

Dynamic Stakeholder Adaptation to Cambridge Curriculum Based Learning: Challenges and Strategies

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ABSTRACT

This study aims to analyze the dynamic adaptation of stakeholders to Cambridge curriculum-based learning in elementary schools. It explores stakeholder perspectives, challenges, and adaptation strategies in responding to the unique demands of the Cambridge-based curriculum. The Cambridge curriculum is known for its international approach, emphasizing critical thinking and students' analytical skills. However, its success depends on the effectiveness of learning management in schools. This study uses a qualitative descriptive research method. Data collection techniques include observation and interviews, with data sources obtained from the vice principal of the curriculum section (internal stakeholder) and parents (external stakeholders). The results indicate that implementing the Cambridge curriculum presents challenges for both teachers and students. These challenges must be minimized through strategies applied in schools. Important factors in implementation include framework surgery with combining local and global contexts in learning, granting teacher flexibility in lesson management, conducting supervision, and implementing the English Habits program. This program encourages all school members, especially students, to use English in daily school activities. From these findings, recommendations focus on improving school management and enhancing teacher professionalism. Strengthening teacher training, optimizing curriculum planning, and fostering collaboration among stakeholders are crucial for more effective Cambridge curriculum implementation.

Keywords: Dynamic Stakeholder Adaption; Cambridge Curriculum; Strategies; Challenges.



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1. INTRODUCTION

Education in the era of globalization is a learning process that emphasizes skills, knowledge, and attitudes that are relevant to global interactions, multiculturalism, and rapid changes in society (Furqon, 2020). Every country has an education system that plays a role as the main institution in maintaining and developing values, educating the next generation of the nation, and creating human excellence in the future (Ashrafi, 2021). Today's world of education is more information and knowledge based due to increasing reliance on communication and demands for innovative citizens (Govender & Matlhaba, 2024). In the current era of globalization, people in Indonesia are beginning to realize that in order to realize better education in Indonesia, a comprehensive innovation is needed that contains basic dimensions in the form of understanding education up to instrumental dimensions in the form of curriculum, learning systems, learning strategies and learning teaching methods (Christiana et al., 2022). Efforts to improve the quality

of education are carried out continuously, which are manifested in the form of curriculum changes. Changes are made to create and shape the next generation of the nation who have character, love their country, and create superior students who can compete globally (Nurjannah, 2022). Curriculum is a systematic educational plan that includes objectives, materials, teaching methods, and evaluations designed to achieve certain competencies in students (Mahrus, 2021). Curriculum can be a learning program plan, curriculum as a subject, and curriculum as a learning experience.

Primary education plays a crucial role in shaping the character, skills, and knowledge of students as a foundation for higher education (Sanjani, 2024). In the era of globalization and rapid technological development, the education system in Indonesia has also transformed, one of which is by adopting an international curriculum such as the Cambridge Curriculum (Akrim et al., 2020). This curriculum offers global education standards that focus on developing critical thinking, analytical skills, creative skills, and comprehensive mastery of various fields of science (Holandyah et al., 2022). However, the implementation of an international curriculum such as the Cambridge Curriculum will not necessarily be successful without effective and planned learning management. Learning management refers to the process of comprehensive management of various aspects involved in teaching and learning activities, starting from careful planning, organizing resources, implementing teaching strategies, to comprehensive evaluation of learning outcomes (Pujawardani et al., 2023).

Each step in this learning management must be arranged very carefully, so that the learning process can run according to the desired goals and standards applied. In the implementation of the Cambridge Curriculum, the challenges in learning management are increasing because this curriculum has different standards and approaches compared to the national curriculum (Simanjuntak et al., 2022). For example, the Cambridge Curriculum focuses more on the development of critical thinking, in-depth analysis, and practical skills (Esmael, 2018). Therefore, every stage of learning management, be it planning teaching materials, compiling learning methods, implementing activities in class, to assessing learning outcomes, must be adjusted to the international approach required by this curriculum. Without proper management, the implementation of the Cambridge Curriculum is at risk of not achieving the expected results, given the complexities involved in managing resources, teacher competencies, and adjusting the teaching and learning process (Gouédard et al., 2020).

