



STUDENTS' AND TEACHERS' PERCEPTIONS OF THE CAMBRIDGE CURRICULUM IMPLEMENTATION IN ENGLISH SUBJECT AT AN SPK SCHOOL IN SURABAYA

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ABSTRACT

This study explores students' and teachers' perceptions, along with contributing factors, toward the implementation of the Cambridge curriculum (TCC) in an SPK school in Surabaya. Using a mixed-methods approach with a descriptive design, data were gathered from 195 students and 4 teachers. The results from questionnaires and interviews indicate generally positive perceptions, with mean scores of 3.96 for students and 4.28 for teachers. Despite this, several challenges emerged, such as students' difficulty in understanding Cambridge textbooks and differing views on infrastructure particularly Wi-Fi access and the presence of a language laboratory. Key factors influencing curriculum implementation include teacher adaptability, engagement from both students and teachers, curriculum flexibility, collaborative learning, and ICT integration. These findings provide valuable insight for SPK schools in Indonesia to assess and enhance their English curriculum practices. The study contributes to a better understanding of how international curricula are perceived in local contexts and offers practical considerations for improving teaching and learning strategies under the TCC framework.

Keyword: *Cambridge curriculum, Perceptions, SPK school, Curriculum Implementation*

1. INTRODUCTION

Education serves as a foundational pillar in preparing students for the challenges of real-world life. Through a structured and meaningful educational journey, students are equipped not only with academic knowledge but also with essential life skills, character development, and the capacity to contribute to their communities and the nation at large. Education opens pathways for students to explore their potential, develop critical competencies, and grow into responsible, independent, and resilient individuals (Banks, 2019; Aji, 2023).

According to the Law of the Republic of Indonesia Number 20 of 2003 on the National Education System, the primary goal of national education is to develop learners' capabilities and shape their character and civilization in order to contribute to the intellectual life of the nation (Indonesia, 2003). Furthermore, it aims to nurture

students' potential so that they may become faithful, ethical, knowledgeable, capable, creative, and independent individuals. This ambitious national vision calls for a robust and well-planned education system, beginning from the school level, where curriculum becomes a central instrument in achieving these objectives (Anderson & Willis, 2019; Jaya et al., 2025b; Lesiana et al., 2023).

In developing a curriculum, it is essential to consider its relevance and adaptability to the rapid changes in the global context. As highlighted by Marleni et al. (2022), curriculum design must stay aligned with real-life dynamics, as education and societal needs are closely interrelated. A responsive curriculum is crucial in preparing students for a future that demands not only academic excellence but also flexibility, innovation, and global awareness (Ferdaus & Novita, 2023; Shocheb, 2023).

One of the curricula currently adopted by several schools in Indonesia particularly in Sekolah Perjanjian Kerja Sama (SPK) is the Cambridge curriculum, or The Cambridge Curriculum (TCC). Developed by Cambridge Assessment International Education, TCC emphasizes the development of students' creativity, critical thinking, and independence as life-long learners. It also aims to foster global citizenship, personal responsibility, and a deep understanding of both local and international perspectives (Cambridge Assessment International Education, 2021).

Given its international orientation and distinct approach, the implementation of TCC in Indonesian educational settings raises important questions regarding its acceptance, effectiveness, and relevance. Teachers and students, as primary agents in the learning process, play a critical role in shaping the success of the curriculum (Khalifa et al., 2023; Bhwana, 2023). Therefore, understanding their perceptions and identifying the factors influencing those perceptions are essential for evaluating and improving curriculum implementation (Putri et al., 2023; Jaya et al., 2025).

This study seeks to explore students' and teachers' perceptions of the Cambridge curriculum implementation in the English subject at an SPK school in Surabaya. By examining their experiences and insights, the study aims to provide valuable recommendations for enhancing curriculum practices and aligning them more closely with both national education goals and global standards.

