



INTEGRATED CURRICULUM USED IN LEARNING ENGLISH

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ABSTRACT

In Indonesia, curriculum changes continue to occur because they are deemed not in accordance with expectations, so some schools apply the international curriculum. The Cambridge curriculum focuses on students' understanding, knowledge and critical thinking skills. This study aims to determine students' perceptions toward Cambridge curriculum used in learning English at Senior High School Sumsel, because students are the subject of implementing the curriculum. To find out the perceptions of students, researchers first studied how schools implemented the curriculum and the data analysis methods used were triangulation techniques, interviews to find out how the curriculum was implemented, questionnaires to determine student perceptions and documentation to support research results. The results of this study are (1) positive student perceptions. Positive things are shown by some students who are enthusiastic in learning to use the Cambridge curriculum and make students have a global perspective, (2) the implementation of the Cambridge curriculum in South Sumatra is quite good because schools continue to map the national curriculum and Cambridge curriculum and to material that is not the same will be made into additional class.

Keywords: *Students Perception, Cambridge Curriculum*

1. INTRODUCTION

According to Safitri (2015:1) education is defined as the reciprocal process of each person man in his adjustment to nature, friends, and nature universe. Education is an organized and developmental pattern completeness of all human potential, moral, intellectual, physical (panca senses), and for his individual personality and the usefulness of his community, which is directed to collect all these activities for the purpose his life (final destination).

Unfortunately as a developing country, the education system in Indonesia is still lower than its neighbors, such as Singapore, and Malaysia in the Inclusive Development Index (IDI) 2017. The Inclusive Growth and Development index, has seven pillars where the first pillar is education and skills, and the scale of assessment through access and quality of education in the country. Based on the IDI report on 2017 Singapore has access at 5.93 quality at 5.52, while Malaysia has the value at access at 5.22 and quality 4.77.

Unfortunately, Indonesia itself only has access at 4.84 and quality at 4.72. Which show that it's behind its two neighbor, Singapore has a high score from Malaysia and Indonesia, because Singapore have many strengths to build on, for example, rigorous business and political ethics (ranked 3rd); an excellent education system, catering well to students from lower-income backgrounds; and strong entrepreneurship supported by excellent access to capital (scoring well on financial intermediation for real economy investment), and one of indonesia neighbors is Malaysia, Malaysia is one of the developed countries, Malaysia's strong performance is underpinned by quality infrastructure and basic services, including good healthcare on a par with many advanced economies; and by banks and equity markets that provide businesses with reliable access to financial resources, helping boost business development and entrepreneurship. In terms of further enhancing the ability of the country to grow inclusively, the education system should provide quality education to all

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and the social safety net could be developed further. And the education system in Indonesia offers good quality, though enrollment levels need to be raised. Unemployment is low overall, but youth unemployment is over 30% and women's participation in the labor force remains low, limiting the talent available in the workforce. (IDI:2017)

Education is inseparable from its curriculum. Curriculum and learning are two things that can not be separated as a plan or program. The curriculum will not be meaningful if it is not implemented appropriately in the form of learning and vice versa. A clear curriculum is important as a reference that will create an affective learning process. The curriculum contains many constructive elements so that learning runs optimally. Good and bad education outcomes are determined by the curriculum, whether able to build critical awareness of students or not.

Curriculum changes in Indonesia have occurred 10 times, from the 1947 Curriculum (1947 Lesson Plans), Decomposed Lesson Plans 1952, 1964 Educational Plans, 1968 Curriculum, 1975 Curriculum, 1984 Curriculum, 1994 Curriculum, 2004 Competency Based Curriculum, Education Unit Level Curriculum (Education Unit Level Curriculum) KTSP) 2006, until the 2013 Curriculum. Some schools have also implemented an international curriculum such as Cambridge. The Minister of Education always alternates when the term of office expires when a change in the teaching and learning system changes. That's what people always say because of unrest with the latest policies that seem forced. However, behind that there are reasons that we must understand that the change of curriculum is based on the development of society and science and technology. For that reason, inevitably, changes will surely be made and not just by the will of the government alone.

According to Cambridge Assessment international education, Cambridge International is a provider of international curriculum qualifications with examinations and qualifications in 10,000 schools in more than 160 countries, including Indonesia. In 2017, this organisation changed its name to Cambridge Assessment International Education. Cambridge Assessment English, the world's most respected provider of English language assessment, and OCR a leading UK

awarding body, and a shared research capability in education and assessment, In replacing the word 'examinations' with 'education', they wanted to emphasise that our relationship with schools continues to evolve as one of partnership in the improvement of education and learning. Qualifications based on fair and reliable assessments, which both stimulate learning and command wide international recognition, are a crucial component of school education, but the educational benefit of such qualifications depends on learners having the opportunity to learn well from the day they start school.