One of the main challenges in adapting to Cambridge curriculum-based learning is the teaching methods, evaluation, and learning culture which must be adapted to the local context without sacrificing the quality and standards of the Cambridge curriculum as an international curriculum (Anindya & Pamungkas, 2023). In addition, obstacles such as limited resources, training needs for educators, and student adaptation to the curriculum require more special attention. Therefore, the success of implementing the Cambridge curriculum is not only determined by the quality of learning materials, but also by the ability of stakeholders to adapt dynamically (Alexander & Hjortsø, 2019). Besides that, English is also an obstacle whose implementation will be fatal if not considered. The next challenge is that the high standards of the Cambridge curriculum with limited resources for teachers make it difficult for teachers to teach using English. In addition, the learning materials prepared in English require qualified linguistic skills, so teachers who do not have strong English language competencies often have difficulty in conveying concepts effectively to students (Ilmah, 2018).

The next challenge is lack of English comprehension is experienced by students in one of the Islamic Elementary Schools in East Java that implements the Cambridge curriculum (Laili & Soedjarwo, 2019). This weakness occurs because students are less accustomed to communicating

in English in everyday life, so that it has an impact on learning at school, especially in understanding sentences, understanding story problems, and even less understanding the contents of textbooks that use English. That way, students will continue to have difficulty in learning at school and the worst possibility that will happen is that students who lack English skills will lag behind in understanding their learning materials at school (Fitria et al., 2021). To overcome these problems, stakeholders in elementary schools have an important role in overcoming the obstacle of students' lack of English understanding. Stakeholders need to work together and show high dedication to achieve the government's goal of supporting the successful implementation of education at the elementary school level (Rasmitadila et al., 2023). Based on this background, the researcher is very interested in conducting a more in-depth study of the Cambridge curriculum, which takes the title Dynamic Stakeholder Adaptation to Cambridge Curriculum based Learning Challenges and Strategies. This article will discuss the dynamics of stakeholders along with their challenges and strategies.

2. METHODS

2.1 Participant

The purpose of this study is to examine the problems and strategies in implementing the Cambridge curriculum in elementary schools. According to Ressa (2023), Qualitative research is used to express people's experiences. Qualitative research allows researchers to be flexible, adjust the research process based on the data, and use an inductive approach (Arslan et al., 2023). This is in line with this research, which is to explore the school's experience in integrating the Cambridge curriculum into learning. In addition, qualitative research is applied to explore unexpected information to be developed (Şen et al., 2023). Participants can be interviewed if the stakeholders come from elementary schools implementing the Cambridge curriculum in Indonesia. In this study, the researcher took two participants, first is stakeholder as the vice principal for curriculum and second as the parents of student. The researcher knows the potential of the student, especially in his understanding of English. This reason was used by the researcher to choose the parents of student as a participant. Participants who meet these criteria are then asked about their willingness to be involved in this study. After the participants agreed to be interviewed, the researcher then conducted interviews to obtain complete information about the strategies and challenges faced by school in integrating the Cambridge curriculum into learning to obtain complete and valid data.

2.2 Research Design

This study used observation and semi-structured interviews to collect data. By using qualitative research methods, broad and in-depth perspectives can be obtained through open-ended questions, so that detailed and comprehensive information can be collected (Bazen et al., 2021). First, the researcher conducted an observation at the Laboratory UM Malang elementary school. The researcher observed the school environment including the classrooms and facilities. The time needed was three days to get maximum results. Next, researcher conducted an interview. The researcher conducted a direct interview with the vice principal of the curriculum division at the school, and conducted a direct interview with representatives of the parents of the students. The interview consisted of 10 closed questions and 7 open questions, adapted from (Jariati & Yenti, 2020). The questions are divided into several parts according to the concept. For example, "what strategies are provided by the school so that the implementation of the Cambridge curriculum in learning runs well?". In addition, the questions asked by the researcher to the parents of students

such as “what is the role of parents in increasing student potential in Cambridge curriculum?”. The interview was conducted to ask about the challenges faced in implementing the Cambridge curriculum in learning in elementary schools and to collect information about parents’ experiences of effort to improve children’s potential, especially in Cambridge learning. The interview was conducted for 40 minutes with the vice principal for curriculum and 30 minutes with the parents of students. The data analysis techniques used are data condensation, data presentation, and conclusions. To obtain valid data, data validity efforts were made, namely member checking. This effort involved researcher and participants to ensure that the findings of the researcher were in accordance with the experiences of the participants. The researcher asked participants to review the transcripts that had been made.

