

THE IMPLEMENTATION OF CAMBRIDGE CURRICULUM

(Case Study The Implementation of Cambridge Curriculum in SD

Laboratorium Universitas Negeri Malang)

THESIS

Written by:

ULFA AGUS YUDHA

NIM 12140036



ISLAMIC PRIMARY TEACHER EDUCATION PROGRAM

TARBIYAH AND TEACHING TRAINING FACULTY

MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY

MALANG

June, 2016

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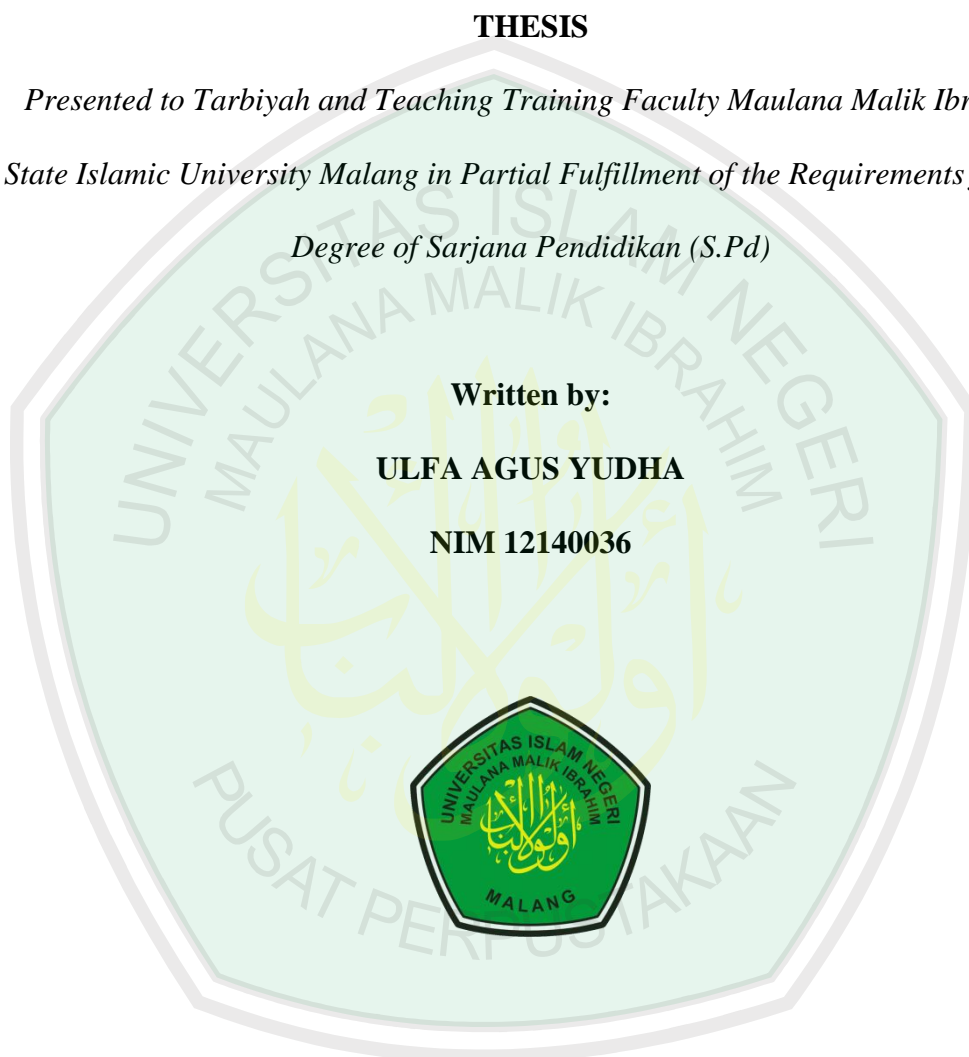
THESIS

Presented to Tarbiyah and Teaching Training Faculty Maulana Malik Ibrahim
State Islamic University Malang in Partial Fulfillment of the Requirements for the
Degree of Sarjana Pendidikan (S.Pd)

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APPROVAL SHEET

THE IMPLEMENTATION OF CAMBRIDGE CURRICULUM

(Case Study The Implementation of Cambridge Curriculum in SD Laboratorium
Universitas Negeri Malang)

THESIS

Written by:

Ulfa Agus Yudha

12140036

Approved by,

Advisor

Dr. Muhammad Walid, M.A

NIP. 19730823 200003 1 002

Acknowledge by,

The Head of Islamic Primary Teacher Education Program

Dr. Muhammad Walid, M.A

NIP. 19730823 200003 1 002

LEGITIMATION SHEET

THE IMPLEMENTATION OF CAMBRIDGE CURRICULUM

(Case Study The Implementation of Cambridge Curriculum in SD Laboratorium
Universitas Negeri Malang)

THESIS

Has been defended in front of the board of examiners on June 29, 2016 and has
been approved by the board of examiners as the requirement for the degree of
Sarjana Pendidikan (S.Pd)

The Board of Examiners	Signature
Chairman, <u>Dr. Muhammad Samsul Ulum, MA</u> NIP. 197	
Secretary of The Hearing, <u>Dr. Muhammad Walid, MA</u> NIP. 1973082300001002	
Advisor, <u>Dr. Muhammad Walid, MA</u> NIP. 1973082300001002	
Main Examiner, <u>Dr. H. Nur Ali, M. Pd</u> NIP. 19650403 199801002	

Approved by,

The Dean of tarbiyah and teaching training faculty

Maulana Malik Ibrahim State Islamic University of Malang

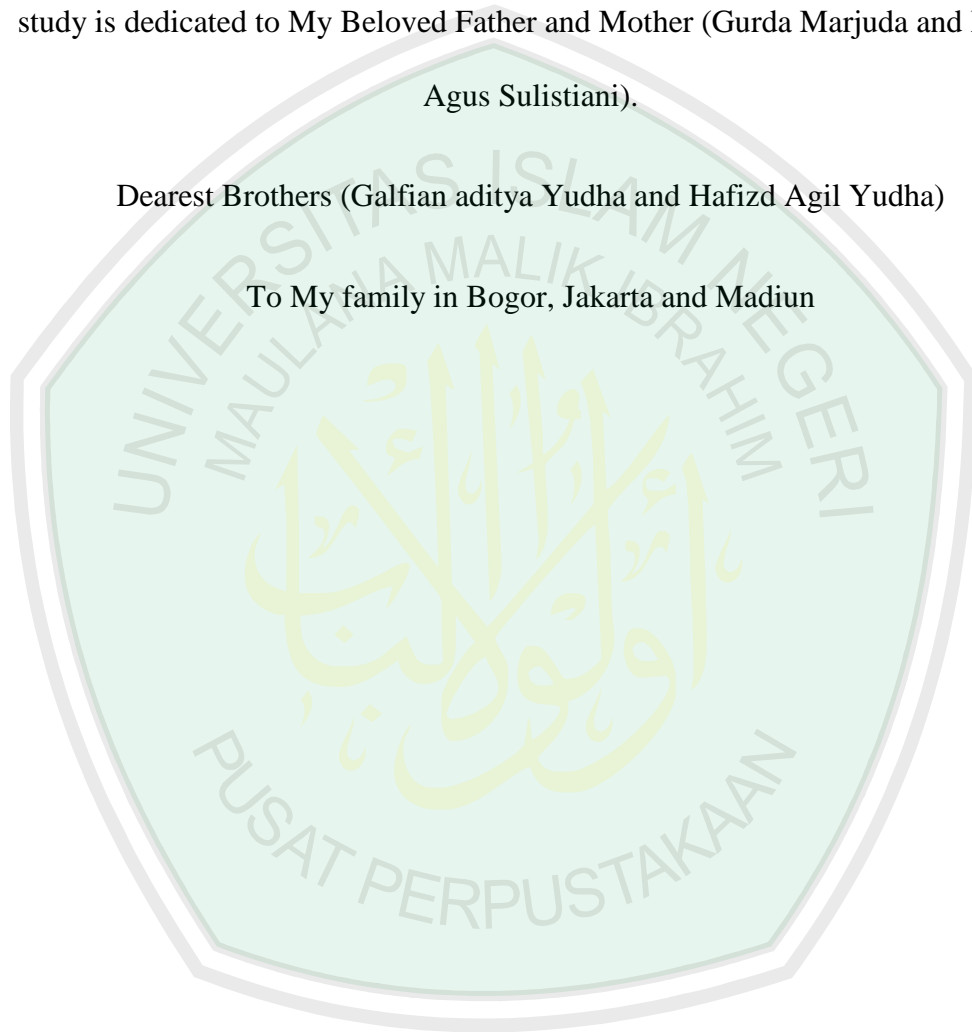
Dr. H. Nur Ali, M.Pd
NIP. 195612111983031005

DEDICATION

Alhamdulillah robbil alamin hamdan Syukron lillah giving thanks gratitude from the deepest of my heart deepest ever sailed the fruit of my work simple. This study is dedicated to My Beloved Father and Mother (Gurda Marjuda and Ninik Agus Sulistiani).

Dearest Brothers (Galfian aditya Yudha and Hafizd Agil Yudha)

To My family in Bogor, Jakarta and Madiun

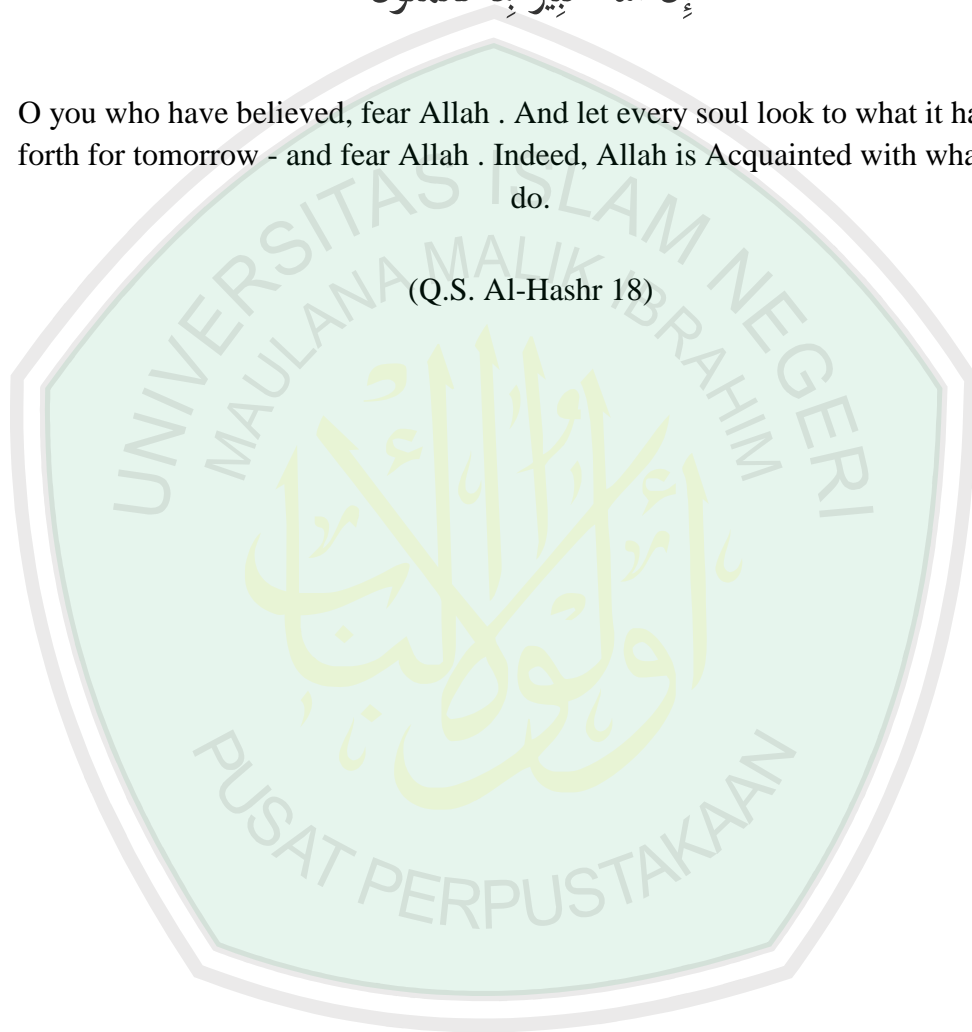


MOTTO

يَا أَيُّهَا الَّذِينَ آمَنُوا اتَّقُوا اللَّهَ وَلْتَنْظُرْ نَفْسٌ مَّا قَدَّمَتْ لِغَدٍ ۖ وَاتَّقُوا اللَّهَ ۚ إِنَّ اللَّهَ خَبِيرٌ بِمَا تَعْمَلُونَ

O you who have believed, fear Allah . And let every soul look to what it has put forth for tomorrow - and fear Allah . Indeed, Allah is Acquainted with what you do.

(Q.S. Al-Hashr 18)



Dr. Muhammad Walid, M.A
The Lecture of Tarbiyah and Teaching Training Faculty
The State Islamic University of Maulana Malik Ibrahim Malang

ADVISOR OFFICIAL NOTE

Matter : Thesis of Ulfa Agus Yudha Malang, June 7th 2016
Appendixes : 4 (four) Exemplar

To,
The Dean of Faculty of Tarbiyah and Teaching Training
State Islamic University of Maulana Malik Ibrahim Malang
At
Malang

Assalamu'alaikum, wr wb

Having read all the chapters carefully in terms of its contents, language and writing technique, I testify that this following thesis written by:

Name : Ulfa Agus Yudha
NIM : 12140036
Program : Islamic Primary Teacher Education
Tittle of Thesis : The Implementation of Cambridge Curriculum

As her main advisor, I considered that this thesis is qualified to be proposed in the examination.

Wassalamu'alaikum, wr wb

Adrvisor,

Dr. Muhammad Walid, M.A
NIP. 197308232000031002

CERTIFICATE OF THESIS AUTHORSHIP

I hereby declare, that this thesis is originally written by Ulfa Agus Yudha, student of Islamic Primary Teacher Education Program (PGMI) as the requirement for degree of Sarjana Pendidikan (S.Pd), Tarbiyah and Teaching Training Faculty at Maulana Malik Ibrahim State Islamic University, Malang. This research writing does not incorporate any material previously written or published by other parties to achieve the other *Sarjana* status of other Higher Tertiary Education, except those which are indicate in the notes, quotation, and bibliography. Therefore, I am the only person who is responsible for the thesis if there is any objection or claim from others.

Malang, June 7th 2016

Ulfa Agus Yudha

ACKNOWLEDGEMENT

Bismillahirrahmanirrahim,

Alhamdulillah robbil alamin, all praise be to Allah who has already give the mercies and blessing during my thesis writing process. Peace and salutation may always be given to our Prophet Muhammad SAW. I would like to thank to several contributive people in finishing my thesis in the title **THE IMPLEMENTATION OF CAMBRIDGE CURRICULUM**. I convey my indisputable:

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2. Dr. H. Nur Ali, M. Pd as the dean of Tarbiyah and Teaching Training Faculty UIN Maulana Malik Ibrahim Malang.
3. Dr. Muhammad Walid, MA, The Chief of the Department of Islamic Primary Teacher Education Program at UIN Maulana Malik Ibrahim Malang. And as a Supervisor who has provided direction, guidance and motivation to this thesis is completed.
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6. Miss Siti Nafiah, S.Pd as Deputy Head of Curriculum of SD Laboratorium Universitas Negeri Malang that assist authors in conducting research from start to finish.
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8. To all of my beloved friends, thank you for the encouragement, support and prayers, not excluded to my friends who have helped me to complete this thesis (Wildan Akbar Nugraha, Roy Dwi Arianto, Hudan Muhdlori Shofa)
9. To all those who have opted to provide assistance during the design and manufacturing support this thesis.
10. Lastly, I hope this thesis can take part in the development of scholarly discourse and maturation of thinking in order to develop the knowledge of all PGMI's. Although modest, hopefully this thesis can be useful for those, who writes, who reads, who guides, who examine, hear, and who knows if this works there.

Malang, June 7th 2016

Ulfa Agus Yudha

TRANSLATION GUIDELINES OF ARAB LATIN

Translation of Arab-Latin in this thesis utilize the translation guidelines based on the agreement between Religion Minister and Educational and Culture Minister of Indonesia number 158/1987 and number 0543b/U/1987. Those are:

A. Letter

ا = a	ز = z	ق = q
ب = b	س = s	ك = k
ت = t	ش = sy	ل = l
ث = ts	ص = sh	م = m
ج = j	ض = dl	ن = n
ح = h	ط = th	و = w
خ = kh	ظ = zh	ه = h
د = d	ع = ‘	ء = ,
ذ = dz	غ = gh	ي = y
ر = r	ف = f	

B. Long Vowel

Vocal (a) panjang = â

Vocal (i) panjang = î

Vocal (u) panjang = û

C. Diphthong Vowel

أَوْ = aw

أَيَّ = ay

أُو = û

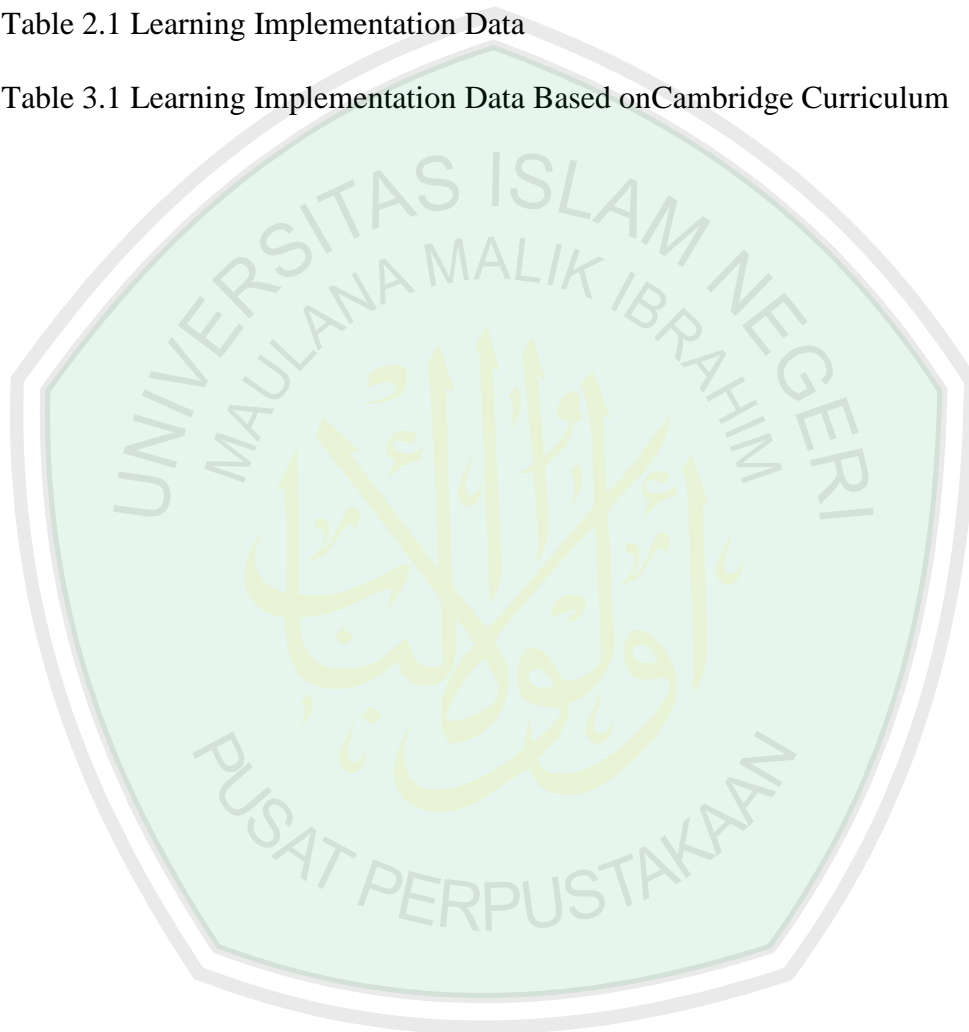
إِي = î

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- 4th Appendix : Curriculum Vitae
- 5th Appendix : Interview Guidance
- 6th Appendix : English Syllabus
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ABSTRACT

Yudha, Ulfa Agus, 2016 *The Implementation of Cambridge Curriculum*. Skripsi,
Jurusan Pendidikan Guru Madrasah Ibtidaiyah, Fakultas Ilmu
Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik
Ibrahim Malang. Pembimbing Skripsi: Dr. Muhammad Walid, M.A

Pendidikan adalah salah satu kebutuhan yang harus dipenuhi dalam kehidupan. Maju dan mundurnya suatu bangsa tidak terlepas dari peran penting pendidikan yang ada pada negara tersebut. Negara-negara maju di luar sana telah sadar bahwa pendidikan sangat penting sehingga bidang pendidikan diperhatikan dengan sangat serius, peningkatan kualitas pendidikan juga telah banyak dilakukan seperti melalui pembaharuan kurikulum. Hal ini disebabkan karena era globalisasi merupakan era yang kompetitif. Untuk dapat bersaing dan meraih kesuksesan, salah satunya adalah dengan mewujudkan masyarakat yang berkualitas.

Penelitian ini bertujuan untuk mendeskripsikan implementasi kurikulum Cambridge di SD Laboratorium Universitas Negeri Malang meliputi konsep, implementasi kurikulum dan faktor-faktor yang mempengaruhi penerapan kurikulum Cambridge. Penelitian ini dilakukan dengan pendekatan deskriptif kualitatif. Subjek penelitian ini adalah coordinator kurikulum Cambridge yang juga berperan sebagai guru kelas ICP sebagai narasumber utama serta Wakil Kepala sekolah Bidang Kurikulum sebagai nara sumber kedua. Subjek penelitian dipilih dengan cara purposive sampling. Pengumpulan data dalam penelitian ini menggunakan metode wawancara, observasi dan dokumentasi. Teknik analisis data dengan cara reduksi data, penyajian data dan kesimpulan.

Hasil penelitian ini menunjukkan bahwa konsep kurikulum Cambridge yang diterapkan di SD Laboratorium Universitas Negeri Malang bertujuan untuk: (1) Menghasilkan lulusan berpengetahuan luas dan mampu berfikir secara logis, mandiri dan kreatif, (2) Menghasilkan lulusan yang beretika dan memiliki moralitas tinggi, (3) Menghasilkan lulusan yang memiliki kepekaan dan apresiasi (penghayatan) terhadap nilai-nilai estetika, (4) Menghasilkan lulusan yang memiliki kepekaan terhadap rasa kemanusiaan dan kesadaran terhadap lingkungan hidup, (5) Menghasilkan lulusan yang memiliki keterampilan praktika. Materi yang diajarkan sesuai dengan materi yang dicantumkan dalam framework. Metode yang digunakan guru-guru dalam proses pembelajaran adalah menyesuaikan materi. Untuk evaluasi sekolah mengikuti 2 macam ujian Cambridge yaitu

progression Test dan Primary Check Point Test. Implementasi kurikulum meliputi perencanaan, pelaksanaan dan evaluasi. Dalam proses perencanaan kurikulum, sekolah melibatkan seluruh warga sekolah dengan membentuk tim penyusun kurikulum. Tim ini terdiri dari 5 orang guru yang telah bersertifikat Cambridge. Perencanaan kurikulum Cambridge mulai dari ujian masuk kelas ICP yang ditambah dengan kompetensi berbahasa Inggris, serta pembuatan silabus dan RPP yang berpatokan pada framework dan dikembangkan sesuai dengan kurikulum 2013. Dalam proses pelaksanaan pembelajaran dengan mengacu kurikulum Cambridge dapat dikategorikan sangat baik karena guru mengajarkan materi sesuai dengan silabus dan RPP yang dibuat berdasarkan panduan kurikulum Cambridge. Beberapa evaluasi dikembangkan sekolah seperti ujian akhir semester untuk 3 mata pelajaran Cambridge dilakukan sekolah untuk membiasakan siswa. Faktor pendukung pelaksanaan kurikulum Cambridge di SD Laboratorium Universitas Negeri Malang mencakup faktor dana, kegiatan ekstrakurikuler dan peran serta orang tua. Sedangkan faktor penghambat pelaksanaan kurikulum Cambridge di SD Laboratorium Universitas Negeri Malang mencakup perubahan kurikulum nasional dan tindak lanjut supervise.

Kata Kunci: *Curriculum Cambridge, International Curriculum, Elementary School Students.*

ABSTRACT

Yudha, Ulfa Agus, 2016 *The Implementation of Cambridge Curriculum*. Thesis,
Department of Islamic Primary Teacher Education Program, Tarbiyah
and Teaching Training Faculty. Maulana Malik Ibrahim State Islamic
University Malang. Advisor, Dr. Muhammad Walid, M.A

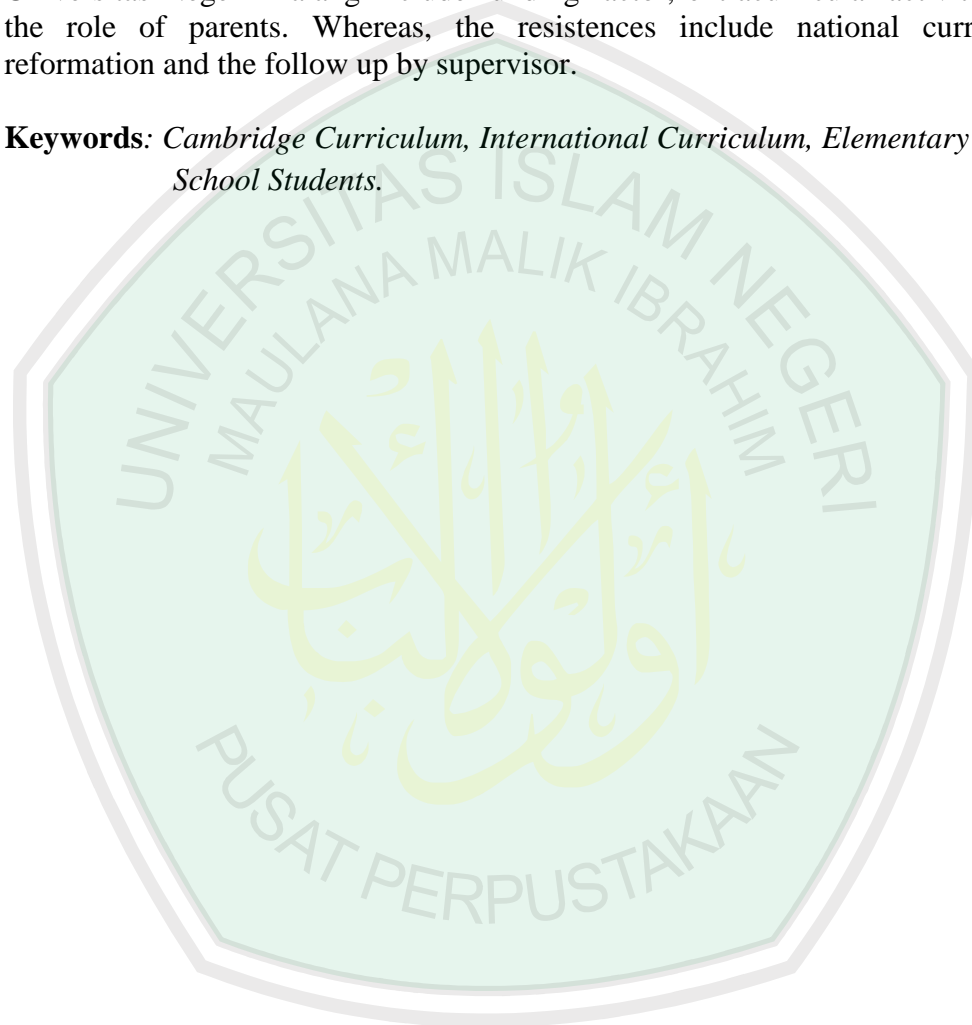
Education is one of the requirements which must be fulfilled in human life. Advance whether or not a country is inseparable from the important role of education in the country. Developed countries are aware that education is very important so that education is noted very seriously. The improvement of education quality has also been done as much through the renewal of curriculum. This is because the globalization era demands people to be more competitive. To be able to compete and achieve success, one of the ways is to manifest the quality of communities through the improvement of education qualities.

This study aims to describe the implementation of Cambridge curriculum in SD Laboratorium Universitas Negeri Malang. The concepts of this study are the implementation of curriculum and the factors affect the application of Cambridge curriculum. This study was conducted by descriptive qualitative approach. The main subject of this study is the Cambridge curriculum coordinator who also personate as teacher of International Class Program (ICP). While, the second source is the vice principal curriculum sector. The subject is choosen by purposive sampling. The collection of data uses interview, observation, and documentation method. Data analysis technique is by data reduction, data presentation, and conclusion.