2. LITERATURE REVIEW

a. Perception

Ferro et al. (2023) defines perception as an action of interpreting the meaning toward an object, events, or relationship based on information through human's sensory, attention, expectations, motivation, and memory.

b. The Cambridge Curriculum (TCC)

The Cambridge curriculum (TCC) is one of the international curricula that is applied and recognized by several institutions worldwide which has set an educational standard for education (Cambridge International Education, 2024).

c. SPK School

Based on Indonesia Regulation of the Minister of Education and Culture Number 31-year 2014, *Sekolah Perjanjian Kerja sama* (SPK) is an educational unit organized or managed on the basis of cooperation between Institutions Foreign Education (IFE) that is accredited or recognized in the country with Indonesian Education Institute (IEI) on formal or non-formal channels based on statutory provisions (Badan Penelitian dan Pengembangan Pendidikan dan Kebudayaan, 2017).

d. The Implementation of the Cambridge Curriculum in the classroom

The implementation of the Cambridge curriculum (TCC) in the classroom has implicitly written in the booklet entitled "Implementing the Curriculum with Cambridge: A guide for school leaders." The key points of the implementation of TCC in the classroom are: (1) the Cambridge teacher, (2) teaching and learning strategies, (3) students and teachers' attributes, (4) disciplinary and inter-disciplinary approaches, (5) the use of conceptual frameworks to support teaching-learning activities, (6) collaboration, and (7) the use of information and communication technology (ICT) and digital literacy during the learning process (Cambridge Assessment International Education, 2021).

e. Previous Research

There are several previous research regarding TCC implementation in some schools in Indonesia. Based on the previous research, there are some benefits in TCC implementation, such as: (1) curriculum affects students' passion in learning English, gain the students' skills, and broaden students' global insights, (2) the implementation of TCC in some schools in Yogyakarta, Banten, and South Sumatera provinces have shown that this curriculum has built the students' passion and enthusiasm in learning English (Ameliya et al., 2024; Marleni et al., 2022; Niswa et al., 2024), (3) the TCC implementation can enhance students' language and research skills, communication skills, and cognitive skills (Abdulloh, 2022; Ameliya et al., 2024; Adilah et al., 2023), (4) this curriculum had helped students in one of boarding schools in

Banyumas to broaden their global insights and skills (Akrimah, 2024), and (4) TCC can prepare the students in preparing them to succeed in real life through soft skills development (Adilah et al., 2023).

There are several supporting factors that contribute to the success of the curriculum implementation such as (1) easy access to learning resources syllabus as benefits of partnership with the Cambridge University Press (Akrimah, 2024; Ameliya et al., 2024), (2) the existence of English language program (Hikmah, 2024), (3) supports from teacher (Holandyah et al., 2022; Niswa et al., 2024), and (4) supports from institution (Akrimah, 2024; Adilah et al., 2023).

On the contrary, the implementation of the Cambridge curriculum was having several problems during its implementation such as language barriers and poor understanding of the context in the Cambridge book. (1) Students from some schools in Sidoarjo, Yogyakarta, and Jambi had faced some problems, such as the lack of English language comprehension because of the use of English language during the learning process, low English proficiency, and lack of vocabulary mastery (Hikmah, 2024; Laili & Soedjarwo, 2017; Niswa et al., 2024; Ramadan & Widagsa, 2022; Trimadona et al., 2020). (2) Some teachers and students from some schools in Banten and Jambi found it difficult to adapt to western cultural context in the Cambridge book since it was not aligned with local cultural context (Ameliya et al., 2024; Hikmah, 2024). (3) Some teachers experienced misunderstanding related to the instruction in some parts in the Cambridge book (Niswa et al., 2024). (4) last challenge is some students in an Islamic school in Yogyakarta were not familiar with the context inside the book (Niswa et al., 2024).

The problems of the Cambridge curriculum in several schools in Indonesia are caused by several factors namely (1) knowledge gap which caused by different lifestyle, (2) varied English language skills which led to the poor vocabulary mastery (Hikmah, 2024), (3) inadequate learning tools to support the teaching learning activities (Ameliya et al., 2024; Asqolani, 2016; Hikmah, 2024; Niswa et al., 2024), lack of teacher training program (Ameliya et al., 2024; Ramadan & Widagsa, 2022), and

(4) no native teachers for English language subject (Hikmah, 2024).