They proper concern therefore is to assist schools in every way we can to design and implement unique, well-conceived curricula which prepare students both with understanding measurable in examinations and for success in life. Each year some 500 schools across the world join the Cambridge family, now some 10 000 schools strong and growing. For schools new to Cambridge programmes, this guide should be an indispensable manual for school leaders and staff, but it is intended not only for them. Driven by the aspiration that every learner should achieve to their full potential. For such dynamic, experienced Cambridge schools, this guide should prove no less valuable than for new Cambridge schools.

Implementing the Curriculum with Cambridge works for schools, on two levels. On the one hand, it is a map and guide to the wide range of resources – subject syllabuses, learner and teacher support – from which schools can draw in building and delivering a curriculum appropriate to their learners' needs. On another level, it sets out and explains the principles which we believe should underpin an effective school curriculum – principles based not on ideology but on our own research and that of others – and discusses how these principles can be applied in practice.

There are some previous researches that investigated the students perception toward the curriculum, one of the examples is a research by Wulandari & Agustini (2018:83). Their study discussed the perspective of learners of the second grade of SMA N 5 Merangin, the implementation the 2013 curriculum. The result showed that based on the students perception. Provides extensive knowledge in the learning process and able to be creative in choosing subject matter independently where, the students are given

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the opportunity to access material needed from various learning sources. In addition, the specialization process that was implemented in the 2013 curriculum, make it easier for them to choose the majoring in science that they are interested in the social science (IPS). However, even though students are given the opportunity to study material from various sources, sometimes they feel lost direction to access subject matter that suits their needs, because so much and vast information that must be learned. So according to the student history lessons in the 2013 curriculum are not too boring curriculum previously, besides that longer study hours also contributed to the boredom they.

The success of organizing education empirically can be determined by various components, one of them is the curriculum which will be used as a references by the unit education in developing the learning process in accordance with its provisions listed in the curriculum. In the application of the educational curriculum, the parties are involved include students who are objects for the implementation of the curriculum and the teacher as the subject of the application of the education process.

Student views and opinions are very important, because students are the subject of curriculum application. And accept what is conveyed by the teacher. The figure of students generally is a figure of a child who needs help from others to grow and develop towards maturity. Thus students are members people who are trying to develop their potential through education. Student perception is the process of students treatment of information about an object, because of that researchers want to explore the students perceptions of toward the curriculum implemented in school.

In Palembang, there are 3 schools that implemented this curriculum especially Cambridge curriculum, those SMA 1 and SMA 17 are still under supervision of SMA Sumsel. However, SMA N 1 and SMA N 17 are still under the SMA Sumsel supervisor because SMA Sumsel is the first school that use Cambridge curriculum in the Palembang. For the reason, this research on SMA Sumsel and had the title " Student's Perception towards Cambridge curriculum used in learning English ".

1. RESEARCH METHODOLOGY

This research was carried out in September 2020. This research was conducted at senior high school Sumatra Selatan (Sumsel) which is located at Jl. Pangeran Ratu, 15 Ulu, Kecamatan Sebrang Ulu 1, Kota Palembang, Sumatera Selatan 30252.

The object in this study is know how is the students' perceptions of senior high school Sumsel Palembang toward use Cambridge curriculum in English and how to implementation Cambridge curriculum in high school Sumsel.

This study used qualitative method, which is a study aimed at describing and analyzing the phenomenon, attitudes, perceptions and thinking of individuals as well as groups. To obtain the necessary data, it used an analytical descriptive method of gathering information about symptoms or state of being at the time of the research, to then be analysed.

According to Sugiyono (2014: 9) qualitative methods are: research methods based on the philosophy of *post-positivity*, used in natural object conditions, (as opposed to experiments) where the researcher is a key instrument, data collection techniques are carried out by triangulation (combined), qualitative analysis, and qualitative research results emphasize the meaning rather than generalizing. In line with the above opinion, in this study collecting data that is qualitative and described in the form of scientific reports. In this study data collection was carried out by interview, questionnaire and documentation. How is Students' Perception towards Cambridge Curriculum used in learning English and How implementation Cambridge curriculum in High school Sumsel.

The purposive sampling was used because 3 of the informant was purposively choose for some reasons find they are the principal, curriculum coordinator and the English subject teacher. The random sampling is a sampling technique from members of the population that is carried out randomly without paying attention to the strata in population (Sugiono, 2005:85). In this study, to determine the number of samples seen by the number of students in 2020. Which shows there are 2 class. Student in grade XI and students in grade XII. Why the informant only XI and XII. Because the research took at new semester and the student in class X can't become informant in this research. The data for this study was

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gathered through of the interview, questionnaire, and documentation.