The results of this study show that the concept of the Cambridge curriculum applied in SD Laboratorium Universitas Negeri Malang aims to: (1) Produce graduates which are knowledgeable, logically thinking, independent, creative, (2) produce graduates who are ethical and have high morality, (3) produce graduates who have sensibility and appreciation against aesthetic values, (4) produce graduates who have a sensivity of humanities sense, enviromental awareness, (5) produce graduates who have practical skill. The subject taught is appropriate with the subject specified in the framework. The methods which is used by teachers in learning process is that by subject adjustment. For evaluation, school abreast of two kinds of Cambridge tests i.e progression test and primary check point test. While, curriculum implementation includes planning, application, and evaluation of learning. In the process of curriculum planning, school involves all teachers of the school by forming team of curriculum compiler. This team consists of five teachers who are certified by Cambridge. The Cambridge curriculum planning is started from ICP enterance test, followed by English test, then making of syllabus and lesson plan which base on framework and developed by according to curriculum of 2013. In the process of

implementation of learning which refers to Cambridge curriculum has been worked very well. Because, teachers teach the subject in accordance with the syllabus and lesson plan which is Cambridge curriculum guide. The School develops an evaluation such as final exam for 3 Cambridge subjects. It aims to train the students to take the test by Cambridge. On the other hand, supporting factors of implementation of Cambridge curriculum in the SD Laboratorium Universitas Negeri Malang include funding factor, extracurricular activities and the role of parents. Whereas, the resistences include national curriculum reformation and the follow up by supervisor.

Keywords: *Cambridge Curriculum, International Curriculum, Elementary School Students.*



ABSTRACT

يودى، الفى اكوس، 2016 التطبيق من منهج الدراسي الكامبريدجي، اطروحة من قسم تربية المعلم المدرسة الابتدائية، لكلية التربية وعلم التعليم الجامعة مولانا مالك ابراهيم مالانجز المستشار
الدكتور محمد والد الملجستير

التربية هي حاجة من الحاجات التي لا بد لان تستوفي في حياة الانسان. التقدم والتأخر من الدولة لا يستقل عن دور مهم من التربية التي جرت في تلك الدولة. الدول المتقدمة على وعي بان التربية مهمة جدا، حتى تهتمها شديدة، وتنمية الجودة في التربية قد جهدت بوصيلة تجديد المنهج الدراسي. اما سببها هو عصر العولمة الذي يطلب المجتمع لان يتنافس في ذلك العصر. واحد كيفية التنافس والوصول الى النجاح وهو تحقيق المجتمع الودة من خلال تنمية جودة التربية.

والهدف من هذا البحث ليوصف تطبيق المنهج الدراسي الكامبريدجي في المدرسة الابتدائية مختبر الجامعة الحكومية مالانج. والمفاهيم في هذا البحث وهي تطبيق المنهج الدراسي والعوامل التي تأثر تطبيق المنهج الدراسي الكامبريدجي. وهذا البحث يفعل بتقرب الصفي والنوعي. والمفعول الاولى في هذا البحث وهو منسق المنهج الدراسي الكامبريدجي الذي يكون معلما في الفصل الدولي، وفي حين نائب رئيس المدرسي في مجال المنهج الدراسي الذي يكون متحدئا ثانيا. ويختار موضوع البحث بطريقة الهادفة المثالية. والعملية اجماع المعالطيات بطريقة المقابلة، والمراقبة، والتوثيق. وفي حين طريقة تحليل المعطيات بتحفيض المعطيات، وعرض البيانات، والاستنتاج.

والحاصل من هذا البحث يشير بان هدف المنهج الدراسي الكامبريدجي الذي اجريت في المدرسة الابتدائية مختبر الجامعة الحكومية مالانج، وهو: 1- يحصل المتخرجين الواسعين معرفتهم ويستطيعون ان يفكروا بالمنطقي. 2- يحصل المتخرجين الذين يتخلقون باخلاق الكريمة. 3- ويحصل المتخرجين الذين لديهم الحساس والتقدير على قيم الجماليات. 4- ويحصل المتخرجين الذين لديهم حساس على ذوق الانسانية وبالوعي على وسطهم الاجتماعي. 5- ويحصل المتخرجين المبدعين. المادة التي تدرس تتفق بالذي يذكر في الابطار. والمنهج الذي استخدمه المدرسون في عملية الدراسية وهو تكييف المادة. للتقييم تتبع المرسلة باختبارين الكامبريدجي وهو اختبار التقدم واختبار نقطة تفتيش الابتدائية. وفي حين، تطبيق المنهج الدراسي بما فيه الخطة والتطبيق والتقييم. وفي عملية خطة المنهج الدراسي، يشترك فيه جميع سكان المدرسة بتكوين فريق صياغة المنهج. وهذه الفرقة تتكون من خمسة مدرسين الذين يملكون شهادة الكامبريدجي. وخطة منهج الدراسي الكامبريدجي يبدأ من الاختبار لدخول الفصل الدولي، والاختبار الاختصاص باللغة الانجليزية، وصناعة مخطط المنهج الدراسي التي تعتمد على الاطار وتنمى وتناسب بالمنهج الدراسي سنة 2013.

وفي عملية تطبيق الدراسة برجع الى المنهج الدراسي الطامبريدجي قد يصنف بالحسن لان المدرس يدرس المادة يناسب بمخطط المنهج الدراسي الذي يصنع بواسطة دليل المنهج الدراسي الكامبريدجي. وبعض التقييم تطوره المدرسة كالاختبار اخر المستوى لثلاثة المادة الكامبيدجي يستخدمها المدرسة ليعادي الطلاب بذلك. والعامل الذي يدعم تطبيق المنهج الدراسي الكامبريدجي في المدرسة الابتدائية مختبر الجامعة الحكومية مالنج تشمل العامل الاموالي، ونشاط الاضافي و كذلك دور الوالدين. واما العوامل المقاوم تشمل تغيير المنهج الدراسي الوطني ومتابعة المشرف.

CHAPTER I

INTRODUCTION

A. Background

Education is one of requirements that must be fulfilled in life. Advanced and retreat of a nation cannot be separated from the important role of education that exist in the country. This happens because the higher education can print Human Resources (HR) quality. Education will also deliver people of a nation to prosperity and excellence in various fields, it is only logical that education is a basic human need in addition to food, clothing and shelter. Developed countries out there have realized that education is very important that education be considered very seriously, especially to improve the quality of teachers, facilities and infrastructure, improving the quality of curriculum, school management and others.

Improvement the quality of education in Indonesia until now has never been stopped. The efforts made to adapt and compensate the demands of the industrial world and the development of science and technology is very fast acceleration. Without an increase in the quality and balance, education will be stuck in a situation of blunders that is the emergence of a state where education is in fact a burden on society and the country as a result of the rise of unemployment of education unproductive. For that the education system should be developed according to the needs and developments at the local,

national, and global.²

Education experts realize that in an effort to find a good organization of education needs to be done overall innovation, which includes the dimensions of the basic form of the philosophy of education to the instrumental dimension in the form of curriculum, learning systems and strategies and methods of teaching and learning. It is very important to discover the true extent to which engineering level of education that has been done to raise the dignity of Indonesia.

Must be recognized that globalization has brought economic prosperity and progress of science and technology, has also brought spiritual crisis and personality, so it led to inequality and social violence, injustice and democracy. Because it directly or not, globalization can bring a paradox for educational practice.

Currently the Indonesian nation is facing serious challenges, especially in the context of education. Among the challenges are below:³

1. Globalization in the field of culture, ethics and morals as a result of technological advances in the field of transport and information. The students today have to know the various sources of learning messages, both pedagogical controlled and non pedagogical difficult to control. The sources of learning message that are difficult control will be able to affect change in culture, ethics, morale of the students or society.

² Rahmat Raharjo, *Inovasi Kurikulum Pendidikan Agama Islam*, (Yogyakarta: Magnum Pustaka. 2012), hal. 24.

³ Muhaimin, *Rekonstruksi Pendidikan Islam* (Jakarta: PR RajaGrafindo Persada, 2009), hal. 15.

2. Low levels of social capital, social capital are the core of trust (attitude of trust) according to the observations of experts, that in the field of social capital of Indonesia's nearly reached the point of "zero trust society". Or a society that is hard to believe, which means an attitude of trust is very weak. Among the indicators are the result of the survey the Political and Economic Risk Consultancy (PERC) in 2004 that the index of corruption in Indonesia has reached 9.25 or ranking first in Asia, even in 2005 the index increased to 9.40.
3. The results of an international survey showed that the quality of education in Indonesia is still low compared with neighboring countries.
4. Differences in the quality of education between regions in Indonesia is still high.
5. Enactment of globalization and free trade, which means the competition graduates in finding a job is getting tougher.
6. The unemployment rate graduate schools or madrassas and universities is increasing.

National education would not want to get involved in the tackle and resolve these challenges. To achieve instructional goals of education, the necessary equipment and education facilities, one of which is a curriculum for each educational institution.⁴ Curriculum that is the tool to foster and develop students into human knowledge (capable of high intellectual or intelligent), moral (understands and values the social and religious values) as a guide to

⁴ Nana Sujana, *Pembinaan dan Pengembangan Kurikulum di Sekolah* (Bandung: Sinar Baru Algensindo, 1999), hal. 3.

life and do good (to use their knowledge for the benefit of man and society) in accordance with its function as a social creature. A curriculum is expected to lay the foundation, content and serve as guidelines for the development of students' ability to optimally match the demands and challenges of society development.

The government's efforts in improving the quality of education has been done, ranging from facilities until infrastructure. Improving the quality of education has also done many such through curriculum reform, ranging from the curriculum 1994, 2004 to 2006 curriculum SBC. Improving the quality of education through various levels, namely the achievement of MBS, SNP (Education National Standards), RSBI (pionner international school) and SBI (International School). This is because era of globalization is a competitive era. To be able to compete and achieve success, one is to create a society of quality. Is the responsibility of education, especially in preparing students to be the subject of an increasingly instrumental displays excellence himself a formidable, creative, independent and professional in their respective fields.⁵

Triggered from longing for the quality of graduates who have international competitiveness, the Ministry of Education to formulate a curriculum is a blend of the National Curriculum and Curriculum International. International curriculum that is widely adopted in this regard is Cambridge based in England and IB (Internasional Bacalaurete), based in Switzerland.

⁵ Mulyasa, *Kurikulum Tingkat Satuan Pendidikan, Suatu Panduan Praktis*, (Bandung: PT Remaja Rosdakarya, 2006), hal. 2.

In Indonesia, there are some schools that apply the Cambridge curriculum. One of the school is SD Laboratorium Universitas Negeri Malang in Malang, East Java. The agency has been a pioneer of International Standard School for elementary school level. Long before the Government Regulation No. 19/2005 on the National Education Standards passed, SD Laboratorium Universitas Negeri Malang in Malang has initiated pioneering international education with the international classes. This institution has experienced investiture as the International Center (Center for Education and International Examinations) of the University of Cambridge International Examination (CIE). This coronation at once giving recognition and a license for the provision of international class for three subjects (English, Mathematics and Science) at the level of primary school (elementary) and lower secondary school (junior high school). The success of the institution due to curriculum management effectiveness are applied. Management with regard to the principles and elements apply in so disciplined by academic activities there were finally able to lift the achievement of the institution among the people of the city of Malang.

Based on the above, the researchers will attempt to discuss the curriculum. Curriculum can be regarded as the heart of education, because the curriculum contains learning plan that involves all activities undertaken and experienced learners in progress both in academic and non academic, to achieve the goal of education. As well as the Ministry of Education in Indonesia efforts that seek to improve the quality of education by developing

educational curriculum from year to year. Therefore, the authors are interested in doing more research on "Implementation of the Cambridge Curriculum in SD Laboratorium Universitas Negeri Malang". Given the importance and driven by curiosity, the author sees the need for an efforts exposure in the form of research.

B. Research Questions

Based on the background of the above problems, it is necessary for researchers to make the formulation of the problem that will be easier for researchers to conduct studies or research. The formulation of the problem as below:

1. Why SD Laboratorium Universitas Negeri Malang used Cambridge curriculum?
2. How is the concept of the Cambridge curriculum in SD Laboratorium Universitas Negeri Malang?
3. How does the implementation of the Cambridge curriculum SD Laboratorium Universitas Negeri Malang?
4. What are the supporting factors and obstacles in the implementation of the Cambridge curriculum in SD Laboratorium Universitas Negeri Malang?

C. Objective of Research

Determining the purpose of the research is very important because with the right destination to make a benchmark of success in research. The objectives to be achieved as below:

1. To understand the reason why SD Laboratorium Universitas Negeri Malang used Cambridge curriculum.
2. To understand about the concept of Cambridge curriculum that is applied in SD Laboratorium Universitas Negeri Malang.
3. To understand about the implementation of the Cambridge curriculum in SD Laboratorium Universitas Negeri Malang.
4. To understand about the factors that support the implementation of the Cambridge curriculum in SD Laboratorium Universitas Negeri Malang.

D. Significance of The Research

This research is expected to be useful and add to scientific discourse, especially in the field of education curriculum. Without prejudice uniqueness, of the results of this research may be a relevant morale contribution to be applied to each institution.

Theoretically, this research has the advantage that the researchers over the next study could examine other aspects of using the basic framework. In practical terms this study has the following advantages:

1. For Society

Results of this research are expected to be useful as a source of knowledge for the Society about the Implementation Cambridge Curriculum in the world of education.

2. For Researchers

- a. The results obtained can provide direct experience to the researcher as a teacher candidates in developing the elements in the curriculum as a strategy to improve quality through proper implementation.
- b. Can give an imaging how big the effective implementation of the Cambridge curriculum in SD Laboratorium Universitas Negeri Malang.

3. For Students

Students become more interested in school with Cambridge curriculum, because the students feel that this program has knowledge and practical advantage are able to develop a mindset as well as foreign language skills.

4. For Headmaster and all School Administrators

- a. Results of this research are expected to be considered for advancement of school programs, especially in the implementation of the curriculum in order to realize its vision and mission.
- b. As motivation to further improve the quality of the curriculum in the school and improve the curriculum management system so that the outcomes obtained in accordance with the needs and desires.

5. For Institutions

As a constructive input and a document that can be used as a framework of reference in subsequent research.

6. For Other Researcher

For further research, so can develop research on implementation Cambridge curriculum. So that, there are various enrichment discourse once the findings in the field are able to build a new theory.

E. Scope and Limitation

In order to minimize That the discussion in the writing of this research is more focused and to avoid any deviation from the discussion, then in this case the limitation problem is very important that the main problem and studied to be achieved and not obscured by other issues that appeared, then the limitation problem in the discussion of the research are describe: 1) Cambridge curriculum concepts at the Why SD Laboratorium Universitas Negeri Malang, 2) Application of the Cambridge curriculum in SD Laboratorium Universitas Negeri Malang.

F. Research Originality

Research on the application of curriculum in order to achieve the educational goals of each school have been written by some people in the thesis or paper in the form of literature and field studies. Research found few research that have almost the same as the theme of this study, namely:

First, the results of research (thesis) Is'aunt 'Azizah with the title Implementation of the International Curriculum (Curriculum Implementation Case Studies Cambridge In SMA Darul Ulum 2 Unggulan BPPT Jombang). Faculty MT, UIN Sunan Kalidjaga Yogyakarta. The discussion in the research of the various efforts made by SMA Darul Ulum 2 in order to implement the

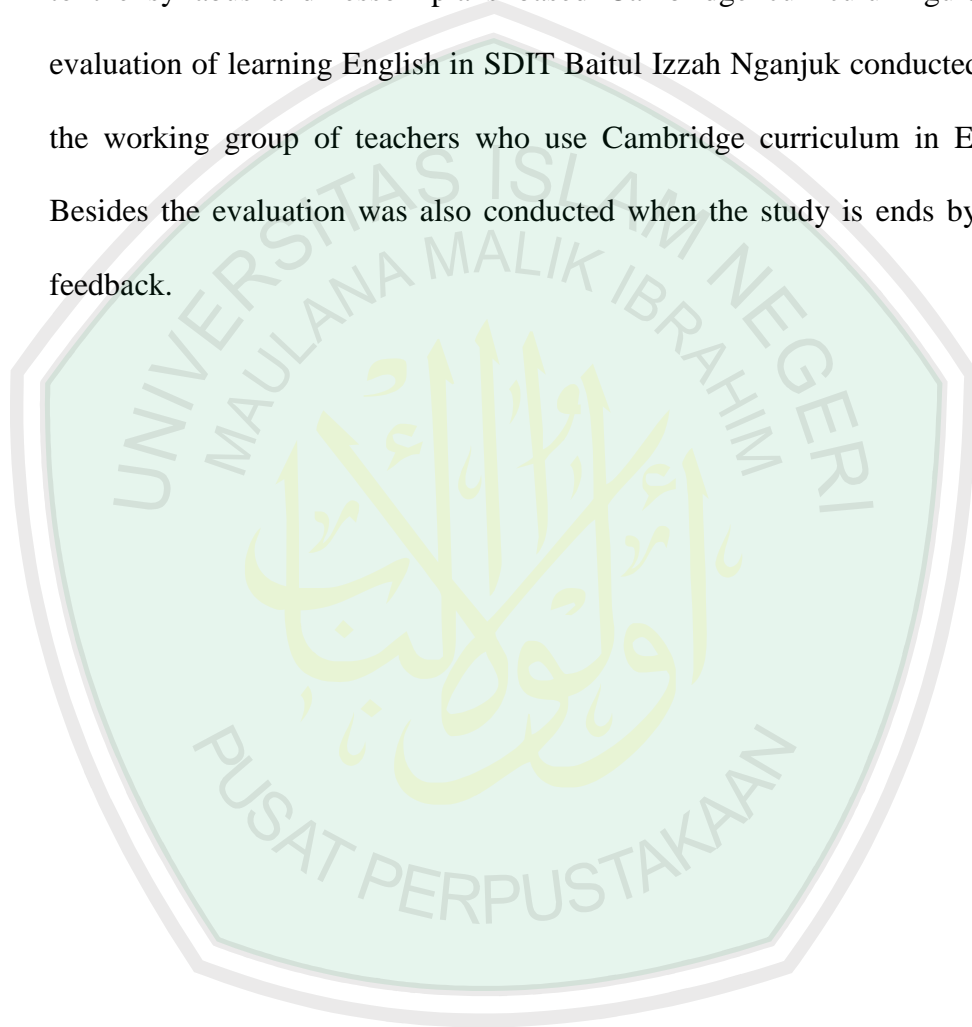
curriculum through the incorporation of the curriculum in the teaching and learning activities that the national curriculum, international curriculum and curriculum schools.⁶ Thesis Is'aunati 'Azzah focused on the application of the Cambridge curriculum adapted from the University of Cambridge which is applied at the Institute of Islamic Education. The goal in this research are: 1) To know how the concept of a Cambridge curriculum in high school Darul Ulum 2 Unggulan BPPT Jombang, 2) Knowing how the application of the Cambridge curriculum at SMA Darul Ulum 2 Unggulan BPPT Jombang. 3) To know the results of the application of the Cambridge curriculum at SMA Darul Ulum 2 Unggulan BPPT Jombang. As for usefulness of this research are as follows: 1) Adding insight and knowledge in the real about the details of the development of education, namely the development about the an international curriculum in Islamic educational institutions, 2) This research can be a source of information for consideration in order to improve and increase the related to the curriculum implemented in educational institutions, 3) to enrich the treasures of literature UIN Sunan Kalijaga in the research field (field research). The results of research show that: 1) The concept of implementation Cambridge curriculum in SMA Darul Ulum 2 Unggulan BPPT Jombang namely to require all its students to have a certificate of Cambridge at least one area of study by following the certification exams of Cambridge, 2) The application of the Cambridge curriculum that is held on intracurricular school hours, but it also held coaching once a week for one

⁶Is'aunati 'Azzah, Implementasi Kurikulum Internasional (Studi Kasus Penerapan Kurikulum Cambridge Di SMA Darul Ulum 2 Unggulan Bppt Jobang), Skripsi. Fakultas Tarbiyah. UIN Sunan Kalijaga Yogyakarta, 2013.

subject or the subjects as well as intensive training conducted over two days before the certification exams of Cambridge, 3) The results achieved in the implementation of the Cambridge curriculum is a positive impact on teachers and especially the students. Students' insight wider and has a good competitiveness at national and international level, it is evidenced by the many accomplishments achieved in various competitions as well as the number of graduates accepted at foreign universities with a track scholarship.

Second, the results of research (thesis) Marita Lailia Rahman with the title Implementation Cambridge Curriculum In English Learning in Elementary Schools (A Case Study in SDIT Baiul Izzah Nganjuk). Tarbiyah and Teaching Faculty, Malang Islamic University. The purpose of this study are: 1) To identify and describe the planning of learning English in SDIT Baitul Izzah Nganjuk, 2) To identify and describe the implementation of English learning in SDIT Baitul Izzah Nganjuk, 3) To identify and describe the evaluation of English learning in SDIT Baitul Izzah Nganjuk. The results of research show that: 1) Planning of learning English in SDIT Baitul Izzah Nanjuk includes objectives, materials, media, strategy and assessment of learning. The purpose of learning English in SDIT Baitul Izzah Nganjuk is to prepare students for the challenges of globalization. The material in English learning is taken from the guide of Cambridge curriculum that adapted to the students needs. Instructional media used to use the print and electronic medias such as books and OHP. The strategy used in the English learning materials adapted to the situation and condition of the students in the classroom. While the assessment

of English learning transactions are carried out with test and non test assessment in the form of a written test and affective assessment, 2) Implementation of English learning in SDIT Baitul Izzah Nganjuk conformed to the syllabus and lesson plans based Cambridge curriculum guides, 3) evaluation of learning English in SDIT Baitul Izzah Nganjuk conducted when the working group of teachers who use Cambridge curriculum in English. Besides the evaluation was also conducted when the study is ends by using feedback.



Tabel 1: Research Originality

Profil	Research Result	Equation	Difference
<p>(thesis) Is'aunti 'Azizah</p> <p>with the title</p> <p>Implementation of the</p> <p>International Curriculum</p> <p>(Case Studies</p> <p>Implementation</p> <p>Cambridge Curriculum</p> <p>In SMA Darul Ulum 2</p> <p>Unggulan Jobang</p> <p>BPPT). Tarbiyah</p> <p>Faculty, UIN Sunan</p> <p>Kalijaga Yogyakarta.</p>	<ul style="list-style-type: none"> The concept of curriculum implementation Cambridge in SMA Darul Ulum 2 Unggulan BPPT Jombang namely to require all its students to have a Cambridge certificate at least one of study by following the Cambridge certification exams 2) The implementation Cambridge curriculum that is implemented on the hour of intracurricular school, besides also held coaching once a week for one 	<p>Researching</p> <p>the same</p> <p>theme,</p> <p>namely</p> <p>Cambridge</p> <p>curriculum</p>	<p>There are differences in the context of research. This thesis focus on how SMA Darul Ulum 2 Unggulan BPPT Jobang implement adaptive curriculum is the Cambridge curriculum accompanied by implementing a national curriculum and curriculum the boarding school.</p>

<p>This research used qualitative approach.</p>	<p>subject or the subjects as well as intensive training conducted over two days before the Cambridge certification exams,</p> <ul style="list-style-type: none">• The results achieved in the implementation of the Cambridge curriculum is a positive impact on teachers and especially the students. Students' horizons wider and has a good competitiveness at national and international level, it is evidenced by the many accomplishments achieved in various competitions as well as the number of graduates accepted at		
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	foreign universities with a lane scholarship.		
(thesis) Marita Lailia Rahman with the title Implementation Cambridge Curriculum In English Learning at Elementary Schools (A Case Study in SDIT Baiul Izzah Nganjuk). Tarbiyah and Teaching Faculty, UIN Maulana Malik Ibrahim Malang. This research used	<ul style="list-style-type: none"> Planning of learning English in SDIT Baitul Izzah Nanjuk includes objectives, materials, media, strategy and assessment of learning. The purpose of learning English in SDIT Baitul Izzah Nganjuk is to prepare students for the challenges of globalization. The material in English learning taken from the curriculum guide Cambridgeyang adapted to the needs of students. Instructional media used to use the print and electronic 	Researching the same theme, namely Cambridge curriculum	There are differences in the context of research. This thesis is focused on the application of the Cambridge curriculum in English learning. While the research that will I do focus on the application of the Cambridge curriculum as a whole.

<p>qualitative approach.</p>	<p>medias such as books and OHP. The strategy used in the English learning materials adapted to the situation and condition of the students in the classroom. While the assessment of English learning transactions are carried out with test and non test assessment in the form of a written test and affective assessment, 2) Implementation of English learning in SDIT Baitul Izzah Nganjuk conformed to the syllabus and lesson plans based Cambridge curriculum guides, 3) evaluation of learning English in SDIT</p>		
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	<p>Baitul Izzah Nganjuk conducted when the working group of teachers who use Cambridge curriculum in English. Besides the evaluation was also conducted when the study is ends by using feedback.</p>		
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G. Definition of Key Terms

In this section will explain some of the terms used in the thesis to avoid errors in understanding the content of this research. As for definition of the term within the limitations associated with this research review are as below:

1. Implementation

Implementation is an execution of something that has been previously conceptualized. While the dictionary John. M. Echols said implementation is a loan word derived from the English words that implementation means execution. Implementation referred to in this research is an overview of how the planning, implementation and evaluation of the Cambridge curriculum that used in SD Laboratorium Universitas Negeri Malang.

2. Curriculum

Curriculum is an educational program that contains a variety of teaching materials and learning experiences are programmed, planned and systematically designed on the basis of the norms in force are used as guidelines in the process of learning for educators and learners to achieve educational goals.⁷ Curriculum referred to in this research is the curriculum in a real sense, not limited to curriculum documents.

⁷ Wina Sanjaya, *Kurikulum dan Pembelajaran* (Jakarta: KENCANA, 2011), hal. 4.

3. Cambridge Curriculum

Cambridge curriculum is international curriculum. International curriculum is the the curriculum that is adapted from the international institutions that have international qualifications and widely recognized, for example Cambridge, IB (International baccalaureate), NSTA (National Science Teacher Association) and others.⁸ Meanwhile, Cambridge curriculum is the curriculum that is adapted and adopted from the University of Cambridge. The agency that houses the curriculum is the CIE (Cambridge International Examination).

⁸ Cambridge International Examination, www.cie.org.uk, Date 1 Mei 2015, at 20.15.

CHAPTER II

LITERATURE REVIEW

A. The Nature of Curriculum

1. Definition of Curriculum According to Islam

The curriculum can be seen as a program that is planned and conducted to achieve a number of specific educational objectives. The curriculum in Islamic education, known by the word "manhaj" which means light path traversed by educators together with their students to develop the knowledge, skills, and attitudes. In addition, the curriculum can also be seen as an educational program that is planned and implemented to achieve education.

Islamic education curriculum could be as materials in the form of the activities of Islamic education, knowledge and experience that deliberately and systematically provided to the students in order to achieve the objectives of Islamic education. Or in other words the curriculum of Islamic education is all The activation, knowledge and experience that intentionally and systematically given by educators to students in the framework of Islamic educational purposes.

Based on the above, the curriculum of Islamic education is a component of religious education in the form of means to an end. This means to achieve the goal of religious education (Islamic education) necessary to have an appropriate curriculum with the goal of Islamic

education and also corresponding with age, level of psychological development of children and the ability of students.¹⁶

2. Definition of Curriculum in General

Curriculum in terms of origin of said, comes from the Greek word originally used in the field of sports, namely Currere word meaning mileage.¹⁷ The term in Arabic language curriculum is defined by Minhaj, the light path or the path traversed by man in the field of life.¹⁸ Correlation with education is the path through which the light of educators and learners to achieve a goal. Meanwhile, according to Hilda Taba, curriculum is a way to prepare children to participate as productive members in society.¹⁹

At the Law number 20 Year 2003 on National Education System mentioned curriculum is a set of plans and regulations regarding the objectives, content and learning materials and methods used as guidelines for the organization of learning activities to achieve specific educational goals.

Curriculum is intentions and expectations set forth in the form of plans or programs to be carried out by teachers in schools. Curriculum content is scientific knowledge, including activities and learning experiences are prepared in accordance with the level of development the

¹⁶ <https://fadlybleweran.wordpress.com/2013/10/21/makalah-kurikulum-menurut-islam-dan-umum/>. Diakses tanggal 17 Juli 2016, pukul 20.15.

¹⁷ Wina Sanjaya, *Kurikulum dan... Op Cit.*, hal. 3.

¹⁸ Muhaimin, *Pengembangan Kurikulum Pendidikan Agama Islam di Sekolah, Madrasah dan Perguruan Tinggi* (Jakarta: PT Raja Grafindo Persada, 2007), hal. 1.

¹⁹ Hilda Taba, dalam tulisan S. Nasution. *Asas-asas Kurikulum* (Jakarta: Bumi aksara. 2005), hal. 7.

students. Curriculum will have meaning and function to change the the students if implemented and transformed by the teacher to the students in an activity called the learning process. In other words, the learning process is the operationalization of curriculum.²⁰

The existence of curriculum in education is as a detector (predict) the dynamics of the culture and civilization of mankind in the future. This curriculum that will be used as a foundation educational to guide learners toward a desired educational goals through the accumulation of a number of knowledge, skill and mental attitude.²¹

3. Role of the Curriculum

The curriculum prepared and developed to achieve educational goals, which is to prepare students so that they can live in the society. Meaning can live in a society that has a broad meaning, which is not only related to the ability of learners to internalize the value or life in accordance with the norms of society, but also education should contain about providing experiences so that children can develop their ability according to their interests and talents. Therefore, the curriculum the education system is a very important component, because it is not just a rise of purpose and direction of education alone, but also a learning experience that should be owned by every student as well as how to organize the experience itself. As

²⁰ Nana Sudjana, *Pembinaan dan... Op Cit.*, hal. 3.