3. RESULT AND DISCUSSION

3.1 Dynamic Stakeholder of Implementing Cambridge Adaption in Primary School

The implementation of the Cambridge curriculum in elementary schools involves dynamic adaptation from various stakeholders, including teachers, students, parents, schools, and the community. Teachers have an important role in translating this curriculum into effective learning practices, which requires them to adjust their teaching methods with an approach that is more based on the development of critical and analytical thinking skills. Students are faced with new challenges, such as more independent learning and the application of global concepts, which require students to be more active in the learning process. On the other hand, parents need to support Cambridge-based learning, and work with schools to understand the expectations of the new curriculum. The school plays a role in providing the necessary resources, such as teacher training and learning facilities that support the implementation of the Cambridge curriculum. The adaptation process not only involves changes in the way of teaching, but also in the way each stakeholder thinks and acts in supporting the success of Cambridge-based learning at the elementary school level. In the adaptation process, there are dynamics, such as pros and cons, constrictions that arise in stakeholders and resistance to the implementation of the Cambridge curriculum. In this study, the researcher found two types of stakeholders, namely internal stakeholders and external stakeholders. These findings are in line with the findings from [Stephen \(2018\)](#) namely stakeholders in education can be described as internal and external stakeholders.

a. Stakeholder Internal

Internal stakeholders are academic members who participate in the institution. In this study, internal stakeholders include the institution, principal, vice principal, teachers, education staff, and students. Stakeholders have an interest or influence on the process and results of education. According to [Gcelu \(2019\)](#) states that stakeholders are involved in cooperation that produces quality ideas. It is important to involve stakeholders so that all ideas, suggestions, or complaints can be heard for the desired achievement ([Ali et al., 2021](#)). The results of the study showed that the implementation of the Cambridge curriculum at Elementary School Laboratory UM Malang gave rise to pros and cons among internal stakeholders. The pros and cons were felt by teachers and students, namely teachers felt enthusiastic because this curriculum was considered capable of improving the quality of learning and students' competitiveness globally, but some teachers felt burdened by the demands of more complex competencies and material preparation. According to [Sommarström et al \(2021\)](#), Any teacher, regardless of the subject taught, is able to act as a link between the school and the students to develop collaborative practices. At Cambridge International, teachers recognise that assessment has two important roles: the role of

verifying what is being learned, and the role of suggesting how students can improve their understanding and skills ([Cambridge Assessment International Education, 2018](#)). However, students face challenges in adapting, especially those who have difficulty following the material taught in English, although there are also those who are motivated to improve their English skills. In addition to the pros and cons, there are also constrictions that arise regarding how the Cambridge curriculum requires fundamental changes in the way of teaching from what has long been applied, such as an emphasis on developing critical and analytical thinking skills, which requires more understanding from teachers. Some parties feel that the Cambridge curriculum is very useful with the demands of globalization and the need to prepare students to face future challenges. This opinion is in line with [Golding & Kopsick \(2019\)](#) which states that, the curriculum emphasizes that one's own perspective is considered the most important in shaping global culture. However, on the other hand, there is resistance from some teachers who find it difficult to transition to a more open and competency-based learning model, as well as the challenge of carrying out intensive training in order to implement it effectively. Some also feel that the Cambridge curriculum is too heavy for students at the elementary level, which has the potential to change the dynamics of a more pleasant class to a more rigid one ([Aksit et al., 2016](#)).