2. RESULT AND DISCUSSION

Based in the result obtained from this research, both principal, teacher and students mostly agree with previous study by Ulfa Agus Yudha(2016) entitled “ The implementation of Cambridge curriculum, case study in SD laboratorium Universitas Malang”. He would like to prepare a quality society in this era. He think, only a qualified society able to survive to be success. Society with a global mindset and still make his personal as a muslim indentity. This ability is achieved through by the application of Cambridge curriculum as the language of interaction (Yudha, 2016:181). It is the same as previous research like what was explained by the principal that Senior High School Sumsel created students who had global insght.

In line with the above research results, it is explained that curriculum and learning process are two sides of the coin that cannot separated. The curriculum is meaningless if the process is not implemented learning and vice versawill not be said to be a planned learning process without a curriculum. Learning is a form of implementation of the curriculum. The curriculum is a guideline for providing direction and educational goals, contains material to be provided, while learning is a form of aaction to realize goals curriculum (Yani, 2013:30)

Based on the research results describe above the Cambridge curriculum selection school is the right choice because it is a curriculum that has international communitments and insights. This coincided with the school’s mission to gain access to qualified educators, so Sumsel high school adopted the cambridge curriculum as an international curriculum to provide english-speaking and global insights for learners.

The curriculum is based on such things as (1) quality and coherence, (2) guaranteed assessment standards, (3) high quality sources, (4) training and developing of professionalism, and (5) partnership approaches, in addition, the Cambridge curriculum emphasizes the importance of the critical and creative learning process is consistent with the schools vission of creating indonesian future leaders through holistic and international education and the development.

As explained by Mrs. Kurniawati as the remaining English teacher it can do it is good curriculum dear have a good question for exams which are really good and have been tasted directly, and as said Mrs. Devi as the principal said that students those who learn to use Cambridge have been supported because those who have a Cambridge certificate have no doubt and are recognized by world.

The results of data analysis clearly show that by collecting data, or even using data displays, this represents the students’ perceptions of the implemented of the Cambridge curriculum. Judging from the results of the questionnaires distributed, students gave a positive response to the implementation of the Cambridge curriculum. For the English subject itself, it is very helpful for the implemented of the Cambridge curriculum because it can improve students’ English skills and can help students reach the international level bymastering English, aand with Cambridge students are demanded to be more active and able to think critically.

3. CONCLUSION AND SUGGESTION.**Conclusions**

Based on the results of the research that the author has described in chapter IV, the following findings can be stated:

1. The cambridge curriculum is implemented at the planning stage at the beginning of the new entire teacher council, at the implementation stage, the cambridge curriculum implementation is supervised by headmaster. While the implementation of learning is very conducive and involvement of students, as well they are critical of the explanation given by the teacher. So far, Implementation of the Cambridge Curriculum in South Sumatra Schools is going well, however, there are still some drawbacks, including the lesson planning, teachers still have difficulty adjusting learning. The object of the Cambridge curriculum is Competency Standards, and teachers need to be more careful in mapping the material between Cambridge and the national curriculum, teachers must utilize learning media in teaching.

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2. Students' perceptions of the implementation of the Cambridge Curriculum are positive. This is proven that the students are passionate about learning to use the Cambridge curriculum. Learning to use the Cambridge curriculum can make students much more active in learning and can improve their English skill. They think that learning to use the Cambridge Curriculum is a fortune that not all schools can implement the curriculum, although there are still some students slow to adjust to Cambridge curriculum. Cambridge curriculum make students have a global perspective.

Suggestion

Based on the conclusion, there are suggestions that can be submitted by the researcher as follows :

1. Principals should carry out continuous monitoring and training in order to create good human resources and can continue to be examples as the center of Cambridge in South Sumatra and can inform other schools to participate in implementing the Cambridge curriculum.
2. Teachers should continue to learn with the Cambridge curriculum so that teachers can run the Cambridge curriculum, especially in learning English better. And then the teacher must be more active in teaching and the teacher must be able to involve all students so that the material is not left behind and students who feel unable to be able to interact without feeling embarrassed.
3. Students should prepare themselves so that students are able to follow when learning English better and not far behind. And students who continue to improve their enthusiasm for learning, always asking about anything they feel they don't understand, because they are embarrassed to ask questions that will get lost on the way.
4. For the education office if it is allowed to consider the Cambridge curriculum, due to a good and mature concept where Cambridge focuses on the understanding,

knowledge, and skills of students to think critically.

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