²¹ Syamsul Nizar, *Filsafat Pendidikan Islam Pendekatan Historis, Teoritis dan Praktis* (Jakarta: Intermedia. 2002), Hal 56.

one component of the education system, at least curriculum has three roles, namely the role of conservative, creative role and the role of crisis or evaluative.

a. Conservative Role

One of the duties and responsibilities of the school as an educational institution is inherited values and culture to the younger generation the students. Students need to understand and be aware of the norms and views of community life, so that when they return to society, they can uphold and behave according to these norms. Curriculum conservative rule is to preserve various cultural values as a legacy of the past. Associated with the era of globalization as a result of the advancement of science and technology, which allows easy foreign cultural influences eroding local culture, the conservative role in the curriculum has a very important meaning. Through a conservative role, curriculum plays a role in counteracting the various influences that can undermine the noble values of society, so that policies and community identity would remain well preserved.²²

b. Creative Role

Tasks and responsibility school is not limited to bequeath the old values. Schools have a responsibility to develop new things in accordance with the demands of the times. Because, in fact society is

²² Wina Sanjaya, *Kurikulum dan...* Op Cit., hal. 10.

not static, but dynamic, that is always changing. In the framework of this curriculum has a creative role. Curricula should be able to answer every challenge in accordance with the development and needs of a rapidly changing society. In his creative role, curriculum should contain new things that can help students to develop all its potential, in order to play an active role in the social life of the people who always moves forward dynamically. Curricula must act creatively, because when curriculum does not contain new elements, then education will forever be left behind, which means what is given in the school is ultimately to be less meaningful because it is not relevant to the needs and social demands of society.²³

c. Critical role and Evaluative

Not all values and culture must be transmitted to each of the students. Not every new values and culture in accordance with the times also should be owned by every child. Not every value and the old culture to be preserved, because sometimes the value and the old culture that is not in accordance with the demands of the development of society, as well as sometimes values and new cultures was also not in accordance with the old values are still relevant to the circumstances and demands of the times, Therefore, a role in selecting curriculum and cultural values which must be owned by the student. In the

²³ *Ibid.*, hal. 11.

framework of this critical and evaluative role required curriculum. The curriculum should play a role in selecting and evaluating everything that is considered beneficial to the lives of students.²⁴

4. Curriculum and Teaching

Curriculum is a written plan that contains the ideas formulated by curriculum developers. The written plan then becomes curriculum documents that make up a curriculum system consisting of components that are interrelated and influence each other, such as the components of the goal to which education, experiential learning component, the strategies component for achieving objectives and evaluation component. The components that make up the curriculum system subsequently gave birth to the teaching system and teaching system that is the guidance of teachers in the management of teaching and learning in the classroom. Thus it can be said teaching system is the development of curriculum used. Therefore, the teaching system gave birth to the actions of teachers and students, it can also be said that the measures it is essentially an implementation of the curriculum, which further implementation will provide input in the process of curriculum improvement. Thus continuously, so that the curriculum development process to form an endless cycle.

From the description above, it is clear that the curriculum and teaching are two inseparable although both have different positions.

²⁴ *Ibid.*

Curriculum serves as guidelines giving out directions and educational purposes as well as the contents to be learned. While teaching is a process that occurs in the interaction and learning between teachers and students. Without the curriculum as a plan, then the learning or teaching will not be effective, so too without learning or teaching as the implementation of a plan, the curriculum will not have any meaning.

5. Curriculum Components

Curriculum is a system. As a system, it must have the components or parts that support each other and form an inseparable unity. Components in a system are harmonious, not contradictory. Curriculum as an educational program that is planned and will be scheduled to have the essential components of purpose, content, organization and strategy.²⁵

a. Purpose

Curriculum is a program that is intended to achieve a number of educational goals. The objectives serve as a reference any direction or educational activities being carried. Success or failure in school teaching program can be measured by how far and a lot of achievement of these goals. In every school curriculum, certainly included the educational

²⁵ Surahmad Winarno, *Pembinaan dan Pengembangan Kurikulum* (Jakarta: Proyek Pengadaan Buku Sekolah Pendidikan Guru. 1977), hal. 9.

goals that will be or should be achieved by the school. There are two goals contained in a school's curriculum, namely:²⁶

1) The objectives of the school as a whole

This objective includes the aspects of knowledge, skills, attitudes and values expected of the graduate school. That is why of this purpose called institutional goals or institutional (institutional purpose is usually included in the book) of a school curriculum.

2) The objectives by each of study

This objective is the elaboration the institutional goals above that include curriculum and instructional objectives contained every GBPP (Teaching Program Outline) each of study. Both the curriculum and instructional objectives also include aspects that are expected of a child after studying each of study.

3) Contents

Curriculum program content is everything that is given to children in learning activities in order to achieve the goal. The contents of the curriculum covering the types of of study and program contents of each field being taught. The types of study are determined on the basis of instructional objectives of the school concerned.

²⁶*Ibid* .

The program content of a of study that is taught is actually the curriculum content itself, or also known as the syllabus. Determination of subjects and sub subject based on the instructional objectives.²⁷

4) Learning Strategy

Components of the strategy is meant as a Implementation strategy of the curriculum in schools. Implementation strategy can be seen through the way in which to carry out teaching, assessment, guidance and counseling, setting school activities as a whole, the selection of teaching methods, tools or teaching media and etc.²⁸

5) Learning Evaluation

This component is closely related to educational purposes because the evaluation sought to determine whether educational goals can be achieved or not. Evaluation with regard to the question of "how the effectiveness of the learning experience can be evaluated using tests or use procedures other systematic data collection".²⁹ The evaluation function itself is to measure the success or failure of the implementation of the curriculum. Enabling evaluation means make the selection of who is eligible to be

²⁷ *Ibid.*, hal. 10.

²⁸ *Ibid.*, hal. 11.

²⁹ Khaeruddin, *Kurikulum Tingkat Satuan Pendidikan* (Jogjakarta: Nuansa Aksara, 2007) hal.

approved and who is not entitled to be granted. Given that the learning activities are activities that have been designed and are conducted to achieve certain targets, then the evaluation must be based on the achievement of the curriculum. Therefore students can achieve the target, which is entitled to be granted, while students who do not reach the target (the expected behavior) is not entitled to be granted.³⁰

6. Kind of Curriculum

a. Separated Curriculum

Contents curriculum subjects arranged in the form of separate, for example: subjects of history, geography, chemistry, physics and etc. all subjects that do not relate to each other. Each teacher is responsible only to the subjects that it provides. Even if subjects were given by the same teacher, it is also carried out separately.³¹ Therefore the material or the content of the curriculum organization centered on subjects separately, so the curriculum is called a curriculum separated.

Curriculum of this type has advantages as follows:³²

- a) Study materials can be presented in a logical, systematic and continuous. This was due to each material has been prepared and

³⁰ Lias Hasibuan, *Kurikulum Pemikiran Pendidikan* (Jakarta: GP Press, 2010) hal. 40.

³¹ Wina Sanjaya, *Kurikulum dan... Op Cit.*, hal. 65.

³² Khaeruddin, *Kurikulum Tingkat... Op Cit.*, hal. 38.

described logically and systematically by following proper sequence is from easy to difficult, from simple to complex.

- b) This form of curriculum organization is very simple, easily planned, easy to implement and easy also to be held changes if necessary.

The existence of this simplicity is needed because it will obviously save energy to benefit both from the party's own curriculum developers and teachers or educational unit to execute it.

- c) This curriculum is assessed to obtain the data needed to be changed as necessary. Because the curriculum is primarily intended to convey some knowledge so it can easily know the result is to make measurements in the form of tests. If you have felt there are things that no longer fit with the demands of the times and the needs of society better it involves all components and partly it will be easily held as expected adjustments changes.

- d) Ease teachers as curriculum implementers as well as teaching materials had been compiled unravel and systematically, they are generally well educated and prepared to implement a curriculum that is so. Teacher just teaching materials specific subjects according to their field of study over time. Teachers who hold the same subjects continuously typically will increasingly dominate the teaching materials and the more experience.

In addition to these advantages, there are also disadvantages, among others:

- a) This form curriculum, giving subjects separately, one with the other unrelated. It allows the acquisition of experience as a freelance and do not correspond to reality.
 - b) This form curriculum pays little attention to the problems faced by children are factual in their daily lives. The curriculum is just prioritizing the delivery of a number of knowledge that sometimes it is not relevant to the needs of life.
 - c) Tend to be static and outdated. Textbooks are used as a handle when the preparation is done several or tens years ago and if not revised for purposes of adjustment it will be outdated.
 - d) The purpose of this form is very limited curriculum because it only emphasizes intellectual development and less attention to other factors such as social and emotional development.
- b. Correlated Curriculum

At this curriculum Organization, subjects are not presented separately, but subjects subjects that have a close or subjects similar are grouped so that it becomes a of study (Broadfield), such as the subjects

geography, history, economics, grouped in IPS studies. As well as the subjects, biography, chemistry, physics, grouped into IPA studies.³³

Correlate the material or the content of the curriculum material can be done with several approaches, namely:³⁴

1) Structural Approaches

In this approach, the study of a subject in terms of some kind of subjects. Like for example, study a topic of geography was not purely from the point of geography alone, but also in terms of history, economics, or perhaps culture.

2) Functional Approach

This approach is based on the assessment of significant problems in daily life. Thus, a topic is not taken from a particular subject but is taken of what is necessary for a child, then the topic was studied by a variety of subjects that have relevance. For example, the problem of "poverty" from the point of economics, geography, and history.

3) Areas Approach

On this approach the subject is found by location or place. Such as, reviewing the capital area in terms of the climate, history, social cultural, economic, and so forth.

³³ Wina Sanjaya, *Kurikulum dan... Op Cit.*, hal. 66.

³⁴ *Ibid.*

Curriculum organization prepared in correlated form has several advantages, among others:³⁵

- a) Correlation between various subjects can sustain roundness experience and knowledge of the students since they received it not separately.
- b) Correlation between various subjects enables students to apply their knowledge and experience are functionally. It is because they can exploit the knowledge of various subjects to solve the problems that it faces.

The curriculum correlated curriculum has weaknesses, among others:³⁶

- a) This form curriculum, essentially still subject centered and not chosen material directly to the interests and needs of the students as well as the problems of everyday life.
- b) The merger of several subjects into one unit with a broader scope does not provide a systematic and deep knowledge. Talks on various subject matter anyhow but not coherent, because basically each is a different subject. Hampit it seems impossible to use a variety of subjects that is actually derived from several different subjects.

³⁵ Khaeruddin, *Kurikulum Tingkat...Op Cit.*, hal. 40.

³⁶ *Ibid.*

c. Integrated Curriculum

The Curriculum organization using the model integrated, no longer displays the names of subjects or fields of study. Learning departed from a fundamental problem that must be solved. The problem was later renamed the unit. Learning based unit not just memorize facts, but also seek and analyze the facts as a material to solve problems. Learning through problem solving is expected student growth occurs not only intellectually, but also all aspects such as attitudes, emotions, or skill. This curriculum has several advantages, among others:³⁷

Everything learned in the curriculum unit is closely related to one another. Learners not only learn the facts unravel and less functional to solve the problems faced.

- a) The curriculum is in accordance with the new theory of learning that bases its activities on the experience, ability, maturity, and interest of the learner. Children are actively involved to think and act and be responsible, individually or in groups.
- b) This curriculum is made possible by the close connection between the madrasah and society, because the community can be used as a laboratory where students undertake practical activities.

³⁷ *Ibid.*, hal. 41.

In addition to this curriculum form has advantages, but it also contains some weaknesses, among others:³⁸

- a) This curriculum has no logical organization and systematic, because the subject matter is not determined in advance by the teacher but the institutions must be designed together with the students.
- b) The teachers are not prepared to run the curriculum in the form of units, so if they were told to implementing the curriculum, it seems very heavy. Teachers in general are generated and prepared for running a curriculum that is the subject matter or correlated only.
- c) Implementation of this curriculum form is also very troublesome. It is caused due to the lack of various equipment and facilities and infrastructure needed in order different from ordinary schools.
- d) With this curriculum unit forms can not be possible for public examination because the problems faced in each madrasah is not the same and always changing every year. In addition, it is difficult to measure the ability of learners since the standards themselves are quite abstract and not ajeg.³⁹

Education is basically an interaction between educators with learners in order to assist students in mastering teaching materials and

³⁸ *Ibid.*, hal. 42.

³⁹ Iskandar dalam khaerudin, *Kurikulum tingkat satuan pendidikan*, hal. 42.

achieve educational goals.⁴⁰ The educational interaction can take place within the family, madrasah and society. Thus, each education directed at achieving certain goals, such as mastery of science, personal development, social communication and employability. To achieve the educational goals and develop the basic skills of learners, it is necessary curriculum, delivery methods, media and learning resources, as well as appropriate evaluation tools.

B. The Foundation of Curriculum Development

1. Principles of Curriculum Development

So that the curriculum can serve as a guide, then there are a number of principles in the development process. Below will be described a number of principles that are considered essential.

a. The Principle of Relevancy

Curriculum is a rail of his education to bring students to live according to the values that exist in the community and provide students both in the field of knowledge, attitudes and skills according to the demands and expectations of society. Therefore, learning experiences are compiled in the curriculum must be relevant to the needs of society. This is called the principle of relevance.

There are two kinds of relevance, namely the relevance of internal and external relevance. Internal relevance is that each

⁴⁰ Nana syaodih sukmadinata dalam khaerudin, hal. 1.

curriculum must have a harmony between its components, namely harmony between the goals to be achieved, contents, materials, or a learning experience that should be owned by the students, strategies or methods used as well as an assessment tool to see the achievement of the objectives. This shows the relevance of internal integrity of a curriculum.

External relevance with regard to the alignment between the objectives, content and learning process of students included in the curriculum to the needs and goals of society. There are three kinds of external relevance in curriculum development: first, the environment relevant to learners. That is, that the process of curriculum development and determination let adapted to the environmental conditions around the students. An example for the students in the urban environment need to be introduced to life in the city, such as crowd and traffic signs, procedures and services of banks, post offices, and so forth.

Secondly, relevant with the times both now and in the future. That is, the contents of the curriculum should be appropriate to the situation developing. It is also what is taught to students should be beneficial to student life in the future. Suppose the ability to speak. In the future when the free market as the APEC agreement comes into force, then the public will be exposed to competition to win the job

market with strangers. Therefore, foreign language skills has to be nurtured from now. And third, relevant to the demands of the world of work. That is, that what is taught in school must be able to meet the world of work.

To meet the principles of relevance, then in the process of development before it is determined what is the model of curriculum content and how it will be used, there should be a preliminary study using methods and approaches such as surveying the needs and demands of society; or carry out studies on the types of work required by each organization or institution.⁴¹

b. The Principle of Flexibility

This principle means that the curriculum should be implemented in accordance with existing conditions. The principle of flexibility has two sides: first, flexible for teachers, which means that the curriculum must provide space for teachers to develop teaching programs in accordance with existing conditions. Second, flexible for students, curriculum means harus provide a range of possible program options to suit the talents and interests of students.⁴²

⁴¹ Wina Sanjaya, *Kurikulum dan... Op Cit.*, hal. 39.

⁴² *Ibid.*, hal. 40.

c. The Principle of Continuity

This principle implies that need to be maintained interconnectedness and continuity between the subject matter at various levels and types of education programs. In the preparation of the subject matter needs to be maintained so that what is necessary to study a subject matter on a higher level has been given and mastered by students at a time to be at the previous level. This principle is extremely important not only to guard against the repetition of subject matter that allows the teaching program is not effectively and efficiently, but also to the success of students in mastering the course material at a certain level of education.

To keep the continuity principle was running, then there needs to be cooperation between the developers of the curriculum at every level of education, for example, the developers of education at elementary level, junior high school level, senior high school level, and even with the developers of the curriculum at the college.⁴³

d. Effectiveness

The effectiveness of student activities related to the extent to which the student can achieve the goals yangn has been determined in accordance with a specific time period. For example, if set out in a quarter of the students should be able to achieve a learning goal,

⁴³ *Ibid.*, hal. 41.

turns out only partially be achieved by students, it can be said that the learning process.⁴⁴

e. Efficiency

The principle of efficiency relates to the comparison between the energy, time, suaru, and costs incurred with the results obtained. Curriculum is said to have a high level of efficiency if the means, the costs are minimal and limited time can obtain maximum results. Matter how good and ideally a curriculum, when menentut equipment, facilities and infrastructure are highly specialized and expensive price, the curriculum was impractical and difficult to implement. Curricula should be designed to be used in all the limitations.⁴⁵

2. The Foundation of Curriculum Developmen According to Islam

As a religion, Islam has recognized the doctrine more completely and comprehensively compared to other religions previously been relegated God. As the most perfect religion that he was destined to become a way of life for all time or until the end of the day. Islam does not only regulate how to get happiness in the next life, worship and submission to God, but also set up a way to get happiness of living in the world including arranging educational problems. Source to regulate the

⁴⁴ *Ibid.*

⁴⁵ *Ibid.*, hal. 42.

issue of education. Source to regulate the life of the world and the hereafter is the al-Qur'an and al-Sunnah. As a source of teachings, the al-Qur'an, as has been demonstrated by researchers turned out to be paid great attention to the problem of education and teaching.⁴⁶

Similarly, al Hadith, as a source of Islamic teachings, admit the enormous attention to the problem of education. Prophet Muhammad, has launched a program of lifelong education (long life education).

From the description above, it appears that Islam as a religion whose teachings are rooted in the Qur'an and the Hadith al have established since the beginning of the revolution in the field of education and teaching. Steps taken this the al-Qur'an proved very strategic in the effort to raise the dignity of human life. Now recognized clearly that education is a bridge crossing of people from backwardness to progress, and from humiliation to glory, and of oppression become independent, and so on.

Basic implementation of Islamic Education especially is the the al-Qur'an and al-Hadith Word of Allah:

“And so we have revealed to the revelation (the al-Qur'an) with our orders. Earlier you not know what faith is, but we made the the al-Qur'an

⁴⁶ <https://fadlybleweran.wordpress.com/2013/10/21/makalah-kurikulum-menurut-islam-dan-umum/>. Diakses tanggal 17 Juli 2016, pukul 20.15.

that light that we want among our servants. And indeed you are really giving guidance to the right path. (QS. Asy-Syura : 52) ”

And the hadith of the Prophet:

“Indeed, the believers of the most loved by God is the one who always obey him upright and give advice to His servant, perfectly reasonable mind, and practice the teachings of his during his life, then he got lucky and gained the victory.”

3. The Foundation of Curriculum Development in General

a. Fundamental runway

As a fundamental cornerstone, philosophy plays an important role in the process of curriculum development. There are four functions of philosophy in the curriculum development process. First, philosophy can determine the direction and purpose of education. With the philosophy as a worldview or value system, it can be determined which would be brought to the students we educate it. Secondly, philosophy can determine the content or subject matter that should be given in accordance with the objectives to be achieved. Third, philosophy can define a strategy or how to achieve goals. Philosophy as a value system can be used as guidelines in designing

learning activities. Fourth, through the philosophy can be determined how to determine the measure of success of the education process.⁴⁷

b. Psychological grounding in Curriculum Development

A curriculum guide for teachers in bringing students up to the expectations and goals of education. Psychologically students have uniqueness and differences of both differing interests, talents, and potentials in accordance with the stages of its development. For that reason, the curriculum must pay attention to the psychological state of children's development and learning psychology.⁴⁸

An understanding of a child for a curriculum developers is very important. Misperceptions or shallowness of understanding of the child, it can lead to mistakes and errors towards educational practice.

c. Technological Sociological grounding in Curriculum Development

School serves to prepare students so that they can play an active role in society. Therefore, the curriculum as a tool and a guide in the learning process in schools should be relevant to the needs and demands of society. Thus, in this context, the school not only serves to transmit the culture and values of society, but also schools to prepare students to function in society. Therefore, the curriculum is

⁴⁷ *Ibid.*, hal. 42.

⁴⁸ *Ibid.*, hal. 48.

not containing various values of a society but loaded with everything needed by the community. In connection with the determination of the principle of technological sociology of this, we need to examine the various things that must be considered in the process of preparing and developing a curriculum conformed to the needs and demands of society.⁴⁹

C. Preparation Principles of Education Curriculum

1. According to Islam

According to Al-Toumy In the book of Islamic education science essay Dra.Hj.Nur Uhbiyati that the principles of Islamic education curriculum to be used as a handle when preparing the curriculum, principles that consist of:⁵⁰

- a. The first principle is the principle relating to religion, including the teachings and values, which means that everything related to the curriculum, including philosophy, objectives, teaching methods, and so forth should be based on religion and morals of Islam.
- b. The second principle is the principle that is comprehensive, (universal) on the purpose and content of the curriculum.
- c. The third principle is that the relative balance between the objective and the content of the curriculum.

⁴⁹ *Ibid.*, hal. 55.

⁵⁰ <https://fadlybleweran.wordpress.com/2013/10/21/makalah-kurikulum-menurut-islam-dan-umum/>. Diakses tanggal 17 Juli 2016, pukul 20.15.

- d. The fourth principle is related to talents, interests, abilities and needs of students, as well as the physical and social environment in which students live and interact to acquire the knowledge, skills and attitude experience.
- e. The fifth principle is the maintenance of individual differences among students in talents, interests, abilities, needs and problems, and also maintain diversity and disorder among the surrounding nature and society.
- f. The sixth principle is the principle of development and change making Islam the source of the philosophy, principles, basic curriculum, methods of teaching Islamic education panning mimic nature (taqlid) blindly and freezes at the ancient inherited and followed without searchingly.
- g. The seventh principle is the principle of regulation between subjects, experience and kativita contained in the curriculum.

2. According in General

The principles of the curriculum in general, as follows:

- a. Based on the needs of development, needs and interests of learners and the environment

The curriculum was developed based on the principle that learners have a central position to develop competencies in order to become a man of faith and fear of God Almighty, noble, healthy,

knowledgeable, skilled, creative, independent, and become citizens of a democratic and accountable. To support the achievement of the development competence of learners tailored to the needs, the needs and interests of learners and the demands of the environment.

b. Comprehensive and sustainable

Continuity herein is intended or intertwined mutual relations between the different levels and types of education programs. The substance of the curriculum covers all dimensions of competence, fields of scholarly study and subjects were planned and presented on an ongoing basis across all levels of education.

c. Responsive to the development of science, technology and art

The curriculum tailored to students' interests and talents so that occurred between teaching interactive denagan child's thinking power. The curriculum was developed on the basis of the awareness that science, technology and art of growing dynamically, and therefore the spirit and content of the curriculum encourages students to follow and make the proper development of science, technology and art.

d. Relevant to the needs of life

Relevensi principle is conformity, pendidikam harmony with the demands of society. Curriculum development is done by involving stakeholders (stakeholders) to ensure the relevance of

education to the needs of life, including social life, the business world and the world of work. Therefore, development of personal skills, thinking skills, social skills, academic skills, and vocational skills is a necessity.

e. Diverse and integrated

The curriculum was developed by taking into account the diversity of learners, local conditions, and levels and types of education, regardless of race, culture and customs, as well as socio-economic status and gender. The curriculum includes the substance of the charge components required curriculum, local content, and self-development in an integrated and organized into meaningful linkages and continuity between the substance and appropriate.

f. Lifelong learning

The curriculum is directed to a process of development, acculturation and the empowerment of learners that lasts a lifetime. The curriculum reflects the linkages between elements of formal education, non-formal and informal, subject to the conditions and demands of the ever-evolving environment as well as the direction of development of human beings. Schools not only provide knowledge and skills needed when students graduated from the school but also provided supplies the ability to be able to cultivate himself outside the school and runs continuously throughout life.

g. Balance between national interests and regional interests

The curriculum was developed by taking into account national interests and the interests of the region to build a society, nation and state. National interests and regional interests must complement and empower line with the motto Unity in Diversity within the framework of the Unitary Republic of Indonesia.

D. Cambridge Curriculum Implementation Prosedures

1. Equation Vision

A learning device can run if all of these educators have the same vision. Has been alluded to in advance that the ultimate goal of the existence of school committees in every educational institution is to improve the quality of education in the educational institutions. There are principles that must be held by all members of the school committee, the school committee did not take the role of the educational unit, do not also take on the role of government or bureaucracy.

2. Cambridge Curriculum Implementation Tool

Device implementations school curriculum there should be minimal and allow the wheels of school learning devices in general are: curriculum objectives, content and structure of the curriculum, the strategy of curriculum implementation, and evaluation of the curriculum.

3. Curriculum Objectives

In essence, is the goal of any educational program that will be given to the students. Given the curriculum is a tool to achieve educational goals, the objectives of the curriculum should be derived from the general objective of education. The national education system, the general purpose of education is derived from the philosophy of the nation, the "Pancasila". National education based on Pancasila aims to improve the quality of Indonesian human, that human faith and fear of God Almighty, noble character, personality, disciplined, hard working, resilient, responsible, independent, intelligent and skilled and physically and mentally healthy.

Meaning general objective of education over essentially to form the Indonesian nation to be independent in the context of his personal life, society, nation and state as well as a living creature that has the Almighty God (religion). That is why he expected Indonesia and must be pursued through a moral education, knowledge, personality and work for the benefit of man, society, nation and state.

4. Content and Curriculum Structure

Given to young people reach their educational goals. In determining the curriculum content both with regard to scientific knowledge as well as a learning experience tailored to the level of schooling, developments in society regarding the demands and needs of

the community, the development of science and technology. Of course, not be separated from the conditions of the students in terms of growth and development at all levels and education levels. Scientific knowledge is essentially human culture, which is the result of copyright works and human initiative that has been universally accepted.

There are three basic human knowledge, Knowledge First True False (logic), the knowledge regarding the science that has been universally accepted and verified through scientific research. Secondly, the knowledge of good and bad or ethics, namely knowledge pertaining to moral values and social values are also accepted in society as a reference in the life of society, nation and state. Third, knowledge regarding the beautiful ugly, namely with regard to the values of art. As a result of human culture, the third such knowledge developed so rapidly that spawned several branches of knowledge on this earth.

There are several reasons why it needs to be done in determining the choice of curriculum content. Those reasons are the duties and responsibilities of schools in educating students is very limited, both in terms of time and resources available. The principal tasks of school only part of the effort to mature the child or children's education is intrinsically last a lifetime. Education in schools is an advanced stage of education in the family, and as a foundation for education in the

community. Therefore, this limitation insisted on the importance of selection of curriculum content as an educational program.

5. Curriculum Implementation Strategy

Components of curriculum implementation strategy to give instructions on how it is implemented in the school curriculum. The curriculum in terms of educational programs still in early stages of intentions / expectations / plans that must be manifested in the school so that the influence and deliver students to the educational goals. Therefore component implementation strategy plays an important role. However good the curriculum as a plan, can be realized without the implementation will not bring the expected results.

6. Curriculum Evaluation

Curriculum evaluation is intended assess a curriculum as an educational program to specify the efficiency, effectiveness, relevance and productivity program in achieving educational goals. The efficiency with regard to the use of time, energy, infrastructure and other resources optimally. The effectiveness with regard to the selection or use the main road way or the most appropriate in achieving a goal. Relevance with respect to the suitability of a program and its implementation with the demands and needs of both the interests of the community as well as those achieved from a program. Curriculum as an educational program

for students in order to achieve educational goals can be assessed from the point of the system.

7. Effective Team Building

A learning device will not be able to run properly if there is no unity in the team of teachers. Therefore, it is necessary to build the system together, namely to build an effective team work (exposure on team work, available separately).

8. Developing Creativity

A learning device will run faster, more effective and efficient if educational institutions are filled by people who are creative. People who are creative are those who always ask about something that is considered a problem. The creative person is a person who always thought of finding a solution to solve a problem. Creative people always have new ideas, which sometimes never thought of anyone else. Good educational institutions are educational institutions that can support the development of learning tools as well as the curriculum and can also read the opportunity to be a good opportunity.

9. Cambridge Curriculum Development

An educational institution can run the enactment of the curriculum through a variety of measures. Such steps perhaps there is not yet touched the substance of improving the quality of education in the education unit. One of the steps that can be done is the debriefing

independent and effective ways of working as mentioned earlier. The steps that others such as preparation of monthly reports on the activities of teaching and learning in the classroom or completeness complements the curriculum. Educational institution that has been qualified as an international school, can go further in implementing curriculum implementation, and began to touch the substance of the quality of education.

10. Understanding The Factors Supporting Implementation of Curriculum

In the curriculum there are a number of things that support the process of implementing the curriculum, among others, can put forward the following:

- a. Factors learners in curriculum development for curriculum and didesin developed according to the needs and interests of learners, then the pattern used centered on teaching materials in the form of content or material will be taught to students.
- b. Cultural factors in the implementation of the curriculum for guidance and curricula adapted to the pressures and needs of different communities.
- c. Political factors in the implementation of the curriculum is influential because the politics underlying the policy direction of the development of the curriculum itself.

- d. Economic factors in the implementation of the curriculum is a matter which has considerable influence because of economic factors that can develop as well as encourage the development pattern of the curriculum starting from the top level to the bottom level, ranging from policy actors to the actors in the field (at schools).
- e. Factors technological developments in the implementation of the curriculum for the development of technology be one contributing factor in the development of the curriculum due mindset increasingly complex society in the development of technologies that are required to be able to see and adjust to the changes that occur in society.

