaching and learning process in the application of the Cambridge Curriculum which can build the effectiveness of class VIII student learning at Assalafiyah Islamic Junior High School Mlangi. There are many things that teachers and students face and undergo. In the results of research interviews conducted on Teachers and Students of Class VIII Assalafiyah Islamic Junior High School, there are obstacles for teachers in the process of implementing the Cambridge Curriculum and learning difficulties faced by some students of Class VIII Assalafiyah Islamic Junior High School Mlangi.

In implementing the Cambridge curriculum, teachers feel many challenges in the learning process using the Cambridge curriculum, one of which is that teachers find it difficult to determine the methods to be used in certain subjects using the Cambridge Curriculum, as people know the Cambridge Curriculum is a Curriculum that is packaged very neatly, with clear directions and objectives and the contents are not too many explanations and explanations about the material, instead most of them are question exercises. In this case, teachers often feel confused about using methods that are suitable for use in certain learning materials for students. In addition, the learning difficulties faced by students are caused by the Cambridge curriculum, students feel unfamiliar with the application of the new Curriculum at Assalafiyah Islamic Junior High School Mlangi, namely the Cambridge Curriculum. Some students think that it is better to use the 2013 Curriculum because many explanations and materials can help students understand the teacher's explanation.

This is also in line with the results of research Kadariah et al., (2020). Some teachers admit that when teaching in the classroom there are many challenges and difficulties experienced, such as the use of curriculum, material structure, inadequate facilities, and infrastructure, teachers have difficulty in determining the appropriate model or method for the learning to be carried out. Other research explains the challenges of Curriculum implementation. Challenges in education require teachers to have and instill some self-competence in developing learning with the curriculum (Suhandi & Robi'ah, 2022). The results of this study confirm that teachers face various challenges and difficulties in adjusting methods and materials to align with effective learning practices. These challenges highlight the importance of teachers being flexible and adaptable in their approach to instruction. Furthermore, having strong competence is crucial for teachers, as it enables them to effectively develop and implement a curriculum that meets the diverse needs of their students.

Differences in the implementation of the Cambridge Curriculum and the 2013 Curriculum

Assalafiyah Islamic Junior High School is a new institution in using the Cambridge curriculum because before that Assalafiyah Islamic Junior High School used the 2013 Curriculum. The implementation of the Cambridge Curriculum is still running for about a year, from the change in Curriculum implementation at Assalafiyah Islamic Junior High School Mlangi, there are many differences between the two curricula. One of them is the readiness between teachers and students in carrying out the teaching and learning process using the Cambridge Curriculum, students must adapt to the new material in the Cambridge curriculum which in its application must use English, as well as teachers must think of suitable strategies and methods in delivering material using the Cambridge Curriculum. Some students argue that the difference between the 2013 Curriculum and the Cambridge Curriculum lies in the learning materials and methods. Students say that the 2013 Curriculum has a lot of material and explanations while the Cambridge Curriculum only has questions, some say that learning is more fun using the Cambridge Curriculum because there are many pictures, and in reading or speaking material they can listen directly to the conversation, as teachers provide sound along with audio conversations from the material. So that students feel more enthusiastic about participating in learning. While the differences felt by teachers are not much different, namely the material in the 2013 Curriculum is not specific and seems wordy while the material in the Cambridge Curriculum is clearer and the explanations are more specific and detailed.

The National Curriculum (2013 Curriculum) and the International Curriculum (Cambridge Curriculum) both have their respective functions and objectives in improving educational standards and producing many quality and superior graduates. this is in line with research (Fitriana & Utama, 2021). The Cambridge Curriculum is one of the curricula that is seen as capable of improving educational standards and can improve the quality of its graduates. Apart from the differences in the implementation of the 2013 Curriculum and the Cambridge Curriculum, these two curricula have the same goal of helping to improve the quality of education. This is also in line with other research on the implementation of the Cambridge curriculum. The application of the Cambridge curriculum is proven to be able to build a learning atmosphere to be more fun so that it can shape students' mindsets to be more complex (Nafisah, 2018).

From the results of interview research at Assalafiyah Islamic Junior High School Mlangi on teachers and grade VIII students who responded positively to the implementation of the Cambridge Curriculum. It differs from the Cambridge curriculum, which in its application focuses on competencies and educational standards to produce graduates who are qualified in all fields. The implementation of the 2013 Curriculum emphasizes the achievement of student competencies not only in the context of knowledge but in the context of attitudes and skills (Astri et al., 2021). This is also in line with Nur (2021), in the application of the 2013 Curriculum, it emphasizes understanding of natural, cultural, and social phenomena that can be felt directly

by students. It is hoped that this can build good attitude competencies, skills, and in-depth knowledge of the surrounding conditions.

The implementation of the Cambridge curriculum at Assalafiyah Islamic Junior High School has positively impacted student learning, especially in class VIII. Teachers utilize various learning media, including audio, tabs, and books, to enhance the learning experience, making it more engaging and effective. This approach aligns with the Cambridge curriculum's emphasis on minimal explanation and more question-based exercises, fostering student enthusiasm and improving learning outcomes.

However, the transition to the Cambridge curriculum presents challenges for both teachers and students. Teachers struggle with selecting appropriate teaching methods due to the curriculum's unique structure, while students face difficulties adapting to the new material and language requirements. Despite these challenges, the curriculum is recognized for its potential to elevate educational standards, providing a more focused and enjoyable learning experience compared to the previous 2013 Curriculum. Both curricula aim to enhance educational quality, with the Cambridge curriculum emphasizing competencies and the 2013 Curriculum focusing on a broader understanding of knowledge, attitudes, and skills.