3. METHODS

This study employs a mixed method and a descriptive research design in which experimental manipulation of the sample is avoided (Sugiyono, 2021; Patton, 2020; Neuman, 2019). The participants of the research consist of 195 high school students and 4 English teachers. The methods of data collection consist of a questionnaires and semi-structured interview.

		Frequency	Percent	Valid Percent
Valid	Grade 10	72	36.9	36.9
	Grade 11	67	34.4	34.4
	Grade 12	56	28.7	28.7
	Total	195	100.0	100.0

Figure 1. Student participants of the research

The questionnaires are divided into 2 categories, students’ and teachers’ perceptions which have 30 and 28 statements. Both questionnaires are measured by Likert scale. The reliability of the questionnaires can be seen as follows (Miall & Kuiken, 2019):

Reliability Statistics

Cronbachs Alpha	N of Items
.940	30

Figure 2. Reliability of students’ perceptions questionnaire

Reliability Statistics

Cronbachs Alpha	N of Items
.900	28

Figure 3. Reliability of teachers’ perceptions questionnaire

For the semi structured interview, there are 9 questions for the students and 7 questions for the teachers.

4. RESULTS AND DISCUSSION

a. Quantitative Result

Table 1. Student Perceptions’ Result

Aspects	M	DE	OM	VP
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STUDENTS’ AND TEACHERS’ PERCEPTIONS OF THE CAMBRIDGE CURRICULUM IMPLEMENTATION IN ENGLISH SUBJECT AT AN SPK SCHOOL IN SURABAYA

The Cambridge Teacher	4.82	SA	SA	58.5%
Student Attributes	3.98	A	A	44.1%
Reflective Student	3.91	A	A	45.6%
Discipline and Interdisciplinary Approaches	3.89	A	A	46.2%
Conceptual Framework to Support Learning	3.83	A	A	40%
Collaboration	3.79	A	A	37.4%
Use of Information and Communication Technology (ICT) in the classroom	3.57	A	SA	58.5%
Overall Satisfaction	3.90	A	A	47.7%
Student Attributes	3.91	SA	SA	58.5%
Average total	3.96			

M=Mean, DE= Descriptive Equivalent, OM = Overall Mean, VP= Valid Percent

Table 2. Teacher Perceptions' Result

Aspects	M	DE	OM	VP
The Cambridge Teacher	4.65	SA	SA	100%
Teacher Attributes	4.55	SA	SA	50%
Reflective Teachers	4.50	SA	SA	75%
Discipline and Interdisciplinary Approaches	3.92	A	A	25%
Conceptual Framework to Support Learning	4.50	SA	SA	50%
Collaboration	4.00	A	SA	25%
Use of Information and Communication Technology (ICT) in the classroom	3.50	A	A	25%
Overall Satisfaction	4.63	SA	SA	100%
Student Attributes	4.65	SA	SA	100%
Average total	4.28			

M=Mean, DE= Descriptive Equivalent, OM = Overall Mean, VP= Valid Percent

Overall, the 195 high school students at NSA showed positive perceptions of the

Cambridge curriculum, with an average agreement score of 3.96 across 8 categories. Students particularly showed strong agreement (SA) regarding the Cambridge teachers (M= 4.82) and agreed on the use of ICT and digital literacy (M= 3.57). The 4 English teachers at NSA high school also demonstrated a strong positive perception of teaching English under the Cambridge curriculum, with an overall mean of 4.28, indicating strong agreement (SA). Teachers held the highest positive perception for the Cambridge teacher category (M=4.65) and the lowest for the use of ICT and digital literacy (M=3.50).

b. Qualitative Result

1. The Cambridge Teacher

One of the students mentioned that the curriculum has opened the opportunity for the teachers to engage with the students through several activities related to a real-world problem in the classroom. She also mentioned an activity called question-answer game.

“I think the curriculum gives a lot of opportunities for teachers to engage with the students, like give them problems that they can solve. And it makes the topics a lot more relatable to us by relating it to our daily lives. For example, games like question and answer. I think that gives us opportunity to practice it as well as we're learning.” (Student K)

Nevertheless, one of the teachers has different view regarding the Cambridge teacher.