11. Understanding the Curriculum Implementation Obstacles

Education in Indonesia are directed to creating an individual or a society which has embedded a self-reliant attitude that good skills and knowledge so as to support the lives of himself and the people around him. But in reality in the field of education in Indonesia is less good and less patterned with a clear direction of purpose, it is closely related to the obstacles that occur in the application of the curriculum itself, it can be seen from:

- a. Unsustainability and inequality between the educators in the field with educators who provide a policy on it.

- b. Limitations for facilities and infrastructure.
- c. Weak supervision of teachers in the field which led to a low enough level of discipline.
- d. Educational qualifications of teachers that do not fit with the field, which resulted in the level of professionalism of teachers in learning activities or delivery of the subject matter.

E. Cambridge Curriculum

Cambridge curriculum is the curriculum of the toughest in the world that cater for students aged 5-19 years and is composed of four levels or levels. CIE (Cambridge International Examination) is part of the Cambridge Assessment Group, a nonprofit organization under the University of Cambridge. Network organizers curriculum system that has been used in schools in 150 countries. Cambridge curriculum emphasizes flexibility, from elementary to secondary education. Students are free to choose subjects according to their ability and interests, so that they can explore their abilities. Common curriculum system etched in schools in England, is also widely used in the United States, Canada, India, New Zealand and other countries in the world premises some adjustments. Periodically Syndication Council and the University will monitor and direct the implementation of the Cambridge system in schools yng using this system.⁵¹

⁵¹ Cambridge International Examnation, diakses di <http://www.cie.org.uk/aboutcie> pada tanggal 1 april 2013.

1. Cambridge education program consists of four qualifications

- a) Primary international Cambridge program (CIPP): 5-11 years. Learn academic English, mathematics and science through the stages which is based on the natural ability of the child at that time.
- b) Lower secondary program: 11-14 years. Forward the lessons from the field of basic subjects (English, mathematics and science) and ditambah to prepare children to take the IGCSE or O Level.
- c) Middle secondary program: 14-16 years. This year famous for curriculum International General Certificate of Secondary Education (IGCSE) or O Level. Students who want to continue their education to a higher level to go through the IGCSE or O Level exams. O Level qualification is primarily designed for students whose primary language is not English. Students can choose subjects that are of interest in preparation for A Level and equip children's ability to work later.
- d) Upper secondary programs: 16-19 years. International A Level qualification, required to continue their education at universities throughout the world. A Level exams as well as a proof of academic ability to continue their studies to university receives Cambridge system. At least it takes approximately two weeks to prepare the students to complete the level A Level. At this stage, students are free

to choose subjects that are of interest in accordance with their capabilities.

Cambridge curriculum contains a guide that will be used as a reference in the classroom. To guide the Cambridge curriculum in basic education (primary) has six stages. The stage starts from stage 1 to stage 6, which means the use ranging from grade 1 to grade 6, which includes the ability to read, write, English linguistic practice listening and speaking. The use of such guidelines will be applied to learning in the classroom.

2. Purpose

With Cambridge programmes, students build more than just a deep understanding of their subject. They also develop higher order thinking skills so that they can apply what they have learned.⁵²

Cambridge students get to play an active role in the classroom. They will be asked to think critically, to learn how to construct an argument and evaluate evidence. They will learn to work independently and to collaborate with one another to bring a project to a successful outcome and if it's not successful, they'll also learn lessons from reflecting on why that might be. And they'll be encouraged to develop an international outlook, and become confident, global citizens.

⁵² Cambridge International Examination, diakses di <http://www.cie.org.uk/aboutcie> pada tanggal 28 mei 2016 pukul 13.12.

When we design our programmes, we start by identifying what a student needs to learn. Students have to demonstrate understanding and the core knowledge of a subject, as well as think critically. Exams are there to recognise, reward and encourage learning. So, for example, when we design a history course, we want students to really engage with the historical evidence and learn how to do research. So we make sure the exam assesses these skills, and this in turn impacts on the way the course is taught in the classroom. It's not about simply recalling facts.

We provide comprehensive classroom support and resources. We also offer training and professional development opportunities, so that teachers and school leaders constantly improve their practice and share expertise with Cambridge schools worldwide.

We design all our curriculum and assessments with the Cambridge learner attributes in mind. The five attributes are our way of recognising that students need to develop attitudes and life skills throughout their education, as well as academic skills, in order to be successful at university and in employment. Through our programmes, we help schools to develop Cambridge students who are:

- Confident in working with information and ideas – their own and those of others

Cambridge students are confident, secure in their knowledge, unwilling to take things for granted and ready to take intellectual risks. They are keen to explore and evaluate ideas and arguments in a structured, critical and analytical way. They are able to communicate and defend views and opinions as well as respect those of others.

- Responsible for themselves, responsible to and respectful of others

Cambridge students take ownership of their learning, set targets and insist on intellectual integrity. They are collaborative and supportive. They understand that their actions have impacts on others and on the environment. They appreciate the importance of culture, context and community.

- Reflective as learners, developing their ability to learn

Cambridge students understand themselves as learners. They are concerned with the processes as well as the products of their learning and develop the awareness and strategies to be lifelong learners.

- Innovative and equipped for new and future challenges

Cambridge students welcome new challenges and meet them resourcefully, creatively and imaginatively. They are capable of applying their knowledge and understanding to solve new and

unfamiliar problems. They can adapt flexibly to new situations requiring new ways of thinking.

- Engaged intellectually and socially, ready to make a difference

Cambridge students are alive with curiosity, embody a spirit of enquiry and want to dig more deeply. They are keen to learn new skills and are receptive to new ideas. They work well independently but also with others. They are equipped to participate constructively in society and the economy – locally, nationally and globally.

3. Content

There is a Cambridge Primary curriculum framework for each subject – English, English as a second language, mathematics and science – providing a clear teaching structure. Many schools use the integrated assessments to monitor learners' progress.

a. English

Cambridge Primary English enables learners to communicate confidently and effectively and to develop the critical skills to respond to a range of information, media and texts with understanding and enjoyment. Learners who follow this curriculum framework will develop a first language competency in English based on a curriculum designed to be successful in any culture and to promote cross-cultural understanding.

b. English as a second language

This curriculum develops learners' speaking, listening, reading and writing skills in English. It has been developed in conjunction with [Cambridge English Language Assessment](#) and is based on the Council of Europe's Common European Framework of Reference for Languages (CEFR), used across the world to map learners' progress in English.

c. Mathematics

The mathematics curriculum framework explores five content areas: number, geometry, measure, handling data and problem solving. This curriculum focuses on principles, patterns, systems, functions and relationships so that learners can apply their mathematical knowledge and develop a holistic understanding of the subject.

d. Science

This curriculum framework covers four content areas: scientific enquiry, biology, chemistry and physics. Scientific enquiry is about considering ideas, evaluating evidence, planning, investigating, recording and analysing data. Environmental awareness and some history of science are also part of the curriculum.

4. Evaluation

Cambridge curriculum contains a guide that will be used as a reference in the classroom. To guide the Cambridge curriculum in basic

education (primary) has six stages. The stage starts from stage 1 to stage 6, which means the use ranging from grade 1 to grade 6, which includes the ability to read, write, English linguistic practice listening and speaking. The use of such guidelines will be applied to learning in the classroom.

Many schools use the Cambridge Primary testing structure to assess learner performance and report progress to learners and parents. Cambridge Primary assessment uses internationally benchmarked tests, giving parents extra trust in the feedback they receive. There are two assessment options:

a. Cambridge Primary Progression Tests

Cambridge Primary Progression Tests provide valid internal assessment of knowledge, skills and understanding in English, mathematics and science. The tests:

- Enable learning to be assessed each year
- Provide detailed information about the performance of each learner for stages 3, 4, 5 and 6
- Enable teachers to give structured feedback to learners and parents
- Enable teachers to compare strengths and weaknesses of individuals and groups
- Are marked by teachers in your school
- Come with clear guidance, standards and mark schemes

- Can be used any time in the year, as many times as needed
- Can be downloaded from our secure [Cambridge Primary support site](#).

We provide a unique analysis tool for Cambridge Primary Progression Tests – the Cambridge Progress Checker. It is available on the Cambridge Primary support site. You can upload learners' test results and then analyse the results and create and print reports. You can also compare a learner's results against their class, school or other schools around the world and on a year-by-year basis.

b. Cambridge Primary Checkpoint

[Cambridge Primary Checkpoint](#) is a diagnostic testing service that helps your learners by giving comprehensive feedback on their strengths and weaknesses in each subject area. We offer Cambridge Primary Checkpoint tests twice a year and they are usually taken at the end of Cambridge Primary. The tests are marked in Cambridge and each learner receives a statement of achievement and a diagnostic report.

Cambridge Primary Checkpoint is designed to help students learn by providing comprehensive feedback on their strengths and weaknesses in the key curriculum areas – English, mathematics and science. The tests are exclusively available to schools that offer Cambridge Primary and are generally taken at the end of the final year

of the programme. They are marked by Cambridge and provide schools with an international benchmark for learner performance. Each learner receives a statement of achievement and a diagnostic feedback report, giving schools invaluable information and parents extra trust in the feedback they receive.

We hold two Cambridge Primary Checkpoint test series each year, covering all major areas of learning in the Cambridge Primary curriculum frameworks for English, mathematics and science. Schools teaching Cambridge Primary English as a Second Language curriculum can enter learners for tests provided by our sister organisation, [Cambridge English Language Assessment](#). Tests for learners at the Cambridge Primary stage are:

- [Cambridge English: Young Learners](#)
- [Cambridge English: Key for Schools](#)

CHAPTER III

Research Method

A. Approach and Research Design

To find The extent of implementation of the Cambridge Curriculum in SD Laboratorium Universitas Negeri Malang, the necessary details of the analysis phase is based on the formulation of the issues raised, the purpose and benefits of the research to be found in this research so it can illustrate the meaning is broad and deep. Therefore this research will use a qualitative approach, because its has a characteristics they are: 1) use the meaning, context and perspective EMIC, 2) the process of research in the form of cycles than the linear (data collection and data analysis be held simultaneously), 3) prioritize depth than the coverage breadth of research, 4) observation and depth interviews are very main in the process data collection, and 5) the researchers themselves are the main instrument. Not only that, the researchers also observed periodically to the phenomena that appears, settings and conditions of the research object whose information is retrieved from various respondents and other supporting documents.

According to Bogdan and Taylor in J. Moleong that qualitative methodology is defined as a research procedure that produces descriptive data in the form of words written or spoken of people and behaviors that can be observed and directed at the background and the individual as a whole. Qualitative research goal is to find and acquire depth information compared to the extent or amount of information.

This research was use descriptive qualitative research, descriptive qualitative research was chosen because researchers believe that the formulation of the problem will be answered with a description of the results of the analysis.

B. Research Location

This research was conducted at the SD Laboratorium Universitas Negeri Malang with research topics focusing about international curriculum is the Cambridge curriculum that applied at the school. The institute is located at Jl. Bogor No. 19, Malang, East Java, 65144, the phone 557789. Then can also be accessed on the Website sdlabum.sch.id.

SD Laboratorium Universitas Negeri Malang is an institution that leads the International Standard School for elementary level. Long before the Regulation No. 19/2005 on the National Education Standards passed, the SD Laboratorium Universitas Negeri Malang has initiated pioneering international education with the international classes. This institution has experienced investiture as the International Center (Center for Education and International Examinations) of the University of Cambridge International Examination (CIE). This coronation while giving recognition and a license for the provision of international class for three subjects (English, Mathematics and Science) at the level of primary school (SD) and lower secondary school (SMP). The success of the institution due to curriculum management effectiveness are applied. Management with regard to the principles and elements in apply to disciplined by academic activities there

were finally able to lift the achievement of the institution among the people of the city of Malang. Based on the above considerations, the researchers took the study site in SD Laboratorium Universitas Negeri Malang.

The subject of this research are the people who are involved in the implementation of the Cambridge curriculum, the people who really know, experience and understand the activities and events that occurred at the school.

C. Researchers Presence

This study is a qualitative research, so the presence of the researcher is an absolute thing. Researchers act as a key instrument at a time of data collection.⁹⁰ The presence of researchers is not intended to affect the subject but to get the data and information that is accurate and convincing. The existence of researchers is as participatory observers, which the researchers observed how the Implementation Cambridge curriculum in English learning in SD Laboratorium Universitas Negeri Malang.

D. Data Source

The data in this research are divided into two forms, that is the primary data (basic) and secondary (supporting). Primary data were obtained in the form of spoken words (verbal) and the behavior of the informant with regard to the implementation of the Cambridge curriculum. While secondary data obtained from documents, photographs and objects that can be used as a complement to the primary data.

⁹⁰ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta, 2009), hal. 8.

Source of data in this research can be divided into two, that is human and nonhuman. Human data sources used as a subject or key informants and data obtained through informants are soft data (soft data). While the data sources are not human in the form of documents relevant to the theme of research, such as photos, notes or writing pertaining to the theme of research and data obtained through the documents are hard of data.⁹¹

Next the required data sources such as informants considered appropriate to provide depth information on the research themes raised, that are:

Vice principal curriculum sector of SD Laboratorium Universitas Negeri Malang.

Teachers of SD Laboratorium Universitas Negeri Malang.

E. Technique of Collecting Data

In the method of data collection is needed, researchers used several methods, including:

1. Interview

The interview was used as data collection techniques if researchers want to know the things of respondents deeper. In the interview, can happen between researcher and respondent perform an interactive question and answer session as well as unilaterally only example of research only.

⁹¹ S. Nasution, *Metode Penelitian Naturalistik Kualitatif* (Bandung: Tarsito, 2003), hal. 55.

In this research conducted in a structured interview process, which conducted interviews based items, questions have been arranged and planned. To reveal in depth the theme of the study, researchers use interviewing techniques to those considered most know or even "executive" in the implementation of the Cambridge curriculum in SD Laboratorium Universitas Negeri Malang.

In this study, interviews were conducted in a flexible manner to form an open question. This is done so peneiti can explore and capture the honesty of respondents in conveying real information. Interviews were conducted repeatedly in accordance with the needs and applicable to all respondents, ranging from school principals, deputy head of the curriculum, teachers and learners, to obtain data on the topic of the objectives in this study.

Data collected with this technique include:

- 1) The history of the school, accomplishments ever achieved by the school, school environment and the learners and educators both teachers and non teachers involved in the implementation of the Cambridge curriculum in SD Laboratorium Universitas Negeri Malang.
- 2) The duties and functions of the deputy head of the curriculum in the implementation Cambridge curriculum in SD Laboratorium Universitas Negeri Malang.

- 3) Form of learning in the classroom as well as evaluations conducted as an application from the application of the Cambridge curriculum in SD Laboratorium Universitas Negeri Malang.

2. Observation

Observation is an activity that is carried out directly in the field to collect data or information needed. There are several kinds of observation, including participant observation, observation overtly or covertly and unstructured observation. In this research, researcher used a type of observation passive participation. This observation passive participation of researchers came to the activities of those who observed, but did not get involved in these activities. In this case, researchers conducted observations on the geographical location of schools and the learning process in the classroom, namely when learning the lessons of Cambridge. This observation technique is able to provide a description of the factual, accurate and detailed about the atmosphere of the school and also the activities undertaken in the implementation of the Cambridge curriculum in SD Laboratorium Universitas Negeri Malang and others.

Data collected with this technique include:

- 1) The circumstances and geographical location SD Laboratorium Universitas Negeri Malang.
- 2) The professionalism of teachers, related to the learning process in the classroom.

- 3) Strategies or methods used when managing subjects of Cambridge applied.
- 4) The facilities available The facilities provided in connection with the implementation of the Cambridge curriculum.

3. Documentation

Interviews and observations more reliable / credible if it is supported by evidence documents related to the research theme. This method was used to observe the record of events that have been passed. In this research, documentation techniques will be used to examine the official documents relating to the implementation of the Cambridge curriculum in SD Laboratorium Universitas Negeri Malang. Official documents in documentation techniques among which the yearbook, official letters, the list of employees and teachers, work programs and so forth.

Data collected with this technique include:

- 1) The organizational structure curriculum SD Laboratorium Universitas Negeri Malang. Relating to the Cambridge curriculum implementation.
- 2) Records and evaluation of policies related to the implementation of the Cambridge curriculum in SD Laboratorium Universitas Negeri Malang.
- 3) The study, covering the syllabus and lesson plans.

- 4) The rules of the school, achievements, facilities and infrastructure as well as data input and output of students in SD Laboratorium Universitas Negeri Malang.

F. Data analysis

Data analysis is a review of a series of activities, grouping, systematization, interpretation and verification of the data so that a phenomena has social, academic and scientific value.⁹² The data were analyzed through several stages, as suggested by Miles and Huberman (1984) that the activity in the analysis of the data, that is data reduction, data display and conclusion drawing / verification.⁹³

1. Data Reduction

Data reduction mean summarizes, selecting subject matter, focusing on the important thing, look for themes and patterns. Thus the reduced data will provide a clearer picture and could facilitate researchers to conduct further data collection and even looking when needed.⁹⁴ In the reduction process in this research is the sort of data that are considered basic, supporting and unimportant. For data that are considered unimportant it will be set aside and disposed of other data.

Interview data concerning curriculum implementation Cambridge associated with observational data and documentation to convey. The relevance of the data on the this theme is simplified as possible, as well

⁹² Imam Suprayogo dan Tobroni, *Metodologi Penelitian Sosial-Agama* (Bandung: Remaja Rosdakarya, 2003) hal.191.

⁹³ Sugiono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta, 2008) hal. 91.

⁹⁴ *Ibid.*, hal. 92.

as for other data. These data are grouped and arranged systematically based on the dimensions of the issues to be resolved.

2. Data Display

After performing data reduction, the next stage is the stage of data display. Miles and Huberman argued that the definition of data presentation is to present a set of structured information that gives the possibility of drawing conclusions and taking action.⁹⁵ The most important in this data presentation is to present the data in the form of narrative text, the text written with short, dense and clear / not wordy.

3. Data Conclusion / Verification

The next step is drawing conclusions or data verification, of the expected data is data that is valid and qualified, so that the results of research conducted was of high quality and good value. Premises Thus, the conclusion of the verification of existing data will answer the problem formulation has been prepared beforehand or maybe not. This is because qualitative research is more dynamic. Following the third image data analysis step by Miles and Huberman.

G. Technique of Validation

1. Triangulation

Triangulation is one way to check the validity / accuracy of data and its interpretation. In this case the researchers used a triangulation of sources. Triangulation is used to test the validity of the data is done by

⁹⁵ Imam Suprayogo dan Tobroni, *Metodologi...* Op Cit., hal. 194.

checking the data that has been obtained through several sources. Then data from multiple sources is described and categorized where the same and different, the researcher analyzes the data further to produce a conclusion. In the data collection techniques, triangulation is defined as data collection techniques that are combining of various data collection techniques and sources that already exist.

2. Member Check

Member check is the condition when data, analytic categories, interpretations as and conclusions are tested with members of those group from whom the data were originally obtained. This can be done both formally and informally as opportunities for member checks may arise during the normal course of observation and conversation. Typically, member checking is viewed as a technique for establishing to the validity of an account.

H. Research Stages

1. Pre Field Stage

Formalizing research proposal. This reserach proposal will be used for asking permission to particular institute base on data source which is needed.

2. Implementation Research Stage

a. Data Collection

In this stage the researcher will do the following matters:

- Doing Interview with the chairman of school

- Doing Interview with vice-chairman of curriculum
- Doing Interview with islamic education teacher
- Direct observation and data removal from the field; and
- Beat out the relevan theory

b. Identifying The Data

Data which has been gotten from interview and observation should be identified in order to facilitate the researcher which will analyze accord with the main purpose.

c. Final Stage Of Observation

- a) Showing data in description
- b) Analyzing the data according with the main purpose

CHAPTER IV

EXPLANATION AND RESEARCH FINDINGS

In this chapter will explain explanation Data and research findings that have been obtained researchers for implement research in SD Laboratorium Universitas Negeri Malang including school profiles and anything that researchers get when the research progresses. The research was conducted on April 4 until May 5, 2016. This research was conducted to obtain a general description of the Cambridge curriculum implementation includes planning, implementation and evaluation, as well as obstacles faced by SD Laboratorium Universitas Negeri Malang in the applying Cambridge curriculum. Here is an explanation Data and research findings that have been obtained researchers, including:

A. General Description of SD Laboratorium Universitas Negeri Malang

1. School Profile

Nama Sekolah	: SD Laboratorium Universitas Negeri Malang
NPS	: 2053389
NSS	: 102056104021
Nama Yayasan	: Yayasan BPLP UniversitasNegeri Malang
Ketua Yayasan	: Dr. H. Sucipto, M.Pd.
Alamat Sekolah	: Jl. Bogor 19 Malang
Kode Pos	:65145



Kelurahan	: Summersari
Kecamatan	: Lowokwaru
Kota	: Malang
Telpon	: (0341) 557789
Faximile	: (0341) 550222
Email	: labschool.um@gmail.com
Website	: www.laboratorium-um.sch.id
Status Sekolah	: Swasta
Akreditasi	: A
Tahun Pendirian	: 22 Juni 1986
Tahun Mulai Beroperasi	: 1986
Pembelajaran	: Pagi
Rekening BOSDA	: 0047481252
Tanah	: Sertifikat Hak Milik UM
Luas Tanah	: 2604 m ²
Kepala Sekolah	: Dra. Susilaningsih, M.Pd.
SK Kepala Sekolah	: 202/UN32/KP/2014
Jumlah Guru	: 29 Orang
Jumlah Non Guru	: 10 Orang
Jumlah Siswa	: 528 Siswa

2. History of SD Laboratorium Universitas Negeri Malang

Prof. Soepartinah Pakasi, MA is the founder of SD Laboratorium IKIP Malang in the 1960s. The school is famous for some of the teaching

methods. Among them is a method of reading beginning with the name of the method reading “aan iin”. Systems based on ability grouping child, causing the child's motivation to competencies among children is very high. Learning science is done through a contextual approach to the method of inquiry made high child's understanding and learning come alive. Independent studies stimulating the growth initiatives implemented child to be creative in finding and learning activities for themselves.

SD Laboratorium IKIP Malang in the era of the New Order government used as a pilot project with a new name PPSP (Project Pioneer Educational Development). PPSP approach with a complete learning system based learning modules. With the new approach, accelerated student learning can be facilitated, resulting in the efficiency of learning time. The study period students to complete elementary and junior high school only takes 8 years. The structure of education in PPSP is 5-3, with an allocation of 5 years to complete elementary school and 3 years for the completion of studies in junior high school.

Along the expiration of the validity period of educational reform project of the government, ended the history and existence of the PPSP and all management system ever developed in this school. With regard to the expiry PPSP, and the issuance of government regulations that do not allow universities to manage schools, then the elementary PPSP of IKIP custody of the Department of education and culture under the coordination direct the Department of Education and culture of East Java

with the name elementary Experiment, however elementary school building PPSP still belongs Universitas Negeri Malang.

Meanwhile, to continue the school management system and SD Laboratorium IKIP Malang who've pioneered Prof. Soepartinah Pakasi, MA and Mastery based learning modules, in the PPSP, on the initiative of Dharma Wanita IKIP Malang, then on July 17, 1986 was set back in the SD Laboratorium IKIP Malang under the name SD Dharma Wanita IKIP Malang. The school is on a mission to revive the SD Laboratorium IKIP Malang and continuing success of system management and the learning SD Laboratorium Universitas Negeri Malang was initiated by Mrs. Pakasi, as well as continuous progress PPSP elementary school.

The SD Laboratorium at the beginning of the named SD Dharma Wanita IKIP Malang, in the rector Prof. Nuril Huda, MA in 1997 was officially renamed the SD Laboratorium Universitas Negeri Malang. With a new name, the management of SD Laboratorium Universitas Negeri Malang under his direct management coordination Universitas Negeri Malang through Technical Executing Unit (UPT) Development Sekolah Laboratorium. In 1999/2000, in line with changes in IKIP became the Universitas Negeri Malang, then SD Laboratorium IKIP Malang also change into SD Laboratorium Universitas Negeri Malang. Through a long journey, SD Laboratorium Universitas Negeri Malang since 2001 under the leadership of Drs. Supriyadi Saputro S. Pd, M. Pd, he developed a system of competency-based school management and

learning system with a mastery learning approach and continuous progress.

Thanks to individualized learning through independent study modules and the applied current, the SD Laboratorium Universitas Negeri Malang have succeeded in improving the efficiency of education. Natural acceleration models developed to provide opportunities for students who are learning high speed to complete Elementary education only with a time of 5 years. Individual approach that is run has changed the children paradigm about the nature of learning. In 2005 this school develop into a national school international standard. For that, the school formed a partnership with Cambridge University International Examination (CIE) On 22 April 2007, coincide with Earth Day the World, SD Laboratorium Universitas Negeri Malang developed and inaugurated by the Rector of Malang University, Prof Dr. H. Suparno into the Nine Year Basic Education management under the same roof One School One Director. In June 2007 SD Laboratorium accredited as the only Centre of Primary Program University of Cambridge International Examination in Indonesia.

3. Position of SD Laboratorium Universitas Negeri Malang

SD Laboratorium Universitas Negeri Malang is the embodiment of a unit of a program of activities by the Technical Implementation Unit Development SD Laboratorium Universitas Negeri Malang. Main Duties Unit SD Laboratorium is to cultivate and develop towards the realization

of a model SD Laboratorium based on research and development activities. In relation to the main task of the Unit Development SD Laboratorium at the top, then basically in terms of functional academic, SD Laboratorium Universitas Negeri Malang positions is the Research and Development Unit of Universitas Negeri Malang.

4. Function of SD Laboratorium Universitas Negeri Malang

Universities, including the Universitas Negeri Malang, have equal status in the system of the existing legislation, to carry out the functions the three responsibilities College which include: education dharma, research and development dharma and community service dharma. In connection with that, the laboratory school as an organizational unit that is part of the technical implementation component Universitasitas Malang, also implicitly carry out the functions of the University. Therefore, the function of carry out laboratory school organizationally the three responsibilities universities anyway

In connection with this, the laboratory school functions are:

- a. Function Implementation of education activities
- b. Function Research and Development
- c. Function Service to the community

5. Motto of SD Laboratorium Universitas Negeri Malang

Skillful Practice Scholar Intelligent and cultured

6. Vision of SD Laboratorium Universitas Negeri Malang

The realization of elementary school model as a learning community (learning society) is an independent, active, creative, effective, pleasant, dignified and personality for the achievement of cultural intelligence graduates (educated human being) for the benefit of advanced education and life in a global society multicultural present and the future.

7. Mission of SD Laboratorium Universitas Negeri Malang

School as a cultural center, namely:

- a. The Logic / Scientific education center
- b. The Ethics education center
- c. The Aesthetic education center
- d. The Humanitarian education center
- e. The Environmental education center
- f. The Practice education center

8. Objective of SD Laboratorium Universitas Negeri Malang

Produce graduates are knowledgeable and able to think logically, independently and creatively with these characteristics:

- a. Academic achievement
- b. Fond, plain and needed to read
- c. Industrious, and diligent study to improve knowledge
- d. Like examining, probing and curious
- e. Fond of writing, composing works of investigation

f. Fond of the work of science and technology

Produce graduates who are ethical and have high morality, characteristics:

- a. Faithful and devoted to the Supreme Lord
- b. Appreciate and practice the moral values of Pancasila
- c. Patient, steadfast, quiet, honest, firm, fair, disciplined and takwakal
- d. Appreciate and practice the ethics, rules and social manners and nationality
- e. Ply (firm establishment), have priced themselves

Produce graduates who have a sensitivity and appreciation of aesthetic values, characteristics:

- a. Sensitivity to the aesthetic value
- b. Able appreciation of the values and aesthetic works
- c. Have an appreciation for the values and aesthetic works
- d. Having a sense of aesthetics

Produce graduates who have a sensitivity to humanity and awareness of the environment, with the features:

- a. Able to appreciate joy, happy, satisfied
- b. Has the pleasure to work together, mutual help and mutual respect and respect for others
- c. Have sympathy and empathy for others
- d. Appreciate and respect the work of others
- e. Sensitivity to social problems

- f. Understanding the importance of environment
- g. Being able to do for the improvement of the environment

Produce graduates who have the skills practice (Life skills), with characteristic master:

- a. Intellectual skills (Intelectual skill)
- b. Social skills (Social skills)
- c. Crafts (Manual skill-technical skills)
- d. Business skills (Business skills)
- e. Communication skills (Skill for communication)
- f. Ethos and high morale
- g. Skills religion (Skill for Religious)
- h. Skills to manage yourself (Self Management Skill)
- i. Entrepreneurial skills (skills for economi)

9. Characteristic Education Program

- a. Self Directed Learning: learning on the landing itself.
- b. Career Education: the student is able to choose the ideals of educational opportunities in accordance with the attitude and interests.
- c. Personality Development: the development of children's personality which enables children to be responsible for themselves, understand others, etc.
- d. Cognitive Development: directing the child to master the cognitive competencies, divergent thinking and high level thinking

- e. Continuous Learning: raise awareness and equip children's ability to learn in a sustainable manner (life long learning).
- f. Knowledge to improve Society: learning content linked to knowledge and social change, so as to guide children to be able to participate in the future development of society.
- g. Value Development: learning more emphasis on the development of a value system that is useful in the lives of children in the community.
- h. Preparation for Change: develop the skills, attitudes, and habits and a variety of knowledge and understanding that is useful for children to adjust to the changes and development of society.
- i. Cultural Pluralism: preparing children for life pluralistic global society.