b. Stakeholder Eksternal

External stakeholders are people who participate outside the institution, such as parents and the community. According to [Kaya \(2022\)](#), External stakeholders in educational institutions can be a reference for schools in formulating strategic and relevant goals to support the desired targets. These findings are in line with [Mirici et al \(2022\)](#) which said that stakeholders convey all their opinions to make an institution achieve its goals. The results of the study show that the implementation of the Cambridge curriculum at Elementary School Laboratory UM Malang gave rise to pros and cons felt by parents and the community. On the positive side, many parents support the change because they see that the Cambridge curriculum offers a modern and competency-based learning approach. The Cambridge curriculum encourages the development of critical, creative, communicative, and problem-solving thinking skills that are considered very suitable for the needs of the increasingly developing global world. Despite the many demands of learning in the Cambridge curriculum, learning in the Cambridge curriculum is packaged concisely but is easy for students to understand. According to [Danchikov et al. \(2021\)](#), In order for students to be more productive, class duration should not be too long, and there should be sufficient rest time given between class sessions. Parents hope that their children are not only ready to face exams, but can adapt to the dynamics of rapid changes in the era ([Nche et al., 2019](#)). In addition, the Cambridge curriculum is also known for its more flexible approach and is based on the development of individual student potential, so it is expected to provide space for students to develop their interests and talents optimally. Although many support the implementation of the Cambridge curriculum, there is still a sense of concern among parents and the community. One of the main concerns is the higher cost. To support the implementation of the Cambridge curriculum in learning, schools need to provide sophisticated facilities, appropriate teaching materials, and training for teachers, which of course requires a large budget. Some parents feel that the high cost of education can be a burden on them, especially for families with middle to low incomes ([Seke, 2021](#)). In addition, there are also those who feel that the Cambridge curriculum, which applies a global learning style, is not entirely relevant to the

local educational context in Indonesia. In addition, resistance comes from more conservative communities who are not yet accustomed to the concept of international education. Some of them feel that the implementation of an international curriculum can reduce the quality of national education. The community is worried that children who follow an international curriculum can lose their closeness to Indonesian culture. Furthermore, there is a social construction felt by the community, such as the curriculum is considered elite and can only be reached by certain groups. This view has caused dissatisfaction among parents who feel that quality education should only be enjoyed by certain groups, while education for the wider community still receives less attention (Ibrahim, 2017). From several research results regarding the negative views felt by external stakeholders, there are also positive views, namely that the implementation of the Cambridge curriculum can increase the competitiveness of education at the international level, which can later provide more benefits for children in continuing their education to a higher level, both at home and abroad.

3.2 Challenges of Implementing Cambridge Curriculum Adaptation in Primary School

The implementation of the Cambridge curriculum in elementary school learning certainly has a challenge. Researchers found challenges felt by the Elementary School Laboratory UM Malang, where the concepts and language in the Cambridge curriculum are different from the national curriculum. Researchers found several challenges experienced by the Elementary School Laboratory UM Malang which implements the Cambridge curriculum. First, there is a difference in approach to the Cambridge curriculum. The learning approach in the Cambridge curriculum focuses on developing critical thinking skills and in-depth academic knowledge to prepare students to compete in the international arena. The conditions of each school community, both teachers and students, are different, this makes the school have to work harder to create a learning process, both policies and teaching methods that are good and appropriate in order to achieve the goals of the Cambridge curriculum. The difficulties faced by the Elementary School Laboratory UM Malang in implementing the Cambridge curriculum in learning are in line with the findings of previous studies that have identified the Cambridge curriculum approach in elementary education that emphasizes the integration of broad and structured social learning with global targets, which aims to form students to be ready to compete in the international world with an emphasis on critical thinking, problem solving, and having a cross-cultural nature (Rahmania, 2023). Second, the burden of learning and exams is heavier. This challenge was felt by the Elementary School Laboratory UM Malang in implementing the Cambridge curriculum. The subjects that use the Cambridge curriculum are math, science, and English. The topics studied tend to be heavier where students who study at school do not only study theory, but also case studies. The lessons studied are more complex with the weight of HOTS (High Order Thinking Skill) material and use the language of instruction, namely English. When the exam arrives, whether it is a daily exam for each chapter, a mid-semester exam, or a final semester exam, the questions given to students are problem-solving questions. Not a few students get low scores below the KKM in each of their exam results. Of course, this is a challenge for the school. Because, parents entrust and trust their children to go to school in a good place which hopes that children can get the best learning and satisfactory grades. The challenges of learning load and heavier exams in the implementation of the Cambridge curriculum at the Elementary School Laboratory UM Malang are in line with the findings of previous research Ilmah (2018), which states that the international curriculum requires students to think scientifically and teachers are prohibited from talking too much so that students are required to be more active in learning. Third, the use of English as the