“They gave you a lot of resources, like the games and all this kind of thing. Might be a bit more interesting for students. But I'm not able to really use that approach much because we have the Cambridge.”

Student K mentioned that TCC allows the teachers to engage with the students through engaging activities related to a real world problem like games, presentation, interviewing, pen work, group work, discussion, individual and group projects which is aligned with a study by Marleni et al., (2022) which revealed that Activities in

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Cambridge curriculum could build students' passion in learning English

Teacher C just followed what is inside the Cambridge book, so he doesn't use games and kinds of activities which are contradicted with a study by Ameliya et al., (2024) which revealed that project-based learning as part of student-centred learning is effective to hone students' skills.

2. Students and Teachers Attributes

The Cambridge teachers are also able to employ various teaching strategies in the classroom such as individual learning activities, group activities, and the whole-class instruction.

"I think Cambridge covers a lot of the basics for conversational and for problem solving using English. I think it covers a lot of those. And I think it trains us to better understand native speakers." (Student K)

Student K openly elaborates her assurance in learning under TCC. This statement aligns with research by Ameliya et al., (2024) which revealed that the students in Kharisma Bangsa school demonstrate greater confidence in using English language for academic and social context. To be a responsible learner or teacher means that the student or teacher is required to overcome the challenges they faced during the learning process by utilizing their knowledge which means that they take ownership of their learning.

"I guess I have trouble learning about, like, the names of the theories, I guess. Well, like, types of sentences and stuff because I don't really know about that. And how I handle this, just study about it." (Student L)

"I still need to take them into consideration so sometimes when I explain a certain material it will take a longer time just because I do not want to let them be so not to leave them behind so that's it." (Teacher H)

Student L implicitly mentioned that learning under TCC has prepared the students to be responsible to their learning process. Student L are able to identify the challenges they faced during their learning

journey, and they were also able to find the way to overcome the difficulty based on his preference which is consistent with the result of the study by Adilah et al., (2023) and Niswa et al., (2024) which revealed that TCC can help the students to be independent learners. To overcome some challenges during her teaching practice, teacher H prefers to slowdown her teaching tempo to help the students understanding the material.

Regarding the reflective learner, some students have already had awareness about the effect of learning under TCC by highlighting their ability to learn.

"Not only does Cambridge teach us how to be interactive, but they also teach us about culture. Like, the culture examples I have learned I learned I've learned lately about, like, sports, actually. The sports, we I never know there was, like, curling." (Student S)

Student S mentioned that learning under TCC has broaden her cultural awareness through a specific topic which is about sport. Her statement is connected to the research by Akrimah et al., (2024) which discusses about the effect of TCC in broadening the students' skill.

Innovative learner and teacher are those who are able face new challenges by using prior knowledge. Also, they can identify gap during their learning process.

"We meet scaffolding stage. We show them stage by stage." (Teacher O)

"And then for speaking, mostly we will do it face-to-face, individually. And then for grammar, I think it's a little bit traditional one, so I will be the one in the middle explaining about the things. But still, sometimes I also ask them questions to measure their understanding, so how far they have understood my explanation, and so on." (Teacher H)

Teacher H applies different teaching methods based on the subskills. She uses face-to-face approach if it comes to speaking and traditional approach for grammar. Meanwhile, teacher O uses scaffolding

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approach to strengthen the students' understanding in the topic.

As an engaged learner or teacher, they must show their passion in learning or teaching within and beyond the classroom. Being engaged means that they always ready and open to new knowledge.

"I think I like the practices because it focuses a lot on conversation and reading and listening, which I think are very important skills if we're learning another language." (Student K)

"I would find a video matching the theme. And after a while, I realized like my videos are probably quite better. More interesting to the students and I can put the subtitles on, and I can choose myself." (Teacher C)

Student K show their engagement during the learning session in the classroom through activity she enjoyed. Student K tends to engage with collaborative and participatory activities through real practice. For teacher C, he found online video as resources to familiarize the students with the topic given by the Cambridge book. Other characteristic that the teachers have as part of engaging teachers is their willingness to learn beyond the classroom.