10. Basic Pattern of Learning Activities

- a. Presentation patterns

The essence of the pattern of presentation is that students act as receptors on a number of teachers the information presented, either directly or through the intermediary of the media.

- b. Pattern Independent Study

The pattern of individual learning activities require students to learn individually by reading text, problem solving, make a written report / paper, using the library, work in the laboratory, and etc.

c. Interaction patterns

The pattern of learning through interaction and student teachers or students, positively through discussion, question and answer, a seminar on the results of an individual project or scientific reports, and etc.

11. Program

The SD Laboratorium Universitas Negeri Malang provides two (2) classes of program ICP (International Class Program) and Bilingual Class (Class Bilingual). Each class has their unique advantages. Here's an explanation for each program in the academic field.

a. ICP Program

1) Curriculum

International Class Program (ICP) using two curriculum that is already integrated in the implementation of learning to daily life. Two of the curriculum is the curriculum in 2013 (national curriculum) and Cambridge International Examination (International curriculum). For International curriculum consists of three (3) subjects namely Math, Science and English. In contrast to the curriculum in 2013 that used a book BOSDA (assistance from the local government), to use the Cambridge Curriculum workbook that has been designed and created by elementary school teachers Laboratorium of Malang University by each meeting in the form of teaching materials in English. To

support the understanding and enrichment material, then in grade ICP used also books of Foreign Publishers International publications such as books My Pals, I Science and Math Champion which aims to assist students in mastering the English language material.

2) Learning Activities

Packed learning activities is active, creative, interesting use of multimedia to help the achievement of competence, independence and responsibility of students. Learning activities started at 07.00 pm and ends at 12:10 pm (class 1-3) and 13:00 pm (class 4-6). Introduction of learning to use English for Cambridge material, and Indonesian for Curriculum 2013 materials or "Classroom Instruction" in English.

3) Advantages

ICP program has several advantages such as:

- a) natural acceleration that enables learners are able to take elementary level just in 5 years.
- b) Each class is accompanied by two teachers with the maximum number of 35 students per class.
- c) ICP class learners enrolled in the Cambridge International Examination (CIE), London.

- d) Learners take the CIE qualification annually exams is "Progression Test" (starting class 3) and the final exam "Primary Checkpoint" at the 6th grade level.
- e) Learners receive a certificate of qualification exam International issued by the Cambridge Centre for Progression and from CIE for Primary Checkpoint.
- f) Learners have the advantage to communicate in English and has been proven from the testimony of the alumni that the ability to communicate a graduate of the SD Laboratorium Universitas Negeri Malang have English skills above the average of students from other schools.
- g) Foster self confidence, self reliance and responsibility through active learning and creative.
- h) Parents play an active role through the Student Day activities are fully managed by the Association of Parents (POT).
- i) Students from an early age has been introduced to the art of learning, namely Music and Art / DT Students are also introduced to the material Foreign Languages, the Japanese language and learning skills Computer literate in ICT.
- j) Some teachers ICP has obtained a certificate from the Cambridge International Examination through Cambridge

International Certification for Mathematics, English and Science.

b. Bilingual program

1) Curriculum

Bilingual class using national curriculum that is Curriculum 2013. In the delivery using two languages, Indonesian and English (especially Classroom Instruction). In addition to the implementation of Curriculum 2013, in the Bilingual class also includes learning English that is applied daily, so the learners can communicate fluently in English.

2) Learning Activities

Not far different from the ICP program of learning activities Bilingual class is packed active, creative and interesting by using multimedia to help achieve competence, independence and responsibility of students. Learning activities started at 07.00 pm and ended at 11:00 pm (class 1-3) and 13:00 pm (class 4-6).

3) Advantages

Bilingual program has several advantages such as:

- a) Natural acceleration that enables learners are able to take Elementary level in just 5 years.
- b) Each class is accompanied by two teachers with the maximum number of 35 students per class.

- c) Learners have the advantage to communicate in English.
- d) Through active learning and creative students foster self confidence, self reliance and responsibility.
- e) Parents play an active role through the Student Day activities are fully managed by the Association of Parents (POT).
- f) Learners early learning has been introduced to the art, namely Music and Art / DT.
- g) Learners are also introduced to the skills Computer literate in ICT learning.

12. Facilities and Infrastructure

- a. Comfortable classrooms
- b. Each class is accompanied by two (2) teachers.
- c. Each class is equipped for ICT (computer), LCD projectors and audio as well as connect to the Internet so as to enable online learning.
- d. There are facilities such as; Mosque, library, sports fields, and a canteen
- e. The computer room is equipped with internet and LCD Projector and audio to facilitate children's learning.
- f. Class ratio of 35 students with two teachers.

13. Academic Support Activity

- a) Application of the "English Day" every Friday for all students, teachers and staff.
- b) The inclusion of learners to follow the activities and competitions both locally, nationally and internationally.
- c) SD Laboratorium Universitas Negeri Malang actively participate in the activities of the Environment to celebrate Earth Day, Environment Day etc.
- d) In collaboration with various agencies to organize several activities for students, among others; Jasa Tirta, Tunas Hijau, Matos, TBI, and Brawijaya AISEC.
- e) Extracurricular activities that attracted many students:
 - Futsal
 - Dance
 - Robotic
 - Karate
 - Scout
 - TPQ
 - English Club
 - Math Club
 - Science Club

14. Teacher

To facilitate the learning of school, do duty for educational staff in accordance with their competence. In addition to its main task as an educator, respectively lecturers were given additional duties and responsibilities for the field of the task at SD Laboratorium Universitas Negeri Malang. Granting such additional duties other than to facilitate educational activities, as well as to foster moral ethos and work of the lecturers.

B. Explanation Data Research

SD Laboratorium Universitas Negeri Malang is a school that leads the International Standard School at the Elementary School level. Long before the Government Regulation No. 19/2005 on the National Education Standards approved, SD Laboratorium Universitas Negeri Malang has initiated pioneering international education by opening international class by class name ICP (International Class Program). The institute has been named as the International Center (Center for Education and International Examinations) of the University of Cambridge International Examination (CIE). This coronation while giving recognition and licenses for the provision of international class for three subjects (Discuss the UK, Math and Science) at the level of elementary school (SD) and junior high school (SMP).

1. Background SD Laboratorium Universitas Negeri Malang used Cambridge Curriculum

Schools prefer Cambridge curriculum than IB curriculum or NSTA based on several considerations. In the interview, Alvi had said that the school consider the costs involved as well as compliance with the Indonesian education system. She said:

“why we chose Cambridge, because at the time the most we can adopt is Cambridge. With the cost of which we can reach. Indeed at that time there were a few, like IB and others. We noticed that a lot of flexibility here we can enter. Finally we chose Cambridge.”¹⁰²

After determining the school to join the CIE, the school proposes to conduct community visits from Cambridge to see if the school was feasible to implement the international curriculum. After going through a long process, finally in 2007 was issued a letter stating that SD Laboratorium Universitas Negeri Malang accepted to join and be crowned the International Center (Center for Education and International Examinations) of the University of Cambridge International Examination (CIE). This coronation while giving recognition and transform the organization of international class license under on three subjects namely Mathematics, English and Science at Elementary school level (SD) and lower secondary school (SMP). It is appropriate in accordance with the statement Alvi, she said:

¹⁰² Wawancara dengan Alvi Nurisnaini, S.Pd selaku coordinator Cambridge dan guru kelas 1 ICP tanggal 22 April 2016 di koridor SD Laboratorium Universitas Negeri Malang pukul 11:05 WIB.

“lessons from Cambridge to basic education or elementary school are provided 3, mathematics, science and English. Finally, we propose to visit civitasi of cambidge, then already implemented with existing facilities, with us adjust to what is in Cambridge would end in 2007 it published a letter that we were accepted into Cambridge center in Indonesia.”¹⁰³

At that time, SD Laboratorium Universitas Negeri Malang is the only elementary school that joined the CIE, since other schools who have cooperated with CIE is a school of junior high school and high school. Therefore, the CIE has not discount preparatory curriculum for elementary schools such as books and etc, so that schools get the framework as a guide only and should develop it again for a learning device. This is consistent with the Alvi statement, he said:

“time was indeed a lot of obstacles, because of there own it for Elementary School has not been too much is provided, so for the material and so we are trying to find themselves. At that time, a gradual year we were invited in Malaysia for a meeting between the schools affiliated with Cambridge. The only primary school, only SD Laboratorium Universitas Negeri Malang because the other schools that joined only junior and senior high, so did the material provided does not exist, due mostly to junior and senior high school.”¹⁰⁴

Based on the interview with Siti as deputy head of curriculum, she explained that the initiators who want to make SD Laboratorium Universitas Negeri Malang as national schools of international standard is the deceased Mr. Suprihadi Saputra. She said:

“Mr. Suprihadi Saputra, he was already the deceased.”¹⁰⁵

¹⁰³ Wawancara dengan Alvi Nurisnaini, S.Pd selaku coordinator Cambridge dan guru kelas 1 ICP tanggal 7 April 2016 di ruang tata usaha SD Laboratorium Universitas Negeri Malang pukul 10:45 WIB.

¹⁰⁴ *Ibid.*

¹⁰⁵ *Ibid.*

This is also conveyed by Alvi, she said:

“then headmaster Mr Suprihadi Saputra, he was involved in Jakarta to prepare BSNP, well then he saw that it turns out there are gaps for international, then he prepares international classes ranging from 2006.”¹⁰⁶

From the above quotation can be seen that the idea to join the CIE originated from the exclusion Suprihadi Saputra in the preparation of the National Education Standards in the Jakarta city. At that time he saw an opening for the head to go to the international school.

2. Cambridge Curriculum Concepts Applied in SD Laboratorium Universitas Negeri Malang

a. Objective

The curriculum is a guideline designed to achieve a goal of education. Success or failure of an educational program can be seen from how many goals were achieved. As in SD Laboratorium Universitas Negeri Malang that outlines educational goals that must be achieved learners or called instructional purposes in the school curriculum. In accordance with the documentation data from the profile of the school, the instructional objectives are:¹⁰⁷

- 1) Produce graduates are knowledgeable and able to think logically, independently and creatively.
- 2) Produce graduates who are ethical and high morality.

¹⁰⁶ Wawancara dengan Alvi Nurisnaini, S.Pd selaku coordinator Cambridge dan guru kelas 1 ICP tanggal 7 April 2016 di ruang tata usaha SD Laboratorium Universitas Negeri Malang pukul 10:45 WIB.

¹⁰⁷ Dokumentasi Profil Sekolah.

- 3) Produce graduates who have a sensitivity and appreciation (appreciation) of the aesthetic values.
- 4) Produce graduates who have a sensitivity to the human and environmental awareness.
- 5) Produce graduates who have the skills practice (Life skills).

In the interview, Alvi had explained that the main purpose of the school curriculum of international human is to create global perspective. This is in accordance with national education goals. But not only that, SD Laboratorium Universitas Negeri Malang also has another purpose. SD Laboratorium Universitas Negeri Malang want to give a live skills to students so that they can survive both for today and beyond. So that learning is formed so that students have a learning attitude that is more independent, more daring and more could be responsible. she says:

“If we adjust, so the global perspective that's in accordance with the objectives of national education really is. So if our hope is that the kids later that, if such a right is to live skill yes, so not just the students can mathematics, students can science, students speak English, so much to survive, so learning here we modified to children were brave. Our expectations of children graduate from here it was more independent bolder and more could be responsible. There purpose.”¹⁰⁸

There was another case, Siti also explained that the reason schools use international curriculum is to equip learners in terms of language, She said:

¹⁰⁸ Wawancara dengan Alvi Nurisnaini, S.Pd selaku coordinator Cambridge dan guru kelas 1ICP tanggal 7 April 2016 di ruang tata usaha SD Laboratorium Universitas Negeri Malang pukul 10:45 WIB.

“We use the international curriculum to increase the vocabulary of children, especially preparations for the globalization era, so preparation especially in terms of language. So when Indonesia was in the era of globalization children were not surprised anymore, because it was prepared in a language which is owned mainly for children who ICP including Bilingual.”¹⁰⁹

From the above quotation can be concluded that the purpose of SD Laboratorium Universitas Negeri Malang implement international curriculum such as the Cambridge curriculum is to equip learners of the language to prepare them towards the era of globalization. Schools want to form graduates who have the attitude to learn independently, bolder and more could be responsible. This is consistent with the instructional goals of the school number 1 is to produce graduates are knowledgeable and able to think logically, independently and creatively, and in accordance with the instructional goals of the school number 5 is to produce graduates with practical skills. From these results it can be concluded that the instructional goals of the school has included the implementation of Cambridge curriculum in SD Laboratorium Universitas Negeri Malang.

b. Contents

Based on the review of documents such as syllabus, there are three subjects of the Cambridge curriculum in SD Laboratorium Universitas Negeri Malang, namely mathematics, English and

¹⁰⁹ Wawancara dengan Siti Nafiah, S.Pd selaku Waka Kurikulum tanggal 3 Mei 2016 di ruang guru SD Laboratorium Universitas Negeri Malang pukul 11:09 WIB.

science. The material in the subjects of mathematics include Number, Geometry, Measure, Handling Data and Problem solving. The material in the English language subjects include reading, writing, usage, listening and speaking. While the material in science subjects include Scientific inquiry, Biology, Chemistry and Physics.

It is described Alvi, she said:

“Yes, because we choose to use the first language of our guidelines then yes of the first book frameworkny the first. So frameworkny also the first no second, depending schools want to choose which”¹¹⁰

In the interview, Alvi also mentions several books that used the school as a student handbook. Students use global book as a module for 3 subjects Cambridge. Global book itself consists of two kinds of books that have different functions, namely learners book and activity book. The school also provides a worksheet that contains writing activities. This book is intended as a support for the writing skills of students due to the material of writing it is still lacking. Then on the subjects of English, the school develop reading books. She said:

“They use the textbook "English Global" from Cambridge and from school worksheet that contains writing activities as supporting writing children because at the Cambridge book writing very less material while in the exam writing about it quite a lot. Then, reading a book prepared by the schools. That's all for English subjects. Whereas, for math and saint is the same but there is no reading. Global book that there are 2

¹¹⁰ Wawancara dengan Alvi Nurisnaini, S.Pd selaku coordinator Cambridge dan guru kelas 1 ICP tanggal 22 April 2016 di koridor SD Laboratorium Universitas Negeri Malang pukul 11:05 WIB.

kinds of learners and activity book that is meant for the English language there are four sources of books, math and saint 3 books used by children.”¹¹¹

From the above quotation can be concluded that the school develop the teaching materials, ranging from the syllabus, lesson plans, even to the teaching materials. This is because the school to adjust to the needs of the school itself to achieve instructional goals of the school.

c. Method

The method used teachers in the learning process at the SD Laboratorium Universitas Negeri Malang is to adapt material and adapted to the needs of students. It is caused by Alvi, she said:

“Just the same, all the same, stay on the creativity of teachers, the school already provides internet, other media and also assistance from lecturers. It is also used so depending on the needs and creativity in the classroom.”¹¹²

The method is often included in the lesson plan, teachers are frequently asked questions and discussion. But teachers often use different teaching methods to engage learners actively participating in learning. This is evidenced by observation of RPP teachers made with the implementation of the teacher in the classroom.

¹¹¹ Wawancara dengan Alvi Nurisnaini, S.Pd selaku coordinator Cambridge dan guru kelas 1 ICP tanggal 12 Mei 2016 di koridor SD Laboratorium Universitas Negeri Malang pukul 10:45 WIB.

¹¹² Wawancara dengan Alvi Nurisnaini, S.Pd selaku coordinator Cambridge dan guru kelas 1 ICP tanggal 22 April 2016 di koridor SD Laboratorium Universitas Negeri Malang pukul 11:05 WIB.

LESSON PLAN¹¹³
ENGLISH MEETING 37

1. Name of School : Laboratory Primary School State
University of Malang
2. Lesson : English
3. Grade / Term : First / The second term
4. Standard of Competence : Speaking and Listening
5. Base Competence : Speak confidently to a group to share an experience.
6. Indicator : Speak confidently to a group to share a past experience.
7. Time allotment : 2 x 35 minutes
8. Objectives :
 - a. Students are able to read a text about "When I was a baby" fluently.
 - b. Students are able to answer Yes/No, questions well.
 - c. Students are able to speak confidently to a group to share a past experience.
9. Material : Enclosed
10. Learning Activities

No.	Phase	Learning Activities	Time Allotment
1.	Introduction:	a. Teacher opens the lesson by greeting students. b. Teacher asks questions dealing with the topic today.	5'
2.	Core	a. Students read the text guided by teacher. b. Students answer the Yes/No questions. c. Students interview his/her friends. d. Students write the result of the	50

¹¹³ Dokumentasi RPP Mata Pelajaran Bahasa Inggris Kelas 1.

		interview. e. Students tell a story about his/her past experience.	
3.	Closing	a. Students and teacher discuss what they have learnt. b. Students and teacher get the conclusion.	15'

11. Method : Asking and answering questions, discussion.

12. Technique : Cooperative Learning

13. Assessment : During the process and the result of worksheet

a. Process

No.	Name of Students	Students' Participation				Students' Motivation			
		Excellent	Very Good	Good	Ok	Excellent	Very Good	Good	Ok
1.									
2.									
3.									
4.									
5.									

b. Worksheet

No.	Name of Students	Answer Yes/No Questions	Interview the other students	Tell a story	Total Score
1.					
2.					
3.					
4.					
5.					

14. Source/Media : Cambridge English Framework Grade 1

15. Media :LCD Projector

Principal

Teachers,

Dra Susilaningsih, M.Pd
Alvi Nurisnaini, S.Pd
NIP. 195908281985032001

Febriana Y.S,Si, S.Pd.



Observation: Class condition when English Class¹¹⁴

As at the time of observation in the classroom learning, researchers found a variety of methods used in the first study, the teachers apply the method of question and answer, discussion, performances and demonstrations.

¹¹⁴ Observasi keadaan kelas saat pembelajaran bahasa inggris dengan kurikulum Cambridge tanggal 11 Mei 2016 di kelas 1C pukul 8:05 WIB.

Even so, the school be subject to a password to get into Cambridge website and access a variety of learning resources, good learning media in the form of audio and visual even audiovisual.

This was said by Alvi:

“Cambridge was to have a website that we now have a password to get into and access to learning resources, can be a medium that can print out, can form impressions, visual or audiovisual.”¹¹⁵

d. Evaluation

1) Students Evaluation

Since joining the CIE, the SD Laboratorium Universitas Negeri Malang must follow the Cambridge exams are held. Siti said there are two types of test of CIE, namely the progression Test and Check Point Primary Test. Progression exam test is conducted each year end. The exam is conducted from grade 3 to grade 6. The Primary Check Point Test is a test conducted at the end of the school period. This test is only followed by the 6th grade. She said:

“If Cambridge, direct evaluation of progression starting from grade 3 to grade 6. It is held once a year and check point when the 6th grade.”¹¹⁶

This is made clear by Alvi, she said:

“For the test, they held each year one time. If we are normally used from the UAS, but if there Progression term Test and it was not dimuai in class 1 2 but starting in grade 3. Grade 3 4 5 6. Then in the 6th grade there is a

¹¹⁵*Ibid.*

¹¹⁶ Wawancara dengan Siti Nafiah, S.Pd selaku Waka Kurikulum tanggal 3 Mei 2016 di ruang guru SD Laboratorium Universitas Negeri Malang pukul 11:09 WIB.

double test, the first test and the second progression was check point. Primary check point test, it was like the National Exam in us.”¹¹⁷

a) Progression Test

Progression Test is held once every 1 year by CIE.

Progression Test starting levels of learners are in Grade 3 to grade 6. This is consistent with the explanation Alvi. She said:

“For the test, they held each year one time. If from us, usually used UAS, so if there Progression term Test and it did not begin in grade 1 2 but starting in grade 3. Grade 3 4 5 6.”¹¹⁸

The above statement is also justified by Siti, she said:

“If the Cambridge, direct evaluation of progression starting from grade 3 to grade 6. It is held once a year and check point when the class 6”¹¹⁹

Presentation about Cambridge when compared with the presentation of the national curriculum is very different matter. For a presentation about Cambridge there are parts that use multiple choice questions, but underneath there is always a column that requires students to explain the answer. This was disclosed Alvi, she said:

“So, although there is an option that for example there is a b or c it underneath always "explain your

¹¹⁷ Wawancara dengan Alvi Nurisnaini, S.Pd selaku coordinator Cambridge dan guru kelas 1ICP tanggal 7 April 2016 di ruang tata usaha SD Laboratorium Universitas Negeri Malang pukul 10:45 WIB.

¹¹⁸ *Ibid.*

¹¹⁹ Wawancara dengan Siti Nafiah, S.Pd selaku Waka Kurikulum tanggal 3 Mei 2016 di ruang guru SD Laboratorium Universitas Negeri Malang pukul 11:09 WIB.

answer", so let me explain why she chose this, why he chose it."¹²⁰

Progression Test held annually and followed by students according to the level of a year. For children who attend the acceleration, it follows Progression Test in accordance with the level of the year in general, so that when she was on the level of Grade 7 or Grade 1 junior high school then he should be headed back to school and follow Progression Test for the level of grade 6 and follow the Primary Check Point. Usually schools provide textbooks as learning materials at home, if learners had difficulty she could come to the school to ask for help for the teachers to learn. This is due to differences in the international system of advance of the education system with the education system in Indonesia. It is described Alvi, she said:

"Following the year, so when he had entered the sixth grade but according to the data he was still in grade 5 means that he attend the examination grade 5, then after she entered junior high she had to come back here to attend the examination grade 6. Because there are not familiar acceleration systems. So the data of children entering first grade began to follow each year in accordance with the order of years to 1 year to 2 years to 3 and so on. Could not we double the acceleration of reasons. Later the acceleration when it passed it, we give the handbook, we give books to support, he studied at home, if there is trouble that he could come to our

¹²⁰ Wawancara dengan Alvi Nurisnaini, S.Pd selaku coordinator Cambridge dan guru kelas IICP tanggal 7 April 2016 di ruang tata usaha SD Laboratorium Universitas Negeri Malang pukul 10:45 WIB.

school to explain, for a while we had no other way because of differences in the system.”¹²¹

Form of assessment of Progression Test is a form of picture the position achievements of learners among the many other students who also follows the progression test in its final form in the form of graphs. The chart is divided into three kinds. The first chart shows the position of the achievement itself. The second graph shows the position of her achievement compared with his school friends. The third graph shows the position of her achievement compared with other schools that also apply Cambridge. It is described Alvi, she said:

“So he was compared. So there will be a third graph, it is itself, this is compared with his school friends, and these are compared to other schools that also apply Cambridge.”¹²²

b) Primary Check Point

Primary check point is a test carried out by grade 6.

This test is almost the same as the National Examination in the Indonesian education system. So there is a double test specifically for grade 6, namely Progression Primary Test

¹²¹ Wawancara dengan Alvi Nurisnaini, S.Pd selaku coordinator Cambridge dan guru kelas 1 ICP tanggal 12 Mei 2016 di koridor SD Laboratorium Universitas Negeri Malang pukul 10:45 WIB.

¹²² Wawancara dengan Alvi Nurisnaini, S.Pd selaku coordinator Cambridge dan guru kelas 1 ICP tanggal 22 April 2016 di koridor SD Laboratorium Universitas Negeri Malang pukul 11:05 WIB.

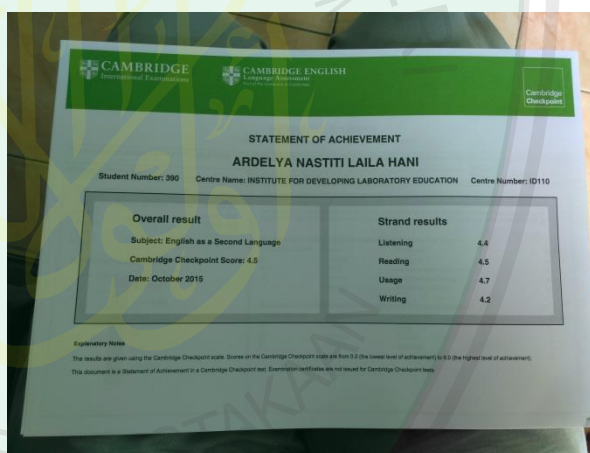
and Check Point. This is consistent with Siti statement, she said:

“If the Cambridge, direct evaluation of progression starting from grade 3 to grade 6. It is held once a year and check point when the 6th grade.”¹²³

The above statement is also justified by Alvi, she said:

“Well grade 6 that there is a double test first test second progression the check point.”¹²⁴

Primary exam Check Point does not know the word "PASS" and "NOT PASS". Results of Primary Exam Check Point only generate value.



Documentation: the final assessment report 1st sheet.¹²⁵

¹²³ Wawancara dengan Siti Nafiah, S.Pd selaku Waka Kurikulum tanggal 3 Mei 2016 di ruang guru SD Laboratorium Universitas Negeri Malang pukul 11:09 WIB.

¹²⁴ Wawancara dengan Alvi Nurisnaini, S.Pd selaku coordinator Cambridge dan guru kelas 1 ICP tanggal 7 April 2016 di ruang tata usaha SD Laboratorium Universitas Negeri Malang pukul 10:45 WIB.

¹²⁵ Dokumentasi rapor siswa hasil ujian Cambridge Primary Checkpoint test lembar pertama.

CAMBRIDGE International Examinations **CAMBRIDGE ENGLISH** Language Assessment

REPORT TO STUDENT
To be given to the student with the Statement of Achievement

Student Name: ARDELYA NASTITI LAILA HAN	Centre: INSTITUTE FOR DEVELOPING LABORATORY EDUCATION	Subject: English as a Second Language
Student Number: 390	Centre Number: ID110	Date: October 2015

Your Cambridge Checkpoint results are as follows:

English as a Second Language (Overall)	score = 4.5
Listening	score = 4.4
Reading	score = 4.5
Usage	score = 4.7
Writing	score = 4.2

This is what the scores mean:

6.0	Excellent
5.0	Very good
4.0	Good
3.0	OK
2.0	Poor
1.0	Very poor
0.0	

What you got right and what you got wrong

Most of your answers were as expected for a student with your Cambridge Checkpoint score. However, some of your answers were surprising. The most surprising ones are listed below. They may give you information about what parts of the subject you are good at and what parts you need to work harder at.

Questions you answered well that we expected you to find difficult

Question and part	Strand	Sub-strand	Paper
29	Listening	Main idea	3
6CA	Writing	Communicative achievement	2
26	Listening	Opinion/attitude/feeling	3
13	Listening	Designated meaning	3

Questions you did not answer well that we expected you to find easy

Question and part	Strand	Sub-strand	Paper
17	Listening	Detail	3
26	Reading	Function	1
8	Listening	Main idea	3
4	Usage	General vocabulary	1

Documentation: the final assessment report 2st sheet¹²⁶

Based on the above of final assessment report, the value of the test-shaped figure with a range of 0 to 6. This is consistent with the results in the field of documentation in the form of a certificate from the Cambridge Primary Exam Check Point. It is also confirmed from the results of interviews with Alvi, she said:

“There is no statement pass or not pass, there is only a value, the value of its range there from 0-6, said it was a perfect 6 value.”¹²⁷

From the above quotation is known that the form of the final results of the assessment exam Check Point Primary is shaped figure with a range of 0 to 6. It says a perfect score if learners get the number 6. At each point earned will be included with the description achieved this competency and are not achieved by learners. This is

¹²⁶ Dokumentasi rapor siswa hasil ujian Cambridge Primary Checkpoint test lembar pertama.

¹²⁷ *Ibid.*

consistent with the data documentation of the certificate exam results Primary Check Point one of the students. School only administer the exam and submit answers to the center, then the center will correct. This is consistent with the statement Alvi, she said:

“Later it was the answer immediately we send to England instead we are correcting. So, immediately sent there. So the question was coming from there are in accordance with the number of students. Then we return are also a number of students, usually the time span of one month it back in the form of a description of the child.”¹²⁸

There is an interesting thing of this Cambridge exams. Exam can not be duplicated or shared with anyone. Because the questions for the exam Cambridge imported directly from the center and are in accordance with the number of examinees. After completion of the examination of such questions must be returned to the center in accordance with the stipulated time. Even more interesting, Check Point Primary exam if exposed to heat from a copy machine will be blackened. This is because the system is very strict guard that does not allow leakage exam from various parties. It is described Alvi, she said:

“If for example the progression was indeed the correcting of teachers who have been certified from

¹²⁸ Wawancara dengan Alvi Nurisnaini, S.Pd selaku coordinator Cambridge dan guru kelas 1 ICP tanggal 22 April 2016 di koridor SD Laboratorium Universitas Negeri Malang pukul 11:05 WIB.