main language for the Cambridge curriculum. This challenge is felt by the Elementary School of Laboratory UM Malang because there are differences in English language abilities of each school member, both teachers and students. English is the language of instruction and all Cambridge subjects (math, science, English). Teachers are required to convey material clearly using English. Likewise, students must have high English language skills in order to continue to follow the subject optimally. At the Elementary School of Laboratory UM Malang, there are several teachers and students who have not mastered English well, resulting in less than optimal delivery and reception of material from both teachers and students. Limited English also affects students to think critically and be involved in discussions, presentations, and project-based activities that require communication using good English. Finally, students feel less confident and are not optimal in developing the academic skills needed to follow learning in schools that implement the Cambridge curriculum. This challenge is in line with previous research which states that the use of English as the main language so that there are some teachers and students who still have difficulty in speaking English, which is in line with previous research which found that teachers experience language difficulties in delivering material because they are required to use English (Lestari et al., 2023). Previous research also found that there were students who had low English language skills and felt that they had difficulty following school learning that used English in math, science, and English lessons in the implementation of the Cambridge curriculum (Fitria et al., 2021).

3.3 Strategies of Implementing Cambridge Curriculum Adaptation in Primary School

In the context of Elementary School Laboratory UM Malang, the school has effectively prepared strategies in implementing the Cambridge curriculum learning.

a. Framework Surgery

The first strategy is Framework Surgery which is a framework used to design, organize, and implement a structured learning process. Framework surgery or commonly known as Basic Competency (KD) surgery conducted by Elementary School Laboratory UM Malang every time a new school year is about to begin. Elementary School Laboratory UM Malang designs learning including learning topics in the Cambridge curriculum as well as possible. The framework includes important components such as learning objectives, teaching method approaches, learning resources, and assessment evaluations. In addition, Elementary School Laboratory UM Malang also pays attention to the individual needs of students, and integrates local and global contexts so that learning is relevant and competitive. The main function of the framework analysis or Basic Competency (KD) analysis is to provide systematic guidance for teachers, ensure curriculum achievement, and align visions between schools, students, and parents. Therefore, framework analysis is very necessary to improve the quality of schools that integrate the Cambridge curriculum in learning. This strategy is in line with the opinion of Merduani et al. (2024), which states that before entering the new school year, the vice principal for curriculum first invites the coordinator level (CL) to carry out Basic Competencies (KD). The findings of this study also include that the purpose of the Basic Competency (KD) analysis is to gain a deep understanding of the material to be taught (Merduani et al., 2024). The research findings also support the idea that schools should provide strong learning materials for students to move from one stage to the next and assist students with prepared learning resources (Mansurjonovich, 2021). In the Framework Surgery, teachers can convey that they use curriculum guidelines as a reference in compiling

various teaching documents, such as annual and semester learning plans, syllabi, and daily learning plans (Haryani et al., 2021).

b. Teacher Freedom in Creating Learning Management

The second strategy is that teachers are given the freedom to design learning management according to the needs and characteristics of students. The researcher found that Elementary School Laboratory UM Malang provides this freedom because teachers have the right and responsibility to design and manage the learning process according to the needs of students, curriculum and class situations. From the results of the interview with the vice principal for curriculum at Elementary School Laboratory UM Malang, it was stated that teachers can determine relevant learning methods, strategies and media to achieve learning objectives effectively. According to Supriyanto (2017) stated that, Teachers are not only fixated on certain guidelines but also have the opportunity to innovate, create an active learning environment, and accommodate various learning styles of students. Even so, according to the vice principal for curriculum at Elementary School Laboratory UM Malang, teachers must still design their learning management based on discovery or problem solving. Not only problem-solving-based learning, but learning must also include CLIL (*Content and Language Integrated Learning*) which means a learning approach that integrates academic content such as math, science, and English with English as the language of instruction. In this method, students not only learn academic materials, but also improve their English language skills simultaneously, making language a tool for communication and learning. The CLIL method is commonly used in international schools to prepare students to face global challenges. In addition to the CLIL method, Elementary School Laboratory UM Malang also applies the SEL (*Social and Emotional Learning*) which the learning process aims to help students develop social and emotional skills that are important for success in school and in their future lives. SEL focuses on developing students' abilities to understand and manage emotions, build positive relationships, make responsible decisions, and show empathy for others. The SEL method also makes teachers understand the different abilities of students so that they can immediately follow up if there are students who are passive in participating in learning at that time. There is previous research that states that in the SEL learning approach, there are various character values, namely self-confidence, critical thinking, cooperation, responsibility, and courage to make decisions (Khilmiyah & Wiyono, 2017). The findings are in line with Fajri et al. (2024), which states that the majority of students appear active when participating in learning by discussing and working together. This means that the SEL learning approach can increase students' interest in learning. The freedom of teachers in making learning management is in line with previous findings by Oktiani (2017) which states that the principal gives freedom to teachers in making teaching materials which aims to improve teachers' ability to be creative and make teachers more creative. Although teachers are given the freedom to create their own learning management, a teacher does not only play a single role, but carries various responsibilities, from designing learning to implementing and evaluating the process and to achieving targeted competencies (Daga, 2021). According to Sumarsono et al. (2020), Teachers can implement cooperative learning by developing effective learning strategies and optimally utilizing the resources available in the classroom. This approach helps students understand the material more easily, so that learning outcomes are better. These findings are in line with research from Hanum et al. (2020), which states that teachers must have skills in teaching. In addition, teachers must have interesting