"We do, I think for me myself every year I joined a course, and it is held by Cambridge, but we do it online and it is every year, and we need to pass it of course..." (Teacher H)

"Then the second, they also have a training. Like, we have a regular training almost every year, like, five weeks or six weeks training that all teachers must, attend and complete the courses." (Teacher O)

To familiarize the students with the topic, and teachers also involve themselves in a training and seminar held by TCC which is related to a study by Akrimah (2024).

3. Reflective Students and teachers

The reflective learner and teacher are those who understand their role in the classroom. Both students and teachers are

required to reflect on themselves to accurately assess their own progress. For the teachers, they need to help the students in learning how to learn properly through learning strategies and reflective practice.

"It's fun, and I feel like, I feel like you get to be more creative because, like, in the exams and such, you are a lot of, like, you needing to make an essay on topic and need to think about the topic. And, well, that aspect for me is, it strengthens it strengthens your creativity." (Student L)

Another perception from the teacher,

"So, if I introduced other sources, I wouldn't have time. So yeah. It's quite a difficult answer because, maybe it's we need to follow the chapter, but because some students, like, maybe they are not able to follow the chapter, so it makes you, feel like you need to complete it even though the students cannot" (Teacher C).

Participant L realized that he felt more creative because he is trained to make essays from certain topics and this requirement could develop the way of his thinking about some topics given creatively. Moreover, Teacher C reflected on his teaching performance by acknowledging the tension between engaging teaching methods and rigid curriculum requirements, especially about teaching duration. He mentioned that he needs to finish the chapter even though the students aren't able to follow the learning process perfectly.

4. Discipline and Interdisciplinary Approaches

The Cambridge curriculum implementation requires both students and the teachers to be more creative and critical thinker to solve a real-world problem. To achieve these goals, teacher has essential roles in guiding the students to master the subject.

“I think Cambridge covers a lot of the basics for conversational and also for problem solving using English. I think it covers a lot of those. And I think it trains us to better understand native speakers.” (Student K)

Teachers also mention some information,

“Mr. C will handle for speaking and listening, and then writing, reading, and grammar will be with us, the locals.” (Teacher H)

Student K mentioned that conversation become the most provided part inside the Cambridge book. She also elaborated that the use of the conversation has trained her in solving a real-world problem by using English language and gave her a comprehension in understanding the native speaker. From the teacher side, to guide the students during the learning process, teacher H divided her teaching part with teacher C. She said that she handles English subskills like reading, writing, and grammar. Meanwhile, teacher C handles speaking and listening skills.

5. Conceptual Framework to Support Learning

The conceptual framework is a guidance which could support the learning activity (Cambridge Assessment International Education, 2021). The framework contains of the learning sources and teaching stages. Regarding the conceptual framework, there are advantages and drawbacks.

“I like the practices because it focuses a lot on conversation and reading and listening, which I think are very important skills if we're learning another language.” (Student K)

Nevertheless, there are drawbacks in students' understanding about the context materials in the Cambridge book based on the following statements:

“The official books from Cambridge are, I think, very, very

detailed. But as I said, sometimes it can go a little bit far from the point.” (Student K)

Another student also mentioned,

“I guess I have trouble learning about, like, the names of the theories, I guess. Well, like, types of sentences and stuff because I don't really know about that.” (Student L)

Student K's statement shows that she highlights the assessment section which she thought it needs to be more varied. She also critiqued the context inside the Cambridge book which she thought that the topic is not to the point. Furthermore, regarding the context inside the book, student L finds it difficult to comprehend the term of theories and type of sentences which become one of the challenges he faced during the learning process which is similar with the challenges faced by the students and teachers in the studies by Ramadan & Widagsa (2022) and Trimadona et al., (2020).