Cambridge, but the result we still send there to be cross checked, even if the exercise was, we make exercises for children yes almost conform with the matter which it is, Only that we had, to their original questions we had. Especially check point that if d copy blackened so it can not be in duplicate. If the heat hit him directly copy machine turns to gray, he blackened so. So in the copy could not.”¹²⁹

e. Person Responsible **Cambridge Curriculum**

It is the duty Alvi, as coordinator Cambridge to deal with anything related to the Cambridge curriculum. In contrast with the task of deputy head of curriculum, coordinator Cambridge only deal with matters related to Cambridge curriculum, such as the Cambridge exams Cambridge teaching materials, training for teachers who teach subjects Cambridge and other things. She explains:

“I only coordinate activities cambridge. If there is a test here and etc, we got it, so that later commissioned the division who later would become president and then later on who is responsible in teaching materials Cambridge or in events organized by Cambridge, just around it. If the deputy head of the curriculum, addressing school curriculum applied at all.”¹³⁰

Meanwhile, deputy head of the curriculum has a wider duty, so he had to deal with the overall curriculum applied at school. As was said Siti:

“If the deputy head of the curriculum of his duties as deputy head of the others, namely assisting the principals, especially

¹²⁹ Wawancara dengan Alvi Nurisnaini, S.Pd selaku coordinator Cambridge dan guru kelas 1 ICP tanggal 7 April 2016 di ruang tata usaha SD Laboratorium Universitas Negeri Malang pukul 10:45 WIB.

¹³⁰ Wawancara dengan Alvi Nurisnaini, S.Pd selaku coordinator Cambridge dan guru kelas 1 ICP tanggal 22 April 2016 di koridor SD Laboratorium Universitas Negeri Malang pukul 11:05 WIB.

anything to do with the curriculum. However, that take care of everything about Cambridge does exist coordinator but still within the responsibility of the deputy head of the curriculum.”¹³¹

f. The Facilities Obtained SD Laboratorium Universitas Negeri Malang after Join With CIE

By joining, SD Laboratorium Universitas Negeri Malang get the facilities, such the framework as curriculum guides and password to get into the Cambridge website and school's included in the Cambridge exams. This is consistent with the Alvi statement, he said:

“We can framework, exams and websites belonging to Cambridge, we were able to have a password to sign in and access learning resources, media can be printed out, may take the form of visual or audiovisual display.”¹³²

In each implementation of the curriculum, there must be a reference or a curriculum guide. While the reference or guidance from the Cambridge curriculum is in the form framework. Siti said that the framework contains the whole of the curriculum and they are general or global, while the Basic Competency, the indicators developed by the teachers themselves. She said:

“So framework from there, a kind of globally such as curriculum guides. While the basic competencies and indicators that teachers themselves are developing. So, keep a

¹³¹ Wawancara dengan Siti Nafiah, S.Pd selaku Waka Kurikulum tanggal 3 Mei 2016 di ruang guru SD Laboratorium Universitas Negeri Malang pukul 11:09 WIB.

¹³² Wawancara dengan Alvi Nurisnaini, S.Pd selaku coordinator Cambridge dan guru kelas 1 ICP tanggal 22 April 2016 di koridor SD Laboratorium Universitas Negeri Malang pukul 11:05 WIB.

reference to it or framework it is from there that it only further elaborated by friends.”

This is made clear by Alvi, teaching materials were also developed, he said:

“At that time there were only curriculum framework, so we develop themselves. Books also not there, so we made teaching materials.”¹³³

From the above quotation can be seen, it is true that SD Laboratorium Universitas Negeri Malang have developed a Cambridge curriculum to fit the Indonesian education system. But, not just anyone can develop the Cambridge curriculum. Teachers are responsible for the development of the curriculum must be certified Cambridge. SD Laboratorium Universitas Negeri Malang has 5 teachers who are already certified Cambridge and became the first team in the development of the Cambridge curriculum. The name of the fifth person was Alvi Nurisnaini, Renita Ema Pusmawati, Maika Shanti, Yufita Aris and Lita Anggraeni. In the interview, Alvi also explain how the form and content of framework from the Cambridge curriculum, she said:

“From basic competency but not up to the indicator. So it's most basic competency is why we develop itself according to the needs of the school. For example, English is divided into speaking and listening, it will be some basic competence. Here there is no distinction that has to be finished this semester or next semester. 1 competencies are some basic competence. So there is (1) speaking and listening (2) the use

¹³³ Wawancara dengan Alvi Nurisnaini, S.Pd selaku coordinator Cambridge dan guru kelas 1ICP tanggal 7 April 2016 di ruang tata usaha SD Laboratorium Universitas Negeri Malang pukul 10:45 WIB.

of English came into grammar, vocabulary, and spelling, (3) reading (4) writing.”¹³⁴

From the quote above, it is clear Alvi said that in the early years of joining, the school did own development of the curriculum because of the limitations of the media on the partes of Cambridge. Schools need to make syllabi, lesson plans and teaching materials. Even so, the school be subject to a password to get into Cambridge website and access a variety of learning resources, good learning media in the form of audio, visual or audiovisual.

Cambridge curriculum had not become a new thing for the people of Indonesia. Because in 2016, there are many primary schools listed have joined CIE. It is shown from the many publishers who accommodate books Cambridge is already working with Cambridge center as "Mentari Indonesia", "java" and others. In a period of 1 year, they hold "Cambridge Day". This is consistent with the Alvi statement, he said:

“there are Cambridge day each year, in which there are teacher training, the first year there were organized by his own Cambridge there are are several parties such as the mentari, java. Then we send teachers as representatives, we send in the order, as needed.”¹³⁵

¹³⁴ Wawancara dengan Alvi Nurisnaini, S.Pd selaku coordinator Cambridge dan guru kelas 1 ICP tanggal 12 Mei 2016 di koridor SD Laboratorium Universitas Negeri Malang pukul 10:45 WIB.

¹³⁵ Wawancara dengan Alvi Nurisnaini, S.Pd selaku coordinator Cambridge dan guru kelas 1 tanggal 22 April 2016 di ruang tata usaha SD Laboratorium Universitas Negeri Malang pukul 10:45 WIB.

Activities in Cambridge day event, which is responsible for arranging any representative sent was Mrs. Alvi as coordinator Cambridge. Mrs. Alvi explained that in the event there is a teacher training as well as book fairs. The book offered an assortment, there are other supporting materials to students, supporting materials for teachers and many books other English language. The event is usually held in big cities such as Surabaya, Jakarta and other big cities.

3. Implementation of Cambridge Curriculum Applied SD Laboratorium Universitas Negeri Malang

The curriculum is a set of plans and arrangements regarding the objectives, content, strategy and evaluation, implementation guidelines for learning activities to achieve specific educational objectives. Curriculum content is scientific knowledge, including activities and learning experiences that are prepared in accordance with the level of development of students. One way to determine the success of an implementation of education is to see the successful implementation of the curriculum, ranging from understanding, planning, implementation and evaluation undertaken by the institutions. In this chapter will explain matters related to the implementation of the Cambridge curriculum. Starting from the curriculum planning Cambridge, Cambridge curriculum implementation, and evaluation of the Cambridge curriculum.

a. Cambridge Curriculum Planning

SD Laboratorium Universitas Negeri Malang apply some models of curriculum in certain subjects and in certain classes anyway. The curriculum used in SD Laboratorium Universitas Negeri Malang includes national curriculum and international curriculum. The national curriculum is the curriculum used in 2013 which was implemented since 2014, this curriculum is run in accordance with the school as determined by the government. Meanwhile, international curriculum used SD Laboratorium Universitas Negeri Malang is the Cambridge curriculum. As already described in section concept, the curriculum is implemented in three subjects, namely maths, English and science. For all three of these subjects, the material used is presented in English, the language of instruction in learning to use English.

“so we were not an international school so we just have an international class which we named the ICP (International Class Program). By following 2 curriculum, so integrating the two curriculum is a national curriculum and the Cambridge curriculum.”¹³⁶

“lessons from Cambridge to basic education or elementary school are provided 3, mathematics, science and English.”¹³⁷

A curriculum, must have careful planning before it's started.

From interviews with the researchers Alvi as the Cambridge curriculum coordinator note that SD Laboratorium Universitas

¹³⁶Wawancara dengan Alvi Nurisnaini, S.Pd selaku coordinator Cambridge dan guru kelas 1 ICP tanggal 7 April 2016 di ruang tata usaha SD Laboratorium Universitas Negeri Malang pukul 10:45 WIB.

¹³⁷*Ibid.*

Negeri Malang just get the framework. The Framework is used as a reference in implementing the curriculum Cambridge. It happen because at the beginning of joining there are still not one elementary school that could serve as an example in the application of the Cambridge curriculum, as indeed SD Laboratorium Universitas Negeri Malang is the first elementary school applied Cambridge curriculum, so the schools are required to develop their own curriculum.

“time was indeed a lot of obstacles, because it is by nature itself for elementary school was not too much that can be provided, while from cambridge itself only framework so for the material and so we are trying to find themselves. When gradual few years, we were even invited in Malaysia for a meeting between the schools affiliated with the Cambridge Elementary School was the only yes indeed SD Laboratorium Universitas Negeri Malang because the other junior and senior high school”¹³⁸

As explained by Alvi, the person who sets the standard syllabus, lesson plans and teaching materials developed school is Mr. initiators itself, namely deceased Suprihadi Saputra. He had been the mentor of teachers in SD Laboratorium Universitas Negeri Malang. And to this day, SD Laboratorium Universitas Negeri Malang still follow the provisions of the standard, an activity initiated by him. He said:

“Because it is the benchmark does not exist, the example also does not exist, so we developed itself at the beginning with

¹³⁸Wawancara dengan Alvi Nurisnaini, S.Pd selaku coordinator Cambridge dan guru kelas 1 ICP tanggal 22 April 2016 di koridor SD Laboratorium Universitas Negeri Malang pukul 11:05 WIB.

Mr Supriyadi Saputra as a mentor, because he was the initiator. Ajarnya this material should like it of his own. Until the end of this day we still follow it from him.”¹³⁹

Curriculum development is done with full consideration. Siti explained that the development of this curriculum is adapted to the conditions of the students, but what is taught must be in accordance with the framework. This is due to the adjustment of the CIE exam material. She said:

“indeed we develop more, especially adapted to the conditions of students in the class. However, the reference remains in the framework. So the desired competency or competencies that must be mastered students in accordance with procurement framework. Especially the reference to the test.”¹⁴⁰

Cambridge curriculum implemented in SD Laboratorium Universitas Negeri Malang may be developed according to the needs of the school. Because of the CIE does not provide certain limitations. Even the CIE give flexibility to schools to define the targets of the curriculum. This is explained by Alvi, she said:

“because in the farmework no restrictions. They give us the freedom to establish, wants to target what, want what kind of standard. Clearly the Cambridge only provide the framework.”¹⁴¹

¹³⁹ Wawancara dengan Alvi Nurisnaini, S.Pd selaku coordinator Cambridge dan guru kelas 1 ICP tanggal 7 April 2016 di ruang tata usaha SD Laboratorium Universitas Negeri Malang pukul 10:45 WIB.

¹⁴⁰ Wawancara dengan Siti Nafiah, S.Pd selaku Waka Kurikulum tanggal 3 Mei 2016 di ruang guru SD Laboratorium Universitas Negeri Malang pukul 11:09 WIB.

¹⁴¹ Wawancara dengan Alvi Nurisnaini, S.Pd selaku coordinator Cambridge dan guru kelas 1 ICP tanggal 22 April 2016 di koridor SD Laboratorium Universitas Negeri Malang pukul 11:05 WIB.

In a curriculum planning must be some person appointed to be pengonsep or commonly called the core team through special meetings. SD Laboratorium Universitas Negeri Malang Cambridge curriculum is not just anyone can be selected. The person who is responsible for the development of teaching materials must be certified Cambridge. SD Laboratorium Universitas Negeri Malang has 5 teachers who are already certified Cambridge and became the first team in the development of the Cambridge curriculum. The name of the fifth person was Alvi Nurisnaini, Renita Ema Pusmawati, Maika Shanti, Yufita Aris and Lita Anggraeni. The core team is divided into three groups of tasks adjusted to three subjects areas Cambridge. Alvi Nurisnaini and Lita Anggraeni as coordinator subjects of English, Renita Ema Pusmawati and Maika Shanti as a coordinator of science subjects and Yuvita Aris as a coordinator of mathematics. This is consistent with the Alvi statement, she said:

“No, we do have 5 votes to 3 maple. So there are 2 for English, 2 Science, Math 1. 5 people that have 5 people that are already certified Cambridge.”¹⁴²

It is also confirmed by the data obtained by researchers documentation in the form of teacher data SD Laboratorium Universitas Negeri Malang.

SD Laboratorium Universitas Negeri Malang has 5 teachers who are already certified Cambridge. Alvi said the five teachers

¹⁴²*Ibid.*

recently completed the third phase of training. Still no training until the diploma stage. This is because it costs quite a lot of training and settling in Singapore for 1 year. The teachers also objected because it will take quite a long time. She said:

“if for diploma, teachers here yet. Besides being costly, we must come to the “designated state. And the country's closest Singapore. Plus more time. If you have to leave school friends rather objections.”¹⁴³

In the interview, Alvi explained how the form and content framework of Cambridge curriculum, she said:

“From basic competence but not up to the indicator. So it's most basic competency is why we develop itself according to the needs of the school.”¹⁴⁴

From the quote above it can be seen that the framework contains basic competence, so that the school must determine again the indicators and so on. Inside this section will be described on the things that are components in lesson planning at the SD Laboratorium Universitas Negeri Malang, syllabus, lesson plans and modules.

1) Entrance Exam ICP Class

With a curriculum different systems, the different standard of competence expected of students. Not only that, SD

¹⁴³ *Ibid.*

¹⁴⁴ Wawancara dengan Alvi Nurisnaini, S.Pd selaku coordinator Cambridge dan guru kelas 1 ICP tanggal 12 Mei 2016 di koridor SD Laboratorium Universitas Negeri Malang pukul 10:45 WIB.

Laboratorium Universitas Negeri Malang also offers two courses classes, bilingual and ICP class.

Bilingual class is a class that uses two languages as the medium of learning. 2 language used is Indonesian and English language support. When compared with regular classes in other schools, the charge of English in bilingual classes have more. In a small class is class 1, 2 and 3 cargo english provided in a meeting 4 or 8 JP. As for the large class is class 4, 5, 6 charge of the English language are provided 6 meeting or 12 JP. It is appropriate based on the observation of researchers at the school. This is also strengthened by Siti statement, she said:

"So the school in general that in the Bilingual 12 JP. So there are 6 meeting, which was to a large class of grade 4 to 6. If class size of 4 to 8 JP meeting."¹⁴⁵

ICP class is a class that implements 2 curriculum, the curriculum in 2013 and the Cambridge curriculum. In this class they get three subjects of Cambridge, are the subjects of Mathematics, English and Science. Where these three subjects presented full English language, both of materials, teaching materials, to the language of instruction in class. This is consistent with the Alvi statement, he said:

"Yes, three subjects were all presented in English. His book, the language in class, all of them until the syllabus and lesson plans as well."¹⁴⁶

¹⁴⁵ Wawancara dengan Siti Nafiah, S.Pd selaku Waka Kurikulum tanggal 3 Mei 2016 di ruang guru SD Laboratorium Universitas Negeri Malang pukul 11:09 WIB.

SD Laboratorium Universitas Negeri Malang offers two programs are complete with detailed explanations to parents of prospective students, so that the parent is easy to make a decision where his son will be placed. This is consistent with the Alvi statement, he said:

"When it makes parents directly select the program, so it is not we who decide he entered ICP or Bilingual. We only offer we have 2 programs, there is a ICP class, there is Bilingual class. ICP like this, bilingual like this. So parents can decide what he wants and customize their own students."¹⁴⁷

However, Siti explained the problems with facilities that can be used in the classroom for bilingual class and ICP relatively similar. She says:

"For goods ICP as bilingual as the projector"¹⁴⁸

This class program with a difference, it will certainly be different too ministry. As with any exam school entrance test. This is explained by Alvi, she said that the admission exams SD Laboratorium Universitas Negeri Malang, the bilingual classes and ICP have differences in the addition of the test in the form of lightweight communications in English. She says:

¹⁴⁶ Wawancara dengan Alvi Nurisnaini, S.Pd selaku coordinator Cambridge dan guru kelas 1 ICP tanggal 7 April 2016 di ruang tata usaha SD Laboratorium Universitas Negeri Malang pukul 10:45 WIB.

¹⁴⁷ *Ibid.*

¹⁴⁸ Wawancara dengan Siti Nafiah, S.Pd selaku Waka Kurikulum tanggal 3 Mei 2016 di ruang guru SD Laboratorium Universitas Negeri Malang pukul 11:09 WIB.

"In contrast, because the bilingual classes only use the national curriculum, the type of test it was almost the same, but for the class of ICP us added communication in the English language to determine the extent to which he has mastered it (English), such as reading a simple sentence, then there is the question A simple view of himself was in English. But if he can not will we replace the Indonesian, because the point is not whether he was able to speak English or not, but the point is the courage he communicates."¹⁴⁹

She also explained, adding the test in the form of communication in the English language and filter aims to see how much the language skills of students, so that when you sign in later class students can join the program which has been designed by the school. This was confirmed by Siti, he said:

"If the test is generally the same only difference for practice exams using English preferred. However, the preparation of children in kindergarten that's not the same. when they use the English language has not been smooth so we help the Indonesian language. But still there is an additional competency of English language proficiency. To check is there any initial capital, so that later when entering the new academic least friends who teach are not too difficult. But this is not an absolute requirement to be able to because then the children here are also proceeding."¹⁵⁰

With a high standard of competence, it is impossible for children who only received his regular kindergarten entrance exam to qualify for SD Laboratorium Universitas Negeri Malang. If you want to enroll their children in SD Laboratorium

¹⁴⁹ Wawancara dengan Alvi Nurisnaini, S.Pd selaku coordinator Cambridge dan guru kelas 1ICP tanggal 7 April 2016 di ruang tata usaha SD Laboratorium Universitas Negeri Malang pukul 10:45 WIB.

¹⁵⁰ Wawancara dengan Siti Nafiah, S.Pd selaku Waka Kurikulum tanggal 3 Mei 2016 di ruang guru SD Laboratorium Universitas Negeri Malang pukul 11:09 WIB.

Universitas Negeri Malang, parents must provide the authorized capital of the English language to children. Alvi explained, usually parents provide education of English in everyday life at home. She says:

"Usually in their homes have been taught English, there are also in the insert to the course."¹⁵¹

Playing the case above, the school took the initiative to create a program for children who want to enroll in the SD Laboratorium Universitas Negeri Malang but still do not have the capital to speak English. The program, named "Pre-School"¹⁵². Alvi said:

"Then there is the pre-school activities, so we opened registration for children who want to school here but that is still a kindergarten be ready when entering elementary school was there is pre-school activities."¹⁵³

The program was formed because many enthusiasts who register for the entrance exams SD Laboratorium Universitas Negeri Malang. Alvi said that most of the parents want to be when I graduate, his children fluent English. There are indeed want to send their children abroad and many other reasons. She says:

"There are desirous his children later prepared, self-reliant and have the skills live over a public school. Some are planning to send their children to foreign countries. There were indeed he agrees with the system

¹⁵¹ Wawancara dengan Alvi Nurisnaini, S.Pd selaku coordinator Cambridge dan guru kelas 1 ICP tanggal 22 April 2016 di koridor SD Laboratorium Universitas Negeri Malang pukul 11:05 WIB.

¹⁵² Dokumentasi Profil Sekolah.

¹⁵³ *Ibid.*

that we apply here. so we're educating the children were disciplined, independent, conscious learning, fun. Like that. Moreover, for the last 2 years the English language is not recognized in Elementary School, but many feel disappointed, even though the children were happy, the children need, so they put his children here as well. There's also because we've got two certificates.”¹⁵⁴

The above mentioned that the school has two certificates.

Certificate is a certificate issued directly from CIE. The certificate contains the overall picture of students' abilities. The picture obtained from the test progression and check point which was attended by students every year. The certificate can be used as consideration when they pursue a secondary school that requires them to have English speaking capital. It is also explained by Alvi, she said:

"Based on the experiences of children who graduate from here, when they go to school abroad certificate was considered. At least there is a plus. It is not a mandatory requirement, but as a material consideration. On average parents of children here that lecturers S1, S2, and is likely to be taken abroad for further studies outside. So at least it gives them more value and if it wants to continue their education abroad at least they've got the capital. Because even though we taught him when they were in elementary school, but in junior and senior high schools science will also be used.”¹⁵⁵

Competency standards created SD Laboratorium

Universitas Negeri Malang is very high because although the progression exam followed began to grade 3 but since the first class students are invited to learn to use the language of

¹⁵⁴*Ibid.*

¹⁵⁵*Ibid.*

instruction in English. It aims to practice their language skills. In addition the school also prepares them not surprised when exams progression. Alvi said:

"First class start we have begun to give, so why should our children here we use communication in English because later the test was in English that Cambridge. Just be later so that children start class 1 used to be the double semester Final Exam, Final Exam Cambridge there is there is national Semester Final Exam, so that they would know later oo exams like this. So they simply adjust with the types of questions in Cambridge."¹⁵⁶

2) Syllabus

Cambridge curriculum development which first manifested in the form of a learning tool in the form of a syllabus on each of the 3 subjects. Syllabus development conducted by a core team who have been through special meetings. The core team consists of 5 teachers who have been certified Cambridge. The name of the fifth person was Alvi Nurisnaini, Renita Ema Pusmawati, Maika Shanti, Yufita Aris and Lita Anggraeni. The core team divided the task into three groups adjusted to three subjects areas Cambridge. Alvi Nurisnaini and Lita Anggraeni as coordinator subjects of English, Renita Ema Pusmawati and Maika Shanti as a coordinator of science subjects and Yuvita Aris as a coordinator of mathematics. This is explained by Alvi, she said:

¹⁵⁶ Wawancara dengan Alvi Nurisnaini, S.Pd selaku coordinator Cambridge dan guru kelas 1ICP tanggal 7 April 2016 di ruang tata usaha SD Laboratorium Universitas Negeri Malang pukul 10:45 WIB.

"Yes, we do have 5 votes to 3 maple. So there are 2 for English, 2 Science, Math 1. 5 people that have 5 people that are already certified Cambridge. Cambridge was certified as a national certification. So testing and training too."¹⁵⁷

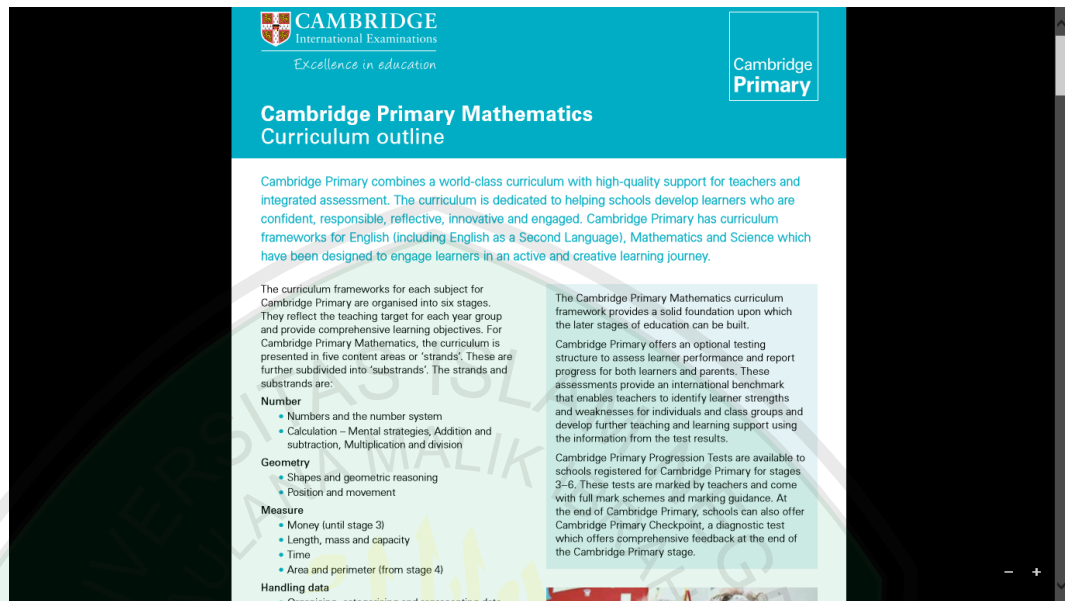
But not only that, the teacher in the classroom also contribute in making this learning tool. As said Alvi:

"For that matter, we have five people as a team coordinator of Cambridge and the teachers who teach the class too took part in it. So first, the coordinator divides the tasks in advance to friends taught her all the appropriate material. If there is overload in later tasks we give to other teachers who are willing. We give priority to the teaching that makes things, such as syllabi, lesson plans and teaching materials."¹⁵⁸

Syllabus development undertaken SD Laboratorium Universitas Negeri Malang guided by the framework. Within the framework there is no limit student must achieve a certain competence. There are no restrictions of any material being taught. Cambridge curriculum gives freedom to schools to develop curricula in accordance with the wishes and needs of the school.

¹⁵⁷ Wawancara dengan Alvi Nurisnaini, S.Pd selaku coordinator Cambridge dan guru kelas 1 ICP tanggal 22 April 2016 di koridor SD Laboratorium Universitas Negeri Malang pukul 11:05 WIB.

¹⁵⁸ *Ibid.*



Documentation: a part of framework¹⁵⁹

¹⁵⁹ Dokumentasi bagian dari Framework.

English Syllabus¹⁰⁹

THEME : Myself
SUBTHEME : 1. My new friends and me
 2. My body
 3. Taking care of my body
 4. I am unique
Time Allocation: 4 x 6 sub themes = 24 meetings.

No.	Core Curriculum	Basic Competence	Indicator	Time Allotment			Learning Process	Assessments		
				M	ST	IS		T	NT	P
1.	Phonics, spelling and vocabulary	Hear, read and write initial letter sounds.	1. Indicate the alphabetical order correctly.	2	-	-	1. Read the alphabet. 2. Write the alphabet orderly. 3. Spell the alphabet correctly.	√	-	-
			2. Recognize the initial letter in a word.	2	-	-	1. Read simple words. 2. Recognize the initial letter. 3. Underline the initial letter from each word.	√	-	-
			3. Recognize forms higher and lower case of letter.	2	-	-	1. Write alphabet letter in higher and lower case 2. Rewrite sentences using	√	-	-

¹⁰⁹ Dokumentasi silabus Bahasa Inggris kurikulum Cambridge

							higher and lower case letter correctly.			
2.	Phonics, spelling and vocabulary	Know the name and most common sound associated with every letter in the English Alphabet.	4. Differentiate English and Indonesian spelling alphabets correctly.	2	-	-	1. Listen the teacher (CD) how to spell the alphabets correctly. 2. Spell alphabets in words (parts of body) 3. Mark the parts of body based on the alphabets mentioned. 4. Arrange scrambled letters.	√	-	-
	Reading	Read a range of common words on sight	5. Recognize some words in a text related to part of body.	2	-	-	1. Read a simple text about human's body. 2. Circle some words related to part of body in a sentence. 3. Match the words and the pictures. 4. Write simple sentences using the words mentioned before.	√	-	-
	Speaking and Listening	Speak clearly and choose words carefully to express feelings and ideas when speaking of matters of	6. Relate pictures to express feeling and ideas.	2	-	-	1. Mention feelings based on the students 'background of vocabulary. 2. Match the picture based on the feeling. 3. Rewrite simple sentences based on the pictures.	√	-	-

		immediate interest.								
3.	Grammar and punctuation	Pause at full stops when reading	7. Recognize full stops in sentences.	2	-	-	1. Read simple sentences carefully. 2. Recognize the full stops in sentences. 3. Rewrite simple sentences in taking care of our body.	√	-	-
	Reading	Join in with reading familiar, simple stories and poems. Demonstrate and understanding that one spoken word corresponds with one written word.	8. Demonstrate an understanding that one spoken word corresponds with one written word.	2	-	-	1. Read simple text about how to take care our body. 2. Choose pictures based on the sentences. 3. Demonstrate how to take care our body in daily life.	√	-	-
			9. Answer simple questions based on a short story given.	2	-	-	1. Read a short story. 2. Write true or false based on the story. 3. Answer the questions based on the story.	√	-	-
4.	Speaking and Listening	Converse audibly with friends, teachers and other adults.	10. Introduce students data	2	-	-	1. Read some vocabulary related to personal data. 2. Fill data form based on the text given. 3. Fill data form based on the students' data	√	-	-

			11. Demonstrate how to greet other people.	2	-	-	1. Read simple text about greetings. 2. Mention greetings. 3. Demonstrates how to greet people. 4. Match the greetings and the answer.	√	-	-
			12. Mention general hobbies in daily life.	2	-	-	1. Read vocabulary related to hobby. 2. Interview friends to ask about hobby. Matching pictures based on the activity given.	√	-	-
Totally				24						

This is consistent with the Alvi statement, she said:

“There is no. Therefore, we developed its own good as Cambridge was there. So we can develop their own, and a clear material that will come out at the time of the final exam.”¹¹⁰

Alvi also explained, first of all teachers examine and sort out the matter and divide it into two parts to be placed in Semester 1 and the semester 2. She said:

"For us use planning framework. From procurement framework we examine first. Starting from the framework which would be taken in the 1st semester which would be taken in the 2nd semester, materials such as what he taught.”¹¹¹

Alvi also briefly explained that the framework contains information such core competencies to the basic competencies. Schools need to make the indicators to be achieved. As part of the framework described by him, in the English language syllabus core competence is divided into several parts: (1) speaking and listening, (2) usage is grammar, vocabulary and spelling, (3) reading and (4) writing. she explains:

"From basic competency but not until indicator. So it's most basic competency is why we develop itself according to the needs of the school. Later there is some basic competence, here there is no distinction that has to be finished this semester or next semester. 1 core competencies, there are some basic competence. So there

¹¹⁰Wawancara dengan Alvi Nurisnaini, S.Pd selaku coordinator Cambridge dan guru kelas 1 ICP tanggal 12 Mei 2016 di koridor SD Laboratorium Universitas Negeri Malang pukul 10:45 WIB.