teaching media and non-monotonous teaching methods. From the findings above, it means that teachers are free to create learning management with the note that they must create learning that can attract students' enthusiasm in learning with various creative teaching methods. Related to the freedom of teachers in creating problem-solving-based teaching materials, [Bosica et al. \(2021\)](#) states that the purpose of creating problem-based learning materials or what is commonly called problem-based learning is to train students to think critically by working collaboratively and to be able to solve problems independently through integrative learning. According to [Wang \(2022\)](#), Through problem-based learning, students have more opportunities to reflect on themselves and assess the perspectives of peers, which ultimately strengthens students' critical thinking skills. The problem-based teaching approach is considered to be related to students' academic achievement ([Bara & Xhomara, 2020](#)). The findings are in line with [Montrezor \(2016\)](#) which states that learning activities using problem-based learning methodology improve student performance compared to those who do not use the methodology. In addition to the use of problem-solving-based learning, there is the use of the CLIL (Content and Language Integrated Learning) method in learning. The CLIL method helps students learn a second language naturally by using it as a communication tool in understanding and mastering the subject matter. The findings are in line with previous research which states that the CLIL method is an approach to learning English by combining language subjects and content ([Villabona & Cenoz, 2022](#)). According to [Mahan \(2022\)](#) states that CLIL teachers use a series of scaffolding strategies to facilitate students' understanding of the subject matter. CLIL teachers tend to connect new information with students' existing knowledge.

c. Implementation of Supervision

The third strategy is the implementation of supervision and monitoring and evaluation (monev) by the principal and supervisor from the Cambridge Centre. The implementation of supervision is carried out by the principal at any time if supervision is needed. This is different from the supervision and monitoring and evaluation (monev) carried out by the supervisor from the Cambridge Centre which is carried out at the beginning of each semester. The supervision and monitoring and evaluation (monev) aims to ensure that international learning standards based on Cambridge Assessment International Education (CAIE) are optimally implemented in schools. The purpose of supervision and monev according to [Dongoran et al. \(2023\)](#), namely the continuous collection of data and information to monitor the progress of implementing a program. [Ketaren et al. \(2022\)](#) also stated that the purpose of monitoring and evaluation is to monitor the development and progress of the program, identify emerging problems, and determine the appropriate anticipatory steps or solutions. In addition, the purpose of supervision according to [Sari & Supriyanto \(2016\)](#) is that teachers can apply their abilities in a complete and integrated manner. Based on the results of the study, it was found that the implementation of supervision and monitoring evaluation includes direct observation of the class to assess teaching using English as the language of instruction and the application of critical thinking skills. In addition, documents such as lesson plans, teaching materials, and student portfolios are checked to ensure compliance with the Cambridge curriculum. After observation, the supervisor provides feedback to the teacher accompanied by recommendations for improvement in learning. In the implementation of supervision and monitoring evaluation, it is hoped that international standards will be met and the quality of learning will continue to increase. The

implementation of supervision is in line with previous research by [Sutikno et al. \(2022\)](#) which states that the principal functions as a supervisor who provides guidance to teachers to support the improvement of teacher professionalism and helps overcome various challenges faced in the teaching process. The findings are in line with other studies which state that the principal conducts regular supervision to see teacher performance and conveys the evaluation results directly to the teachers who have been supervised ([Dentatama & Setiawan, 2023](#)). The findings are also in line with previous research by [Laili & Soedjarwo \(2019\)](#) which states that in the implementation of supervision, supervision is carried out on teachers to ensure that the program that has been designed can be implemented properly and learning runs according to plan. The implementation of the curriculum is related to increasing teacher competence. Teacher competence is very important for individuals who carry out various functions in the world of education as mentors, managers, supporters, and assessors ([Junaidi et al, 2023](#)).