Assessment of student learning outcomes

Learning outcomes of grade VIII students at Assalafiyah Islamic Junior High School

The learning achievements of class VIII students at Assalafiyah Islamic Junior High School Mlangi can be seen from students' interest in doing assignments in English subjects using the Cambridge Curriculum, according to the Assalafiyah VIII grade teacher if the achievement of student learning is not enough just by looking at the final score, the teacher prefers to use formative assessment where in this assessment the teacher can see the interest and enthusiasm for learning students on the Cambridge Curriculum.

Evaluation of learning outcomes of grade VIII students of Assalafiyah Islamic Junior High School

To evaluate the learning outcomes of students in Class VIII Mts Assalafiyah Mlangi, teachers have their ways such as conducting exams to see the achievement of students' abilities while learning English using the Cambridge Curriculum, as well as practices such as speaking and listening exercises, and exams to prepare for the Olympics competition. This is conducted to evaluate student learning outcomes using the Cambridge Curriculum. Because to adjust the assessment or evaluation of student learning using the Cambridge Curriculum, Assalafiyah Islamic Junior High School still does not have adequate measuring instruments.

Learning Motivation

English language mastery of grade VIII students at Assalafiyah Islamic Junior High School

In learning English using the Cambridge curriculum at Assalafiyah Islamic Junior High School, students and teachers are required to communicate using English, but in this case, students of class VIII Assalafiyah Islamic Junior High School admit that they have difficulty following English lessons. because they do not understand English-language material and have difficulty interpreting English-language material in the Cambridge curriculum. This proves that the mastery of foreign languages in class VIII students of Assalafiyah Islamic Junior High School Mlangi is very low. Of all the obstacles and difficulties faced by students in mastering English, there are ways or solutions in overcoming this. This is in line with research In et al. (2021), a simple way to overcome difficulties and improve students' English skills is: to read a lot, whatever the form is, the most important thing is English. This is done to practice the correct pronunciation of vocabulary, observing/listening to correct every pronunciation of the vocabulary, a lot of speaking practice to remember the vocabulary they have to be more developed and not forget quickly, utilizing games and social media as a medium for learning English.

Improving English language skills of grade VIII students at Assalafiyah Islamic Junior High School

Students of Class VIII Assalafiyah Islamic Junior High School have their way or motivation in improving their English skills outside of teacher guidance during class hours, one of which is memorizing vocabulary, getting used to communicating daily using English with memorized vocabulary, playing English games, learning English using songs and much more. This is done by students to help improve their English skills. And there is also the role of teachers who are always patient in guiding.

Learners must understand how to learn vocabulary quickly to help their progress in mastering English skills for example, the use of the internet, multimedia, games, diaries/journals, and other social activities that involve English (Holidazia & Rodliyah, 2020). These social activities can be like implementing communication with friends using everyday English, practicing speaking in front of the public such as participating in public speaking competitions, or other activities that involve the use of English in it.

Learning Strategy

The learning method of garde VIII teacher at Assalafiyah Islamic Junior High School

The learning method used by the VIII grade teacher at Assalafiyah Islamic Junior High School Mlangi in implementing the Cambridge Curriculum is to adjust the ability level of each student at a certain learning level, for example, the teacher will group students whose ability or level of understanding is low at beginner level learning, students who have a slightly higher understanding will be grouped at medium level learning, and finally, students who have understanding or knowledge that is superior to the two levels will be grouped



at the advanced learning level. That way the teacher will find it easier to deliver learning according to the level of ability and understanding of students, without any miss understanding between the delivery of the teacher and students.

Grade VIII students' interest at Assalafiyah Islamic Junior High School towards the Cambridge Curriculum

The learning interest of VIII students at Assalafiyah Islamic Junior High School can be said to be less stable or not all students have an interest in learning using the Cambridge Curriculum, some are interested and some are not interested, they are more comfortable using the 2013 curriculum. Apart from the demands of schools to use the Cambridge Curriculum, students also feel the need to adapt to the learning system using the new curriculum.

CONCLUSION

Based on the results of research and data analysis that has been done, there is a positive impact of the application of the Cambridge Curriculum on the English Academic achievement of students in class VIII Islamic Junior High School Mlangi. From the comparison of the value of the application 2013 Curriculum and Cambridge Curriculum in quantitative research, there is a significant increase in the value of students in grade VIII Islamic Junior High School using Cambridge Curriculum with the highest average value of 81-97 from 85% of students with a total of 89 students in the even semester of the 2022-2023 school year. Compared to the score results from the implementation of the previous Curriculum 2013 Curriculum, 75% of the 94 total students got a low average score of 78, and 25% of students with the highest average score of 84. This shows that the Cambridge Curriculum plays an important role in helping to improve students' English learning achievement and increase the value of English learning outcomes for students in class VIII Islamic Junior High School.

In addition, in qualitative research, many students and teachers of class VIII Islamic junior high school argued during interviews. That teaching and learning using Cambridge Curriculum are more enjoyable because there is material that has been neatly organized and concise plus the Cambridge Curriculum is more dominant in the picture than the explanation of the material, this can help make it easier for students in grade VIII Islamic Junior High School Mlangi to learn English, which of course is also supported by learning facilities and media provided by teachers and schools such as: tabs, sound systems, audio conversations, and there are also various books on learning using Cambridge Curriculum including student workbooks, student books and teacher books. Added with the addition of vocabulary activities every morning before entering class held by ALC (Assalafiyah Language Center) can also help overcome the learning difficulties of grade VIII Islamic Junior High School students in using the Cambridge Curriculum.



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