¹¹¹ Wawancara dengan Alvi Nurisnaini, S.Pd selaku coordinator Cambridge dan guru kelas 1 ICP tanggal 22 April 2016 di koridor SD Laboratorium Universitas Negeri Malang pukul 11:05 WIB.

is core competencies (1) speaking and listening (2) the use of English came into grammar, vocabulary, and spelling, (3) reading (4) writing.”¹¹²

Based on observations of researchers on the syllabus SD Laboratorium Universitas Negeri Malang, which developed the school syllabus tailored to the curriculum in 2013, but remains in English. Documentation of the results of the syllabus, it is known that schools integrate the Cambridge curriculum subjects 2013. As his case is contained in the English language syllabus. Syllabus is divided into several themes, in 1 theme is formed into several sub-themes. This shows that the school tried to adjust the Cambridge curriculum with the curriculum of 2013. In the syllabus there are sections such as: core competencies, basic competencies, indicators, time division include face to face meetings, exams, as well as independent learning, then there is there is point learning ago column covers assessment tests, nontest and portfolios. Examples of the syllabus can be found in the appendix.

Based on the interview there are differences of opinion between Alvi as coordinator Cambridge with Siti as the deputy head of curriculum the SD Laboratorium Universitas Negeri Malang. Alvi said that the syllabus of each course is presented in English. She says:

¹¹² Wawancara dengan Alvi Nurisnaini, S.Pd selaku coordinator Cambridge dan guru kelas 1 ICP tanggal 12 Mei 2016 di koridor SD Laboratorium Universitas Negeri Malang pukul 10:45 WIB.

"Yes, everything is English."¹¹³

Meanwhile, Siti said that the syllabus for English class is presented in English, but not to the syllabus of mathematics and science. Syllabus subjects of mathematics and science using Indonesian. She says:

"For lesson plans if the English so English that science and mathematics using the Indonesian language."¹¹⁴

Indeed there is a misunderstanding by the deputy head of the curriculum of the results of the syllabus. This is caused because the syllabus developed by the teachers involved in the 3 Cambridge subjects in ICP class, while Siti as deputy head of the curriculum has a duty to assist in the 4th grade bilingual program. But this has been demonstrated by researchers through the data documentation of the syllabus is pasted on an attachment that three English.

3) Lesson Plan

In planning such a study in general schools, teachers also make lesson plan (RPP). Lesson plans made by teachers in SD Laboratorium Universitas Negeri Malang has the same components as the lesson plans used in public schools, but presented in a different view. Lesson plans from each of the subjects are presented in English. Systematics used to formulate

¹¹³ *Ibid.*

¹¹⁴ Wawancara dengan Siti Nafiah, S.Pd selaku Waka Kurikulum tanggal 3 Mei 2016 di ruang guru SD Laboratorium Universitas Negeri Malang pukul 11:09 WIB.

the lesson plans is not the same as the existing systematics of the curriculum in 2013. This is explained Siti, he said:

"No, quite different from K13. If lesson plans, lesson plans remained generally made. If lesson plans K13 is different both the process and its implementation. If this is unusual, in general there should be any lesson plans. So the format it there's nothing raw. And the syllabus was made based on the existing framework."¹¹⁵

In general, the components of lesson plans curriculum in 2013 consisted of: (1) Core Competence, (2) Basic Competencies and Achievement Indicators, (3) Learning Objectives, (4) Learning Materials, (5) Learning Method, (6) Media, Tools / materials, Learning Resources, (7) Lesson (which covers initial activities with perception, with the core activities of exploration, elaboration and confirmation as well as the closing activity, description of activities and time allocation), (8) Assessment (9) Appendix.

While the components contained in the lesson plans Cambridge curriculum consists of: (1) Core Competence, (2) Basic Competencies and Achievement Indicators, (3) Allocation of Time (4) Learning Objectives, (5) Learning Materials, (6) of the Lesson (initial activity, the core activities, the closing), (7) method of Learning, (8) Learning Strategy, (9) Assessment (10) Learning Resources, (11) Media, Tools / Materials.¹¹⁶

¹¹⁵*Ibid.*

¹¹⁶ Dokumentasi RPP Mata Pelajaran Bahasa Inggris kurikulum Cambridge.

From the explanation of the above components can be seen that there is a difference in each lesson plans. lesson plans Cambridge curriculum prepared by the schools has the distinction as follows: (1) The order is different, (2) The learning activities are not spelled out in detail, (3) No attachment material.

When examined, the actual core of both the lesson plans is the same, but unfortunately the lesson plans made the Cambridge curriculum at this school are less detailed as lesson plans in general. This is evidenced from the data documentation in the form lesson plans English subjects in Attachment 2. This is also confirmed by Siti, she said:

"No, quite different from K13. If lesson plans, lesson plans still be made in general. If lesson plans K13 is different both the process and its implementation. If this is unusual, in general there should be any lesson plans. So there is no standard format."¹¹⁷

4) Module

Module at SD Laboratorium Universitas Negeri Malang the same thing to the syllabus and lesson plans. The module was developed by the school herein by reference framework. This is because, at the beginning of school to join the CIE, there are no books published. This is consistent with the Alvi statement, she said:

¹¹⁷*Ibid.*

"Because it is by nature itself for elementary school was not too much that can be provided, so for the material and so we are trying to find themselves."¹¹⁸

At the beginning of the school joins create teaching materials in the form of worksheets that are combined into one.

But not now, now many published books Cambridge. Alvi said:

"Finally using that children were still in the form of worksheets, not until the book is finished but still in the form of sheets."¹¹⁹

Alvi explained, before 2014 actually has many published books Cambridge for students. She says:

"If now the already facilitated because the existing books Cambridge, Just right we still create your own, we make own it because of Cambridge was indeed a good book, listening speaking writing already be full. Just to the need here because we had 6 hours lesson was still less so we have to add more, that's what makes a teacher."¹²⁰

However, schools still feel there is a discrepancy between the book with the existing framework. This is because the Cambridge book comes from Malaysia and Singapore. Books they create not only adapted to the framework, but has been adapted and adjusted to the needs of each country. So schools do not want to use the book. Because besides not in accordance with the framework, the book is also not in accordance with the culture in Indonesia. This is due to

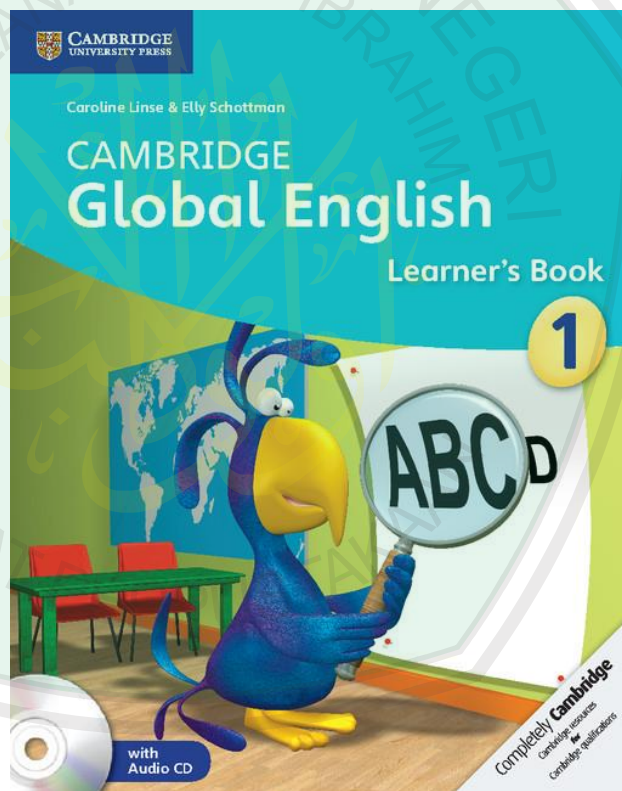
¹¹⁸Wawancara dengan Alvi Nurisnaini, S.Pd selaku coordinator Cambridge dan guru kelas 1 ICP tanggal 7 April 2016 di ruang tata usaha SD Laboratorium Universitas Negeri Malang pukul 10:45 WIB.

¹¹⁹*Ibid.*

¹²⁰Wawancara dengan Alvi Nurisnaini, S.Pd selaku coordinator Cambridge dan guru kelas 1 ICP tanggal 22 April 2016 di koridor SD Laboratorium Universitas Negeri Malang pukul 11:05 WIB.

Malaysia and Singapore always incorporate their culture in his books, such as his case of Indian culture in Malaysia. Meanwhile, a book from Cambridge center no element of any culture. He says:

"Before that they publish a lot of books. However, many are not in accordance with the framework so it should be reviewed again. As in Singapore, they make their own and as well as in Malaysia. Books they create not only adapted to the framework. but has been adapted and adjusted according to the needs of each country."¹²¹



Documentation: Global English's book that SD Laboratorium

Universitas Negeri Malang use.¹²²

¹²¹ Wawancara dengan Alvi Nurisnaini, S.Pd selaku coordinator Cambridge dan guru kelas 1 ICP tanggal 12 Mei 2016 di koridor SD Laboratorium Universitas Negeri Malang pukul 10:45 WIB.

¹²² Dokumentasi sampul depan global English yang diunakan di SD Laboratorium Universitas Negeri Malang.

From 2014 to 2016 SD Laboratorium Universitas Negeri Malang use global book like "GlobaEnglish I" for subjects with type first English language. The book ordered from "Mentari Indonesia". "Mentari Indonesia" Indonesia is a publisher of books that accommodate Cambridge and has been working with the Cambridge center. So that books ordered schools not yet been adopted and developed by other countries that also implement the Cambridge curriculum. This is evidenced through interviews with Alvi, she said:

"We ordered the book from" Mentari Indonesia "which is a publisher of books that accommodate Cambridge are already working with Cambridge center. In addition to any BSS (Brawijaya Smart School) asked friends in the school's curriculum is planned in Cambridge so, they will apply it but using book of Malaysia. However, Malaysia and Singapore always incorporate their culture in his books like Indian culture in Malaysia. Meanwhile, from Cambridge center no element of any culture in his book."¹²³

Basically, there are two types of frameworks are first language and second language. Schools are given the freedom to choose to use which type of framework. After selecting the type of framework, school teaching materials such as adjusting to the student handbook. This is explained by Alvi, she said:

"Yes, because we choose to use the first language, then we walkthrough of the first book frameworkny the first.

¹²³*Ibid.*

So frameworkny also the first no second, depending schools want to choose which one. "¹²⁴

In the interview, Alvi also mentions several books that used the school as a student handbook. Students use global book as a module for 3 subjects Cambridge. Global book itself consists of two kinds of books that have different functions, namely learners book and activity book. The school also provides a worksheet that contains writing activities. This book is intended as a support for the students' writing skills. Then on the subjects of English, the school develop reading books. She says:

"They use the textbook "English Global" from Cambridge and from school worksheet that contains writingnya writing activities as supporting children because at the Cambridge book writing very less material while in the exam writing about it quite a lot. Then, reading a book prepared by the schools. That's all for English subjects. Whereas, for math and saint is the same but there is no reading. Global book that there are 2 kinds of learners and activity book that is meant for the English language there are four sources of books, math and saint 3 books used by children."¹²⁵

SD Laboratorium Universitas Negeri Malang also supply other books in the library as a learning support. As said by Alvi, in the library provided books like picture dictionary, telling

¹²⁴ Wawancara dengan Alvi Nurisnaini, S.Pd selaku coordinator Cambridge dan guru kelas 1 ICP tanggal 22 April 2016 di koridor SD Laboratorium Universitas Negeri Malang pukul 11:05 WIB.

¹²⁵ Wawancara dengan Alvi Nurisnaini, S.Pd selaku coordinator Cambridge dan guru kelas 1 ICP tanggal 12 Mei 2016 di koridor SD Laboratorium Universitas Negeri Malang pukul 10:45 WIB.

stories and books of other English speaking. This can be realized because each semester there is a separate budget for the procurement of library books. She says:

"There is. Usually in the library we put picture books such as dictionaries, story telling, there are books in English. Because usually for the books there are budget each semester."¹²⁶

In 2016, SD Laboratorium Universitas Negeri Malang plan to create teaching materials in the form of modules for three subjects Cambridge. This was confirmed by Siti in an interview. She says:

"There's a book. Just yesterday it was coupled with a package created by the teacher. So it has been packaged and adapted to national curriculum resources. For this year we are making a book for kurikulum Cambridge but not yet finished."¹²⁷

This book has a concept, each unit learning begins reading texts that English language, it is intended to train and familiarize the students read. Furthermore, the new entry to the steps of learning, ranging from easy to difficult activity. This is explained by Alvi, iamengatakan:

"This SD Laboratorium Universitas Negeri Malang has the format so it always starts from the text reading, good math, science, English, it all begins degan reading texts in English. so in the beginning, we always give modeling reading. Children follow us then read on their own, had

¹²⁶*Ibid.*

¹²⁷Wawancara dengan Siti Nafiah, S.Pd selaku Waka Kurikulum tanggal 3 Mei 2016 di ruang guru SD Laboratorium Universitas Negeri Malang pukul 11:09 WIB.

been reading in class then just entering the ledge of learning ranging from the simple to the most difficult."¹²⁸

b. Cambridge Curriculum Learning Implementation

To find out how the implementation and the activities undertaken during study conducted at the SD Laboratorium Universitas Negeri Malang, the researchers conducted observations in the classroom. In addition to knowing how the implementation of learning in the classroom, observation was also conducted to examine the conformity between the planning and implementation of learning. Class observed was class 1 C ICP. Observations were carried out 2 times, ie on May 12, 2016. Through 11 and that observation, the researchers compared the implementation of learning whether or not in accordance with the lesson plans have been made by the teacher.

Cambridge curriculum implementation in the learning of the 3 subjects in SD Laboratorium Universitas Negeri Malang using the language of instruction in the form of the English language. In the classroom, most media are LCD and laptop. This is consistent with the results of observations conducted by researchers at the lesson plans made the teachers. However, sometimes the teacher writes on the board to provide feedback to the students. While the methods /

¹²⁸Wawancara dengan Alvi Nurisnaini, S.Pd selaku coordinator Cambridge dan guru kelas 1 ICP tanggal 12 Mei 2016 di koridor SD Laboratorium Universitas Negeri Malang pukul 10:45 WIB.

strategies used by teachers in the learning process to adapt material.

It is mentioned by Alvi, she said:

"Same thing all the same, stay on the creativity of teachers, the school already provides internet, other media and also assistance from lecturers. It is also used so depending on the needs and creativity in class."¹²⁹

Methods / strategies that are often used by teachers is cooperative learning. The following will explain the results of the analysis of the lesson plans were compared with learning activities that take place in the class:

Table 1.1
Requirements Implementation Data of Learning Process¹³⁰

NO	SUBVARIABEL	INDICATOR	YES / NO
1	Requirements Implementation of Learning Process	a. The maximum number of students per class sizes are 32 students.	YES
		b. Textbooks that are used by the schools selected through teacher meetings.	YES
		c. The ratio of textbooks to students is 1: 1 per subject.	YES
		d. Teachers use guide books, books	YES

¹²⁹ Wawancara dengan Alvi Nurisnaini, S.Pd selaku coordinator Cambridge dan guru kelas 1 ICP tanggal 22 April 2016 di koridor SD Laboratorium Universitas Negeri Malang pukul 11:05 WIB.

¹³⁰ Observasi: angket observasi mata pelajaran Bahasa Inggris dengan kurikulum Cambridge tanggal 11 Mei 2016 di kelas 1C pukul 8:05 WIB.

		enrichment and reference books as well as other learning resources.	
		e. Teachers familiarize students use textbooks and other learning resources in the school library.	YES
		f. Teachers pay attention to the governance of seating tailored to the characteristics of learners and subjects, as well as learning activities that will be carried out.	NO
		g. Teachers notice the volume and the tone of his voice in the learning process so that it can be heard either by the learners.	YES
		h. Said words mannered teacher and understood by students.	YES
		i. Teachers adapt the lessons to the speed and ability of learners.	YES
		j. Teachers establish order, discipline, convenience, safety and regulatory compliance.	YES
		k. Teachers provide reinforcement and feedback on the response and	YES

		learning outcomes of students during the learning process.	
		l. Teachers appreciate learners regardless of their religious background, ethnicity, gender and socioeconomic status.	YES
		m. Teachers appreciate the opinions expressed learners.	YES
		n. Teachers wear decent clothes, clean and tidy.	YES
		o. Teachers starting and ending learning process in accordance with the scheduled time.	YES



Observation: Class condition when English Class¹³¹

¹³¹ Observasi keadaan kelas saat pembelajaran bahasa inggris dengan kurikulum Cambridge tanggal 11 Mei 2016 di kelas 1C pukul 8:05 WIB.

Based on table 1.1, the teacher successfully to indicator the maximum number of learners. Each learning group is 32 students, meaning that the number of students per class sizes are 32 students maximum. This is evident from the data documentation of the number of students in SD Laboratorium Universitas Negeri Malang. In class 1 ICP A totaling 24 learners. 1 ICP B, totaling 26 students, 1 ICP C, amounting to 22 learners, 2 ICP A amounted to 27 learners, 2 ICP B amounted to 27 students, 3 ICP A amounted to 32 students, 3 ICP B amounted to 32 students, 4 ICP A amounted to 23 students, 4 ICP B consists of 24 students, 5 ICP A were 23 students, 5 ICP B consists of 24 students, 6 ICP A were 23 students, 6 ICP B amounting to 24 learners.

Teachers successfully on indicators of textbooks to be used by the schools selected through teacher meetings. It means that teachers have to be consulted with other teachers involved in the implementation of the Cambridge curriculum before determining the textbooks to be used. This is supported by evidence on the ground that shows that textbooks used by students equal to one with the other. It is also confirmed from the results of interviews with Alvi, she said:

"So before it was booked, we share the first sample to friends. It was considered jointly extent to which the book can be applied and conformity with the framework."¹³²

¹³²Wawancara dengan Alvi Nurisnaini, S.Pd selaku coordinator Cambridge dan guru kelas 1 ICP tanggal 12 Mei 2016 di koridor SD Laboratorium Universitas Negeri Malang pukul 10:45 WIB.

Teachers successfully in the ratio indicators of textbooks to students is 1: 1 per subject. Based on interviews and observations in mind that learners have textbooks even more than one per subject. As described in the section of planning, students use global book as a module for 3 subjects Cambridge. Global book itself consists of two kinds of books that have different functions, namely learners book and activity book. The school also provides a worksheet that contains writing activities. This book is intended as a support for the students' writing skills. Then on the subjects of English, the school develop reading books. Alvi said in an interview:

"They use the textbook" Global English "from Cambridge and from school worksheet that contains writing activities as the support writing children because at the Cambridge book writing very less material while in the exam writing about it quite a lot. Then, reading a book prepared by the schools. That's all for English subjects. Whereas, for math and saint is the same but there is no reading. Global book that there are 2 kinds of learners and activity book that is meant for the English language there are four sources of books, math and saint 3 books used by children."¹³³

Teachers successfully in indicator teachers use guide books, books of enrichment and reference books as well as other learning resources. Based on observations in mind that teachers are using more than one reference books to support classroom learning. This is reinforced by evidence on the ground shows that the teacher has few

¹³³ *Ibid.*

books as a reference in teaching. It is also confirmed from the results of interviews with Alvi, she said:

"For a teacher pretty much. Typically, there are a wide variety of publishers of books such as grammar or writing but still with the same publisher. Usually there Cambridge Day, there is a book fair and we buy that is what we need."¹³⁴

Teachers successfully indicator learners familiarize teachers use books and other learning resources in the school library. That is because the teachers did not only advise students to seek references other books in the library and reading books in the library, but sometimes the teacher gives the task of not only search for information in the library, students also can also find information through interviews at home or at school. It is also confirmed from the results of interviews with Alvi, she said:

"Yes, in accordance with the learning materials. Sometimes not only to the library, they can also find information through interviews such as at home or at school. If indeed their sources could not use English, later on when their own presentation should explain it in English."¹³⁵

Teachers do not work on governance indicators of teacher attention seating be adapted to the characteristics of learners, subjects and learning activities that will be carried out. It is appropriate based on observations conducted by researchers in class, the teacher did not set a seated position learners when learning activities with methods / strategies specific teaching. Teachers put

¹³⁴*Ibid.*

¹³⁵*Ibid.*

students who can not be silent and less able to focus in beajar in the back seat.

Teachers successfully to indicators of teacher attention to volume and tone of voice in the learning process so that it can be heard either by the learners. It is appropriate based on observations conducted by researchers in the classroom, due to the volume of his voice loud and clear in explaining to the class that was heard by all students in the classroom.

Teachers successfully indicator speech mannered teacher and understood by students, which means that teachers have been very kind in giving an example to the students about manners to communicate with other people with speech polite and easy to understand. It inisesuai based on observations conducted by researchers in class. This is shown when there is a student who tried to ask the teacher to take a glass of water in class, and the teacher helps students pronounce petition with words good and right and use English.

Teachers successfully indicator subject matter teachers adjust to the speed and ability of learners. In this case the teacher observes the speed and ability of learners in the implementation of learning. Teachers ensure that before proceeding to the next material, learners have mastered the material before. To check learners' understanding of teachers leave questions about the material they have learned to

the students one by one. This is also evidenced in the field when there are students who can not spell the word "umbrella", then the teacher helps the student until the student successfully spelled perfectly.

Teachers successfully in indicator teachers establish order, discipline, convenience, safety and regulatory compliance. It is seen from the discipline of teachers in dress, during the learning process the teacher reprimanded the students were dressed less neat and reprimand learners seat is not neat.

Teachers successfully in indicators provide reinforcement and feedback on the response and learning outcomes of students during the learning process. Teachers value the opinions of all learners without discriminating against one of them, no matter the background and their socioeconomic status, the teacher continues to provide fair treatment to all learners. It is appropriate based on observations conducted by researchers in class. Judging from the attitude of teachers who provide questions and listen to the responses of all learners.

Teachers successfully in indicator teachers wear decent clothes, clean and tidy. It is relevant to the related indicators order and discipline.

Teachers are less successfully on indicators of teachers starting and ending learning process in accordance with the

scheduled time. It inisesuai based on observations conducted by researchers in class, because teachers are learning start on time. However, sometimes the teacher in the learning terminate hours earlier than it should.

Based on an analysis of the success of each indicator subvariable implementation requirements of the learning process, it can be said that the implementation of the requirements of the learning process that has been applied to the teachers that are in the very good category. Here are the results of the data analysis of the implementation of learning that includes the introduction, the core activities and cover briefly presented in the following table:

Table 1.2

Learning Implementation Data

NO	SUBVARIABEL	INDICATOR	YES / NO
2	Learning implementation	Introduction	
	Introduction - Main	a. Preparing students	
	Activities - Closing	psychologically and physically for the learning process.	YES
		b. Asking questions that connect the previous knowledge of the material that will be studied.	YES
		c. Explaining the purpose of	YES

		learning or basic competencies to be achieved.	
		d. Delivering a range of material and explanations descriptions of activities appropriate syllabus.	NO
		Main Activities	
		a. Involving learners looking for information broader and deeper about a topic / theme of the material to be learned.	YES
		b. Using a variety of learning approaches, instructional media, and other learning resources.	YES
		c. Facilitates interaction among students and between students and teachers, environmental, and other learning resources.	YES
		d. Actively engage learners in all learning activities.	YES
		Closing	
		a. Together with students and / or	

		itself makes a summary / concluding lesson.	YES
		b. Provide feedback on the learning process and results.	YES
		c. Planning for follow up activities in the form of remedial learning, enrichment programs, counseling services and / or assign a task both individual and group tasks in accordance with the learning outcomes of students.	YES
		d. Delivering the lesson plan at the next meeting.	NO

Based on Table 1.2, it is known that teachers successful on indicators to prepare students psychologically and physically for the learning process. It is visible when the teacher was about to start the lesson, always start with a greeting and say hello and readiness of students to receive lessons. When all was ready and felt good the new teachers start the lesson.

Teachers successfully on indicators raise questions previous knowledge connect with the material to be studied. This means that

the teachers have been very good in giving apperception before the learning begins.

Teachers succeed in explaining the purpose of learning or indicators of basic competencies to be achieved and deliver the range of material and explanations descriptions of activities appropriate syllabus. This can be evidenced from the results of observations show that besides explaining about the material, teachers also expressed about the objectives to be achieved from the study material that will be discussed.

Teachers succeed in exploration indicator. This means that teachers often apply various teaching methods, learning resources, and a variety of learning media. That is because teachers often use different teaching methods to engage learners actively participating in learning.

Teachers successfully on the indicator together with the learners or own a summary / concluding lesson. It can be seen from the observation results indicate that teachers giving guidance for learners to draw conclusions from the study that has been done.

Teachers succeed in the indicator assessment or reflection of the activities that have been carried out consistently and programmed very well. This can be seen in the lesson plan, teachers have prepared rubric assessment and the teacher has planned follow up activities such as learning remedial, enrichment programs,

counseling services, or provide task both tasks individually or in groups according to the study of students and to submit a lesson plan at the next meeting.

Based on an analysis of the success of each indicator subvariable implementation of learning that includes the introduction, and cover core activities, it can be said that the implementation of the learning process that has been applied to the teachers that are in the very good category. Besides, SD Laboratorium Universitas Negeri Malang use cambridge curriculum, then it becomes important to know the quality of the learning process from the standpoint of the Cambridge curriculum standards are presented in the following table.

Table 1.3

Learning Implementation Data Based on Cambridge Curriculum

NO	INDICATOR	YES / NO
1	Application of learning 3 subjects Cambridge in the classroom using English language.	YES
2	Application of learning 3 subjects Cambridge using the material that has been adapted / adopted	YES

Based on Table 1.3, it can be seen that the teachers succeed in the the application of learning indicators the 3 subjects Cambridge in classroom using the English language. This is evident from the observations of researchers in the process of learning English language teachers and learners to use the language of instruction in the form of the English language as a whole.

Teachers succeed in the the application of learning indicators Cambridge 3 subjects by using materials that have been adapted / adopted. This means SD Laboratorium Universitas Negeri Malang has been delivering learning materials in accordance with the framework that has been developed.

Based on the analysis of the two indicators, it can be concluded that the implementation of learning with reference to the Cambridge curriculum curriculum can be considered very good because all the indicators are met and implemented.

c. Cambridge Curriculum Evaluation

Evaluation of education is one of the activities carried out to determine the progress of implementation and measure the achievement of educational programs. Evaluation is also an activity program to determine the success of learners. Assessment is a series of activities to acquire, analyze, and interpret data about the process and the learning outcomes of students is done through quantitative and qualitative measurements.

Assessment is done to control the quality of education as a form of performance accountability of education to the parties concerned. Assessment and evaluation results will be used as the basis for determining the resolution, improvement of teaching and learning, increase delivery of education programs, and implementing performance improvement of education in the the future. Furthermore, evaluation of learning activities conducted to determine student achievement or learning competencies that have been taught to students within a certain time limit, for example: the formative evaluation to determine students' understanding of the one or two competencies that have been taught to students and summative evaluation is intended to determine comprehension students about some topic or competence within the limits certain activities. It can also be done in the end of each semester or at the end of the overall activity of a program like final school examinations (UAS) or a national exam (UN). It can be concluded that the evaluation was conducted to determine the successful implementation of planned programs and as feedback to improve the program. Evaluation of the Implementation of National School of international standard in SD Laboratorium Universitas Negeri Malang that implement two kinds of curriculum evaluation of different ways. Various evaluations were conducted in the SD Laboratorium Universitas Negeri Malang is an evaluation of each

unit, Middle Semester Exam each subject Cambridge, Final Examination Semester each subject Cambridge, Pre-Test Progression, Progression Test, Primary Check Point. This is consistent with the Alvi explanation, she said:

"If it's evaluation of each unit there is no evaluation in class per unit per unit, in the fitting uts midterm we also provide evaluations to children per maple. Then UAS we also provide tests per maple, then there is a pre-test progression. We also create a worksheet for additional evaluation."¹³⁶

1) Evaluation of Learning Classroom

In an interview explained that the evaluation of learning in the classroom each lesson reaches 1 unit. In the textbooks used learners already attached evaluation per unit. Teachers also provides a worksheet as an additional evaluation if the evaluation of the material contained in the book is less. This is consistent with the Alvi explanation, she said:

"The difference, if the per unit that was in the book, is already enclosed in the book stayed assigning students to work on. If Uts and UAS our own making. If the progression has been from Cambridge We also create a worksheet for additional evaluation."¹³⁷

Alvi also explain, if in the classroom there are students who fall behind in lessons or can not follow the usual learning the teacher will help to give more attention to students as given more tasks. But if students are still lagging behind, then the

¹³⁶ Wawancara dengan Alvi Nurisnaini, S.Pd selaku coordinator Cambridge dan guru kelas 1 ICP tanggal 22 April 2016 di koridor SD Laboratorium Universitas Negeri Malang pukul 11:05 WIB.