d. Implementation of the English Habits Program

The fifth strategy is the creation and implementation of a program called English Habits. The English Habits program is an initiative implemented at Elementary School Laboratory UM Malang which adopts the Cambridge curriculum to encourage consistent use of English in everyday life. The program is designed to create a bilingual environment that supports natural language learning, so that students are accustomed to communicating using English in various contexts. [August \(2018\)](#) stated that the habit of speaking English can provide feedback, help students understand grammar, and encourage students to learn at a higher level. [Sinaga \(2018\)](#) stated that, the habit of speaking English can reduce student anxiety, where the teacher's role is as a counselor so that students are accustomed to using English on a particular day. The implementation of the English Habits program involves structured and varied activities, such as morning conversation, where students greet teachers and friends in English. From the results of the study, the English Habits program is carried out by all school residents including students interacting using English while in the school environment. In addition, supporting activities such as English-based educational games, student presentations, and storytelling are also part of the English Habits program. Not only requiring students to use English at school, but students are also trained to use English in daily conversations at least passively with parents. The school gives this message to parents so that students become more accustomed to using English at school and at home. The program aims to improve students' communication skills, strengthen students' confidence in speaking English, and support the implementation of the Cambridge curriculum which is based on International. With this habit, students not only learn English theoretically but are also able to use it in daily interactions, in order to become a foundation for continuous learning at a higher level of education. The results of this study are in line with previous research from [Aryaputri & Kaniadewi \(2024\)](#) which states that the English Habits program creates an immersive language learning environment with all participants actively participating in communicating English effectively in order to achieve fluency in communicating using English.

Although Elementary School Laboratory UM Malang applies the Cambridge curriculum to international-based learning, it does not eliminate the insertion of Indonesian cultural values, providing examples and assignments in the form of pictures or practices regarding Indonesian

culture in Cambridge learning, the use of Indonesian traditional clothes in celebrating certain days, and students are always inserted into learning good morals as an Indonesian citizen. In addition, there are strategies implemented by the school to strive for branding at Elementary School Laboratory UM Malang to maintain the school so that it remains a favorite school, namely maintaining and developing uniqueness such as teaching materials, different learning methods and the existence of acceleration programs. Some of these programs are the capital of Elementary School Laboratory UM Malang to remain a favorite school among the community. From several strategies that have been implemented by Elementary School Laboratory UM Malang, they have produced maximum results as evidenced by the increasing number of students every year, not infrequently students of Elementary School Laboratory UM Malang win competitions and receive awards both nationally and internationally.

4. CONCLUSION AND SUGGESTIONS

The implementation of the Cambridge curriculum at Elementary School Laboratory UM Malang involves dynamic adaptation by internal and external stakeholders. Teachers appreciate its potential to enhance learning quality and global competitiveness but feel burdened by its complexity. Students face language adaptation challenges due to the curriculum's emphasis on critical and analytical thinking. External stakeholders, particularly parents, hold mixed views some support it for its global approach, while others question its high cost and local relevance. Key challenges include differences in pedagogical approach, heavier academic demands, and language barriers. The curriculum's focus on critical thinking, problem-solving, and HOTS-based (High Order Thinking Skills) learning requires strong academic and English proficiency. Meeting these standards poses difficulties for both teachers and students, compounded by high parental expectations for academic success.

To address these challenges, Elementary School Laboratory UM Malang has implemented several strategies. First, framework alignment ensures structured guidance for teachers and competency achievement for students. Second, teacher autonomy in lesson planning fosters innovation and creativity. Third, approaches such as CLIL (Content and Language Integrated Learning) and SEL (Social and Emotional Learning) integrate academic, linguistic, and social-emotional development. Fourth, periodic supervision and evaluation maintain curriculum quality. Finally, the English Habits program encourages active English use in daily interactions. Despite these challenges, the school has successfully implemented the Cambridge curriculum since 2007, evidenced by increasing student enrollment and achievements in national and international competitions. For future research, it is recommended to analyze the long-term impact of the Cambridge curriculum on stakeholders, including teachers and students. Further studies should also explore practical solutions to implementation challenges, ensuring more effective curriculum integration in elementary education.

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