From the teachers' perspectives, teacher O gave comments about the use of the Cambridge book in helping him to keep organized during the teaching activity:

“Cambridge also offers teachers to follow the guidance from the book. So, we've got something called teachers resources that we can follow. Means that they are also a good recommendation to implement a certain material so we can use it and modify them to practically using our classroom.” (Teacher O)

He also added,

“They also offer the digital brochure that we can easily access through Cambridge.co. The teachers can use it for, like, visually mature visual mature for the students.” (Teacher O)

Teacher O mentioned that Cambridge book is interesting and engaging and teacher C perceived that the Cambridge book

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provides relevant topic with the students. He also emphasized that the content materials inside the Cambridge book is very extensive. The complete sources provided by the Cambridge is related to the statement in study by Akrimah (2024) which states that Cambridge provides easy learning sources. Nevertheless, another teacher has different perspectives about the facility provided by the Cambridge which is contradicts with the study by Akrimah (2024),

“There is several guidance that are that have been provided by, by the curriculum, it doesn't mean that, they will be able to help students as well.” (Teacher G)

Moreover, the teachers also mentioned the predominance and drawbacks about the Cambridge book.

“Physically, the books are also interesting. The activities are engaging, then materials are given in a very systematic and also very well structured, so it's very easy for students to go with that.” (Teacher O)

“The Cambridge curriculum provides both the teachers and learners, with several facilities and easy instructions.” (Teacher G)

Yet, the teachers also described their perceptions on the drawbacks of the Cambridge book based on the following statements,

“Sometimes in the book when we read and study the steps, it's going to be really interesting. But when we see the reality, some students are lack of understanding, not to material, but to the content of the material that we are discussing.” (Teacher O)

“But when I first looked at that book from the AS level, I didn't understand it.” (Teacher C)

“I realized I couldn't teach that to my grade 12 students because it's way

too technical and complicated.” (Teacher C)

Teacher O mentioned the irrelevance content between what is inside the Cambridge book and the reality. He mentioned that when it comes to the real-life material, some students are lack of understanding. For himself, teacher C perceived that he doesn't understand about the materials inside the Cambridge book for AS level because it's too hard for him.

6. Collaborative learning

Learning under TCC requires both students and teachers to actively involve themselves in the classroom activity. The collaboration is needed to function the students effectively as team members or leaders. The role of the teachers is to facilitate the students with collaborative activities in the classroom to optimize their collaboration skills.

“Just group activities. Like, maybe I remember once we had to, like, interview some people.” (Student L)

“They the application of the materials are done in the group discussion, all this to group presentation, group projects, and then it comes to individual activities.” (Student S)

Students' perceptions also supported by the teachers,

“We are required to implement the collaboration, collaborative activities, and to work. And also, we build connections among students. We do group projects. We also, do the group works also.” (Teacher O)

“The teaching technique, it depends on the skills. So, let's say if it's reading, yeah, mostly we'll just have small discussions, small talks, not small talks, small discussions with the students, sometimes in a group, sometimes individually.” (Teacher H)

Based on the interview result, both students acknowledged that the teachers have implemented collaborative learning in the classroom. Student L mentioned the kind of collaborative activities such as interview and drama. Student S mentioned other activities such as group discussion, group presentation, and group project.

Teacher O mentioned that as a teacher who's teaching under TCC, he is required to implement collaborative activities in the classroom. He also said that he uses group project and group work to train the students' relation and function among them.

7. Use of Information and Communication Technology (ICT) in the classroom

The use of ICT in the classroom plays essential role in gaining students understanding in interest of learning English language. The use ICT requires the teacher to adapt into the technology to make the classroom activities more varied. Additionally, the supporting tools in the classroom also important, so that both students and teachers could optimize the use of ICT in the classroom.

"The facilities I think here in the school, um, the facilities make up for the curriculum. Like, uh, for example, projector." (Student K)

"I watch a lot of videos surrounding, like, using English and, yeah, I guess the Internet is a good source of my studying." (Student L)

The teachers also added,

"I would find a video matching the theme." (Teacher C)

"Or maybe if you want to improve their speaking skills, they usually provide a video for students and then, we, as a teacher, we can provide them with a chance to improve their speaking skills." (Teacher G)

"....because in each class it is equipped with sound systems and also

the overhead projector, so I do not think we have a problem with it." (Teacher H)

Based on both parties' statements, the school has already provided learning tools to support the classroom activities like projector and sound system which is contradicts with the lack of infrastructures and technological supports in some school in the studies by Ameliya (2024) and Hikmah (2024).

Nevertheless, during the implementation of ICT in the classroom, the teachers have faced some challenges in the matter of tools and media supporting the classroom activity,

"For the facilities, I think we only lack one thing: that's the language laboratory, but I do not think it's a problem." (Teacher H)

"First one from listening. I have to say sorry for the school that we have good speakers, but our classrooms sometimes are quite noisy. So we can easily hear the sound from other class, especially in listening activity." (Teacher O)

Student K said that the facilities make up for the curriculum. She also mentioned an example of the facilities she mentioned, like the projector. Meanwhile, student L mentioned that he watched videos to support him in learning English and used it as a source for learning.

The teachers' responses regarding the use of ICT are divided into two main things, such as the tools in supporting the teaching practice and the challenges that contribute to the curriculum implementation in the classroom. First, teacher C utilizes online videos to help the students in getting deep understanding about the topic given by the book. teacher C said that the Cambridge has provided video for the students to help them in learning, and he uses it as media to support the students' speaking skills. The last is teacher H. Teacher H mentioned that the existence of projector and sound system has

helped her in doing her teaching practice in the classroom.

Yet, during the implementation, the teachers also mentioned the opposite things. First, teacher H said that the school only lack of one thing, but it doesn't impact her teaching performance. She mentioned that there is no language laboratory in the classroom. Second, teacher O said that even though the school provides good speakers in the classroom, but there is a hurdle in the classroom during the listening practice. He mentioned that sometimes students and teachers still can hear something noisy from outside the classroom which has impacted the learning activity.

8. Overall Satisfaction

The overall satisfaction results show that both students and teachers are satisfied with learning and teaching English language under TCC. They also mentioned several reasons behind their perception of TCC. Their statement aligned with their responses which shows an agreement of the overall satisfaction.

“Overall, I think I'm satisfied because the curriculum has helped me develop my language skills as well as my problem-solving skills and also make me a better reader, a better listener especially.” (Student K)

“There's actually a lot of effect, but the most effect is actually how it helps you in life.” (Student S)

“Technically, individually, I'm satisfied with all provided by Cambridge. I mean, like, all the resources, the books, the digital versions, also the content, the topics, the material, the steps, all the things provided by Cambridge gives us big opportunity to engage with English a lot.” (Teacher O)

“Well, technically, I'm satisfied because, the first one, I have this opportunity to teach English with Cambridge curriculum because I'm

able to master myself and encourage myself to break the limit that I have.” (Teacher G)

From the students' perception, learning English language under TCC is helpful for them. Student K and S have the similar thought about learning under TCC. Both showed an agreement in the overall satisfaction. Student K mentioned that learning under TCC has helped her in developing her language and problem-solving skills. She also added that learning under TCC has made her becoming a good reader and listener. Next, student S said that learning under TCC has affected her, especially in her life.

Another perception is from the teachers. All the teachers are agreed that they are satisfied to teach English language under TCC. Teacher O mentioned that he is satisfied with the TCC because TCC provides him an opportunity to engage with English language. Also, Teacher G mentioned that TCC has given him an opportunity to break the limit he has which is consistent with the result of the studies by Marleni et al., (2022) and Muhammad et al., (2022) which highlights the use of TCC in preparing the students to compete globally and improve the students' language proficiency.

5. CONCLUSION

In general, both students and teachers expressed positive perceptions regarding the implementation of the Cambridge curriculum in English learning at NSA School. This favorable outlook is shaped by several contributing factors, including the teachers' ability to adapt, the active involvement of both students and teachers during the learning process, the presence of a structured yet flexible curriculum framework, the promotion of collaborative learning, and the integration of information and communication technology (ICT) in classroom activities.

Nevertheless, despite these strengths, challenges remain in ensuring consistency in teaching methods, maintaining the relevance

of learning materials, and improving the quality of supporting infrastructure. These aspects need to be addressed to optimize the effectiveness of the curriculum implementation.

Future research is recommended to involve a broader scope of participants and varied school settings to gain a more comprehensive understanding of the Cambridge curriculum's impact. Additionally, longitudinal studies could offer insights into the long-term effectiveness of TCC in shaping students' competencies and readiness for global challenges. Investigating strategies for professional development and curriculum adaptation in local contexts may also contribute to more sustainable and inclusive educational practices.

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