¹³⁷ *Ibid.*

school will call parents guardians are invited to school to find solutions together. She says:

"Usually we help in the classroom, but if you've followed the tests we could not do anything. But if for everyday tasks that we can give more, sometimes we call our parents find solutions together, whether to help teachers here to provide additional hours at home or he could call another teacher at home. The point should be given support, if at school is sometimes less. While we help it while we give the child's motivation, so that there is progress little by little. Because it is the first class that there are many different types of children. There are fast, some are bad, some are slow."¹³⁸

From the above quotation can be seen that in one class there are a wide variety of children's character. Anyone has the ability to learn quickly, on average, slowly in some very slow. With differences in these characters, different way of handling. As his case Alvi done in the classroom, he usually gives the task more quickly to deal with children. Whether it's just coloring, Tressing, TTS, or just write a sentence or rewrite. Alvi explained that Tressing assignment in question is such as to follow the colored dots. She says:

"Because it is the first class that there are many different types of children. There are fast, some are bad, some are slow. If rapid that we usually give him more work so that she does not get bored. I printout of super teacher, from TLS to deposits in the classroom. Think of it as an enrichment. If in the book, we'll give the next unit. Whether it's just coloring, tresing, TTS, or just write a

¹³⁸ Wawancara dengan Alvi Nurisnaini, S.Pd selaku coordinator Cambridge dan guru kelas 1 ICP tanggal 12 Mei 2016 di koridor SD Laboratorium Universitas Negeri Malang pukul 10:45 WIB.

sentence or rewrite. The important thing is he doing, dapet something but do not interfere with the other.”¹³⁹

2) Semester Final Examination

SD Laboratorium Universitas Negeri Malang assign to create a curriculum for Cambridge exams at the end of every semester using the exam are made by teachers in the school. This is explained by Siti as the deputy head of the curriculum, she said:

"But the grade 1 to grade 6 was that we still added to his Cambridge curriculum when UAS Semester 1 and Semester 2 is also a separate examinations of the school in addition to the test progression. So, for example UAS 2nd half will come of it before the final exams are national school children there is also a Cambridge, it is also a matter of examinations made by the teachers. So we made an assignment letter to teachers to create math problems, saints, English.”¹⁴⁰

Schools conduct exams for the Cambridge curriculum starting from grade 1 to grade 6. It aims to train students not to fail in the real Cambridge exams. With the Cambridge exams held since grade one, then at the level of grade 1 learners already given materials Cambridge 3 subjects despite modest material.

This is consistent with the Alvi statement:

"So that children start grade 1 used to be the Final Exam double. There Semester Final Exam Cambridge and there is a national UAS, so that they understand the test like

¹³⁹ *Ibid.*

¹⁴⁰ Wawancara dengan Siti Nafiah, S.Pd selaku Waka Kurikulum tanggal 3 Mei 2016 di ruang guru SD Laboratorium Universitas Negeri Malang pukul 11:09 WIB.

this later. So they simply adjust with the types of questions in Cambridge.”¹⁴¹

3) Teacher Evaluation

If there is an evaluation of learners, there is also an evaluation for teachers. Evaluation of teachers is often referred to supervision. As described by Alvi in an interview, there are two kinds of supervision applied in SD Laboratorium Universitas Negeri Malang, namely the supervision conducted by the principal and the supervision of the central foundations (BPLP). Supervision conducted by the principal to do with the schedule. Scheduled supervision that can be done two times in one half or even three times in one semester. While the supervision of BPLP is the first time in the first semester. She says:

"Supervision was there 2. From the principal and of the center (BPLP). Supervision of BPLP, each semester and that the school was scheduled, so it could be 1 semesters 2x or 3x.”¹⁴²

Siti in the interview also explains that there are two kinds of supervision conducted in SD Laboratorium Universitas Negeri Malang, is supervision conducted by the principal and the supervision of the supervisor. He said that supervision is

¹⁴¹ Wawancara dengan Alvi Nurisnaini, S.Pd selaku coordinator Cambridge dan guru kelas 1 ICP tanggal 7 April 2016 di ruang tata usaha SD Laboratorium Universitas Negeri Malang pukul 10:45 WIB.

¹⁴² Wawancara dengan Alvi Nurisnaini, S.Pd selaku coordinator Cambridge dan guru kelas 1 ICP tanggal 12 Mei 2016 di koridor SD Laboratorium Universitas Negeri Malang pukul 10:45 WIB.

done by inspectors very minimalist means rare. While supervision is carried out by the principal conducted in stages. The first level is done by the school principal. Headmaster supervision at approximately 5 senior teachers. Then at the next level, supervision is done by the senior teachers who have been given training to be a supervisor. Senior teachers who have been trained as supervisor is then perform supervision to the other teachers. She says:

"Supervision of the headmaster remains. Actually there are supervisors, but supervisors that once minimalist means rare. We do the supervision of the headmaster. So we programmed once a semester. It also we create multilevel supervision by the principal, supervise approximately 5 senior person then senior teacher who happened to have been given training to be a supervisor later supervise his friends."¹⁴³

Siti also mentions things that are commonly considered in conducting supervision. These things include: planning, implementation and evaluation level.

4. Supporting Factors and Obstacles Factors the Implementation of the Cambridge Curriculum in SD Laboratorium Universitas Negeri Malang

¹⁴³ Wawancara dengan Siti Nafiah, S.Pd selaku Waka Kurikulum tanggal 3 Mei 2016 di ruang guru SD Laboratorium Universitas Negeri Malang pukul 11:09 WIB.

a. Supporting Factors

1) Cambridge Exam Funds

Here are the results of interviews with Alvi Cambridge coordinator at SD Laboratorium Universitas Negeri Malang to find out about the funding for the implementation of the Cambridge curriculum.

"For progression was \$ 25 or \$ 20, for 3 subjects, it is for the organization, supervisors, pay there for visitation. So they only pay for the test and the beginning of the year only, if at the beginning of the epidemic's just \$ 10. About 130 thousand per child per year. If for check point was \$ 40 for the 3 subjects. But for the monthly school fees remain and as bilingual. Money exam also included a copy of the exercises, such as the one tome. So two months before the exams that we train them, so that they come home from school we practiced."¹⁴⁴

The above is said that the exam fee is included copies practice questions that many so as to form a thick book. Exercises are used to train the students since two months before the exam. This was done to better prepare students for the exam. Here's the interview with Siti as the deputy head of the curriculum in SD Laboratorium Universitas Negeri Malang, to know about the financing problems that required schools to conduct exams Cambridge.

"Insya Allah, for funding no barriers to children and their parents are also basically no problem. The term for the financing of education my children think there is no problem."¹⁴⁵

¹⁴⁴*Ibid.*

¹⁴⁵Wawancara dengan Siti Nafiah, S.Pd selaku Waka Kurikulum tanggal 3 Mei 2016 di ruang guru SD Laboratorium Universitas Negeri Malang pukul 11:09 WIB.

Factors funds are the factors that most influence the successful implementation of the curriculum in schools in general. Usually the funds factor into the main inhibiting factors are most often experienced by schools curriculum of Cambridge. But not with SD Laboratorium Universitas Negeri Malang. From the interview can be concluded that there are no constraints on the problem of financing the procurement of funds for the exam. The parents did not object to spending money that the goal is for the education of children.

2) Extracurricular Program

Like the schools in general, SD Laboratorium Universitas Negeri Malang have extracurricular activities as activities supporting the skills of the students. There is indoor soccer, dance, robotics, karate, scouts, TPQ, English Club, Math Club and Science Club. The students are only allowed to take a maximum of 2 extra, because the teachers worrying time might clash between the one and the other extras. As for the scouts, all students without exception have been obliged to follow. Schools provide special programs to support Cambridge 3 subjects, namely English Club, Math Club and Science Club. This is consistent with the data documentation of school profiles obtained researchers. Alvi also briefly mentions:

"We had an extra special support cambridge curriculum. There is a math club, science club and English club."¹⁴⁶

It is also reinforced by the statement Siti as the deputy head of the curriculum, she said:

"Support activities for the Cambridge curriculum there, we had a math club, science club and English club. So the children start grade 1 that we categorize into 2 large classes and small classes by teachers themselves, at first to the material we love Cambridge, although not material but rather to the application. For example math interesting, fun, problem solving solution. The large class of class 456, while a small class was grade 1 2 3. All the extras their after school hours until 14:30 hours."¹⁴⁷

From the above information it can be seen that the SD Laboratorium Universitas Negeri Malang has a special program to support the English language skills of the children especially for class ICP. Here there are three extracurricular mentioned that Math Club, English Club and Science Club. The activity is divided into two types of classes are small classes and large classes. Small class is a class that consist of children classes 1 to 3. While large classes is a class 4 to 6. Extracurricular activities are done after school until 14:30. This is reinforced by the data documentation of school profiles obtained by researchers.

¹⁴⁶Wawancara dengan Alvi Nurisnaini, S.Pd selaku coordinator Cambridge dan guru kelas 1ICP tanggal 7 April 2016 di ruang tata usaha SD Laboratorium Universitas Negeri Malang pukul 10:45 WIB.

¹⁴⁷Wawancara dengan Siti Nafiah, S.Pd selaku Waka Kurikulum tanggal 3 Mei 2016 di ruang guru SD Laboratorium Universitas Negeri Malang pukul 11:09 WIB.

3) POT (Association of Parents)

Here are the results of interviews with Alvi Cambridge coordinator at SD Laboratorium Universitas Negeri Malang to know about the role of the parents in the implementation of the Cambridge curriculum.

"There, every class there POT (association of parents). 2 weeks on Saturday, there are parents who come to class. So setting up learning, parents, they were given a 2 hour lesson. 1 day it was given 2 hours of lessons, for elementary school 2x35 minutes, while for the junior 2x40 minutes. So that design learning that yes the parents themselves. It's up to them to fill what, such as healthy food or anything. Then at the end of the semester, there is such study tour to learn outside, it's in the parent coordinator, so we just follow it."¹⁴⁸

From the above quotation can be concluded that in every class there is the community of parents who formed together with the class teacher. Within a period of two weeks on Saturday provided a 2 hour lesson for parents to teach. Parents are given the freedom to determine the material being taught. With this program, the students will be motivated to learn because the parents of each of the students took part in several activities at school, although only a minor role.

¹⁴⁸ Wawancara dengan Alvi Nurisnaini, S.Pd selaku coordinator Cambridge dan guru kelas 1 ICP tanggal 7 April 2016 di ruang tata usaha SD Laboratorium Universitas Negeri Malang pukul 10:45 WIB.

5. Obstacle Factor

1) National Curriculum Changes

SD Laboratorium Universitas Negeri Malang had experienced difficulties in preparing the curriculum. In the early years of joining, the Indonesian education system still uses the curriculum SBC as a national curriculum. Alvi said quite easy for synergy between curriculum SBC with the Cambridge curriculum. Schools can combine two of the learning curriculum aligned. An example is the presentation of the implementation of citizenship education subjects in thematic curriculum can be delivered in English, from the book to the language of instruction. She says:

"In the SBC before it can still be combined, so there is no mathematical Cambridge, there is no national math until she is that mathematics remains mathematics. If now with K13, Cambridge standing alone, thematic as well stand alone. Because it can not be combined. So it includes obstacles like that. If the first time social civic SBC (PKN) was all we change the English word. So the children are already familiar with all the forms of English, except for Indonesian, Javanese language and religion remain in Indonesian language. The others in English "¹⁴⁹

But since 2014, SD Laboratorium Universitas Negeri Malang started implementing the national curriculum in the form of curriculum 2013. SD Laboratorium Universitas Negeri Malang began implementing the curriculum in 2013 in 2014

¹⁴⁹ Wawancara dengan Alvi Nurisnaini, S.Pd selaku coordinator Cambridge dan guru kelas 1 ICP tanggal 7 April 2016 di ruang tata usaha SD Laboratorium Universitas Negeri Malang pukul 10:45 WIB.

because in the span of one school year they set up a way to synergize between the curriculum in 2013 by the Cambridge curriculum. Both the curriculum can not be matched, so that each curriculum is mutually exclusive. This is in accordance with the quotation from the previous statement. In the interview, Alvi had explained the impact that occurred in the preparation of the curriculum, she said:

"With the K13 was finally a lot of hours are reduced, since there who should speak Indonesian. Because of the development of this K13 must speak Indonesian, so we can not. Finally, there is a decrease in the standard automatically. first time, class 3 should have been like this, if now might class 4 and 5 only reached. It was for the use of the English language was greatly reduced at all."¹⁵⁰

From the above quotation can be concluded that in the curriculum of Cambridge, there are 3 different subjects, whereas in 2013 the curriculum of all subjects incorporated into thematic learning and materials must be delivered in Indonesian. With the curriculum of 2013 resulted in many hours for the Cambridge curriculum reduced. Resulting in decreased standard of student competency achievement.

2) Follow Up Supervision

If there is an evaluation of learners, there is also an evaluation for teachers. Evaluation of teachers is often referred to supervision. As described Alvi in an interview, there are two

¹⁵⁰ *Ibid.*

kinds of supervision applied in SD Laboratorium Universitas Negeri Malang, namely the supervision conducted by the principal and the supervision of the central foundations (BPLP). Supervision conducted by the principal to do with the schedule. Scheduled supervision that can be done two times in one half or even three times in one semester. While the supervision of BPLP 1 times in 1 semester. He says:

"Supervision was there 2. From the principal and of the center (BPLP). BPLP the supervision of each semester, when of school schedule, it could be 1 semester 2 or 3 times."¹⁵¹

Siti in the interview also explains that there are two kinds of supervision conducted in SD Laboratorium Universitas Negeri Malang, is supervision conducted by the principal and the supervision of the supervisor. He said that supervision is done by inspectors very minimalist means rare. While supervision is carried out by the principal conducted in stages. The first level is done by the school principal. Headmaster supervision at approximately 5 senior teachers. Then at the next level, supervision is done by the senior teachers who have been given training to be a supervisor. Senior teachers who have been trained as supervisor is then perform supervision to the other teachers. She says:

¹⁵¹ Wawancara dengan Alvi Nurisnaini, S.Pd selaku coordinator Cambridge dan guru kelas 1 ICP tanggal 12 Mei 2016 di koridor SD Laboratorium Universitas Negeri Malang pukul 10:45 WIB.

"Supervision of the headmaster remains. Actually there are supervisors, but supervisors that once minimalist means rare. We do the supervision of the headmaster. So we programmed once a semester. It also we create multilevel supervision by the principal, supervise approximately 5 senior person then senior teacher who happened to have been given training to be a supervisor later supervise his friends."¹⁵²

Siti also mentions things that are commonly considered in conducting supervision. These things include: planning, implementation and evaluation. But he also said that schools rarely follow up supervision that has been done. Follow up should be done is in the form of guidance to the deficiencies found when doing supervision. She says:

"Everything considered starting from the planning, execution, everything is just possible, but follow-up is often not done."¹⁵³

Siti statement was rejected by Alvi. Alvi said that once held a supervisory period certainly held follow-up either from BPLP or from the schools themselves. Neither the school or BPLP will usually hold a workshop for teachers. In contrast to the follow-up conducted school, BPLP follow up the results of supervision by conducting a joint workshop with partner schools. What is meant by partner schools are schools other than SD Laboratorium Universitas Negeri Malang being built from BPLP school. She says:

¹⁵² Wawancara dengan Siti Nafiah, S.Pd selaku Waka Kurikulum tanggal 3 Mei 2016 di ruang guru SD Laboratorium Universitas Negeri Malang pukul 11:09 WIB.

¹⁵³ *Ibid.*

"There is a workshop for teachers. So seen from the results of supervision of the teacher shortage was like what the BPLP find solutions or from school if we find solutions together. Usually we call professors when it comes to material, when dealing with procedures or strategies we could call someone else or the headmaster himself down, or be assigned one head teacher. There is definitely a workshop, after one period of supervision there will be a workshop."¹⁵⁴

C. The Research Findings

Based on the research, found some issues related to the implementation of the Cambridge curriculum SD Laboratorium Universitas Negeri Malang, namely:

1. Teacher Certification

In a curriculum planning must be some person appointed to be pengonsepe or commonly called the core team through special meetings. SD Laboratorium Universitas Negeri Malang curriculum of Cambridge is not just anyone can be selected. The person who is responsible for the development of teaching materials must be certified Cambridge. SD Laboratorium Universitas Negeri Malang has 5 teachers who are already certified Cambridge and became the first team in the development of the Cambridge curriculum. The name of the fifth person was Alvi Nurisnaini, Renita Ema Pusmawati, Maika Shanti, Yufita Aris and Lita Anggraeni. The core team is divided into three groups of tasks adjusted to three subjects areas Cambridge. Alvi Nurisnaini and Lita Anggraeni as

¹⁵⁴ Wawancara dengan Alvi Nurisnaini, S.Pd selaku coordinator Cambridge dan guru kelas 1 ICP tanggal 12 Mei 2016 di koridor SD Laboratorium Universitas Negeri Malang pukul 10:45 WIB.

coordinator subjects of English, Renita Ema Pusmawati and Maika Shanti as a coordinator of science subjects and Yuvita Aris as a coordinator of mathematics. This is consistent with the Alvi statement , she said:

"Yes, we do have 5 votes to 3 subjects. So there are 2 for English, 2 Science, Math 1. 5 people that have 5 people that are already certified Cambridge."¹⁵⁵

It is also confirmed by the data obtained by researchers documentation in the form of teacher data in SD Laboratorium Universitas Negeri Malang.

The above is said to be the core team is a team of five teachers who are already certified Cambridge. Alvi explained, to obtain certification of Cambridge was not much different from the national certification. Teachers must follow a training and some tests. There are 4 kinds of multilevel and sequential manner to obtain certificates Cambridge. She says:

"Yes, we do have 5 votes to 3 maple. So there are 2 for English, 2 Science, Math 1. 5 people that have 5 people that are already certified Cambridge. Cambridge was certified as a national certification. So it tested well, training well."¹⁵⁶

First, the online tutor. Alvi explained the training was conducted by an online way to communicate with tutors from Cambridge side. The training is carried out like a live lectures for 3 months. At the beginning of the meeting made a contract to determine the day and hour of the

¹⁵⁵Wawancara dengan Alvi Nurisnaini, S.Pd selaku coordinator Cambridge dan guru kelas 1 ICP tanggal 22 April 2016 di koridor SD Laboratorium Universitas Negeri Malang pukul 11:05 WIB.

¹⁵⁶*Ibid.*

meeting. CIE in every year the quota limit only accommodate 30 people, 30 people are formed into small groups consisting of 5 people per group. At each end of the training the members were given a final project. Each activity or meetings conducted always recorded by the CIE, so the presence of the members of the training can be seen and if things happen that are not desired then the CIE can report the matter to the principal concerned and accompanied by evidence. However, since 2010 the online tutor has been terminated. This is due to many parties objected to communicate online, in addition to the time difference far adrift, also because not everyone has an internet connection at home so that the low demand. She says:

"Previously we've followed the online tutor, so we are online with a tutor from Cambridge for 3 months. So we have to go to the cafe because it does not overcome if we are using a modem. So it was like a lecture and then at each end of the course there are tasks. So at the beginning of the existing contract today what you want at what time. So each class that there are 5 people. So we are limited annually 30. So there are 6 groups, from Monday to Saturday day what it wants. So if I'm not online that are only open 2-3 minutes or 1 hour was there a report to the principal. So there is a direct email so they record our activities. But since 2010 no longer exists online tutor for many objections and little demand."¹⁵⁷

Second, CICTT (Cambridge International Certificate for Teachers and Trainers). Alvi explained the same as previous training, this training is done online in a way to communicate with tutors from Cambridge side. The training is done within 6 days in succession. This training can be said to be too short because there is only six meetings. But, behind the

¹⁵⁷*Ibid.*

brief meeting that there is a final assignment in the form of research that can be completed within 4 months. She says:

"Then continuation is to follow the CICTT (Cambridge international certificate for teacher and trainer) .The I said before, one week but no task is finally completed within 4 months. So as to collect the results of research."¹⁵⁸

Third, accreditation. Alvi explain third training is done in a different way. Parties submitting Cambridge exam answers progression from other countries to the school to be corrected the trainee. Results corrections shall be sent back to the CIE to be collected. This form of training is aimed to look at the ability of the participants are already eligible as proofreaders or not. In the exam answers only include the names of the child and the name of the origin school. She says:

"Accreditation that we delivered on the answers of children who have been following the progression exam but not the children of Indonesia. We used gets from south africa. From the school there is only the child's name and school name. Then I and friends are asked to correct, then the result of the corrections is collected there. Are you worthy of correction? Like that."¹⁵⁹

Fourth, Diploma. Alvi explained to diploma certification, participants must attend training directly in a designated place for 1 year. The nearest state that has been designated to hold a diploma is Singapore. If the participant passed the diploma stage, the participants can become trainers and provide training to teachers in the country.

"There are diploma 1 year. If it took a diploma and after that passed, we can provide training anywhere."¹⁶⁰

¹⁵⁸ *Ibid.*

¹⁵⁹ *Ibid.*

¹⁶⁰ *Ibid.*

2. Supporting Extracurricular Cambridge Curriculum

Like the schools in general, SD Laboratorium Universitas Negeri Malang have extracurricular activities as activities supporting the skills of the students. There is indoor soccer, dance, robotics, karate, scouts, TPQ, English Club, Math Club and Science Club. The students are only allowed to take a maximum of 2 extra, because the teachers worrying time might clash between the one and the other extras. As for the scouts, all students without exception have been obliged to follow. Schools provide special programs to support Cambridge 3 subjects, namely English Club, Math Club and Science Club. This is consistent with the data documentation of school profiles obtained researchers. Alvi also briefly mentions:

"We had an extra special support cambridge curriculum. There is a math club, science club and English club."¹⁶¹

It is also reinforced by the statement Siti as the deputy head of the curriculum, she said:

"Support activities for the Cambridge curriculum there are, we had a math club, science club and English club. So the children start a class 1 that we categorize become 2 that is large classes and small classes by teachers themselves. The goal to Cambridge matter although we do not give the material but rather to the application. For example math interesting fun what, solve anything, what solutionnya problem. The large class of a class 456, while a small class that a class 123. All the extras their after school hours until 14:30."¹⁶²

¹⁶¹Wawancara dengan Alvi Nurisnaini, S.Pd selaku coordinator Cambridge dan guru kelas 1ICP tanggal 7 April 2016 di ruang tata usaha SD Laboratorium Universitas Negeri Malang pukul 10:45 WIB.

¹⁶²Wawancara dengan Siti Nafiah, S.Pd selaku Waka Kurikulum tanggal 3 Mei 2016 di ruang guru SD Laboratorium Universitas Negeri Malang pukul 11:09 WIB.

From the above information it can be seen that the SD Laboratorium Universitas Negeri Malang has a special program to support the English language skills of the children especially for a class ICP. Here there are three extracurricular mentioned that Math Club, English Club and Science Club. The activity is divided into two types of classes are small classes and large classes. Small class is a class that consist of children grade 1 to a class 3, while the large class is a class that consists of children from grade 4 to a class 6. Extracurricular activities are done after school until 14:30. This is reinforced by the data documentation of school profiles obtained by researchers.

Alvi explain the purpose of the establishment of this activity is to help children understand the lesson which it aspires. she said:

"This is an extra 3 proram of school, it's activities to help the children. For example, there may be a material that is not conveyed in a class. If in this we experimented extras. If in the a class may be experimented only one child or just a teacher, while the other disciples only saw either because of limited equipment or time. But if in extras, children can participate in groups or all could be more detail indivdu so again. Especially now the lot of the Olympics, so our target yes it can participate and win the olipiade. Participate Participate."¹⁶³

In the above sentence is said that the school is targeting to follow, even winning the Olympics. That way the purpose of establishing this extra activity not only transform and assist students in learning, but also prepares students to participate in an Olympic event. Alvi as one of the teachers who participated in extracurricular English Club a few of the

¹⁶³ Wawancara dengan Alvi Nurisnaini, S.Pd selaku coordinator Cambridge dan guru kelas 1 ICP tanggal 12 Mei 2016 di koridor SD Laboratorium Universitas Negeri Malang pukul 10:45 WIB.

activities carried out within these extra activities. In the English Club students more practice than the provision of material with the lecture method. This extra activity into a learning activity designed cool and fun, like learning to solve a problem by playing games and others. Alvi said:

"These activities help the children. For example, there may be a material that is not conveyed in a class so that if their knowledge. If in this we experimented extras. If the a class is probably the experiment only one child or just a student teacher while others only see whether because of limited equipment or time. But if in extra could have come all be in groups so it can be more detailed."¹⁶⁴

It is intended that the students can get meaningful learning experiences for all students could even practice. For example, the English Club is to create a joint project, namely role playing, poetry, create songs. As he said:

"We create the project, so we made a role play, a poem, create a song. If here could have more detail the material, for example, more, practice more."¹⁶⁵

It also explains a bit about the activities carried out in the Math Club, she said:

"Mathematics is problem solving, so there are some problems we solve together while playing a game or another. So there is less formal in class. The design was more fun, more fun but also a lot more to come."¹⁶⁶

Given this, the third extracurricular school can easily determine which students would be included in the Olympics. Schools only need to choose students from a certain concentration by adjusting the type of

¹⁶⁴*Ibid.*

¹⁶⁵*Ibid.*

¹⁶⁶*Ibid.*

competitions. As well as spelling bee contest in 2015, the school sends student representatives from the English Club. Same thing with the other competitions. This is consistent with the data documentation of student and teacher achievement data SD Laboratorium Universitas Negeri Malang year 2014/2015 obtained by researchers in appendix 3. In this case means holding school extracurricular activities of interest to participate in an Olympic event has been fulfilled.

3. **Preschool**

With a high standard of competence, it is impossible for children who only received his regular kindergarten entrance exam to qualify for SD Laboratorium Universitas Negeri Malang. If you wish to enroll their children in SD Laboratorium Universitas Negeri Malang, parents must provide the authorized capital of the English language to children. Alvi explained, usually parents provide education of English in everyday life at home. She says:

"Usually at home, they've taught English, there are also in the insert to the course."¹⁶⁷

Playing the case above, the school took the initiative to create a program for children who want to register at the SD Laboratorium Universitas Negeri Malang but still do not have the capital to speak English. The program, named "Pre-School". Alvi said:

"Then there is the pre-school activities, so we opened registration for children who want to school here but that is still a

¹⁶⁷Wawancara dengan Alvi Nurisnaini, S.Pd selaku coordinator Cambridge dan guru kelas 1 ICP tanggal 22 April 2016 di koridor SD Laboratorium Universitas Negeri Malang pukul 11:05 WIB.

kindergarten be ready when entering elementary school was there are pre-school activities."¹⁶⁸

This preschool program is created with the purpose to prepare children better than motoric, and especially on language knowledge for entry into elementary. As Alvi described, she said:

"The point is to prepare children to be better prepared when they enter elementary school. The material is also a mathematician, saint, english language support and all use English in their teaching and develop fine motor skills. So sometimes, when children go to school, but writing it has not been smooth, we see how they hold a pencil, following the line, made of curved lines, That's all we practice there. So that when they enter elementary school, they've been able to write a good and fast."¹⁶⁹

Pre-school program is enough to get the attention of parents who want to enroll their children get into SD Laboratorium Universitas Negeri Malang. It can be seen from the many enthusiasts from year to year. For a few years earlier, the program is able to capture 25 to 30 applicants in the first period. But for this year demand fell to 12 students. Alvi said that this happened because the school readiness of rushing to a lack of publicity. Publication of this year, will be carried out H-7 before the program begins. The program is widely followed by students who are still at the kindergarten level, so that the class held each afternoon.

"This year approximately 12 children. Though usually plain until 25-30 children. Because this year we opened a pre-school program abruptly and publication time just a week before the program began. The participants usually their day in the morning and afternoon kindergarten they are obeying the pre-school that we invent. Usually, we do it for 4 months. However, this special

¹⁶⁸ *Ibid.*

¹⁶⁹ Wawancara dengan Alvi Nurisnaini, S.Pd selaku coordinator Cambridge dan guru kelas 1 ICP tanggal 12 Mei 2016 di koridor SD Laboratorium Universitas Negeri Malang pukul 10:45 WIB.

year we only hold 3 months due in June already entered the month of Ramadan.”¹⁷⁰

Based on the above quote, it is known that the SD Laboratorium

Universitas Negeri Malang open a pre-school program for 4 months prior to school entrance exams were held. The program was formed because many enthusiasts who apply for entrance exams SD Laboratorium Universitas Negeri Malang.



¹⁷⁰ *Ibid.*

CHAPTER V

DISCUSSION

A. Backround SD Laboratorium Universitas Negeri Malang used Cambridge Curriculum

The application of the Cambridge curriculum in SD Laboratorium Universitas Negeri Malang started from the idea from the exclusion Supriyadi Saputra in the preparation of the National Education Standards in the Jakarta city. At that time he saw an opening for the head to go to the international school. 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 identity. This ability is achieved through by the application of Cambridge curriculum as the language of interaction.

B. Cambridge Curriculum Concepts Applied in SD Laboratorium Universitas Negeri Malang

The curriculum is a system. As a system, it must have the components or parts that support each other and form an inseparable unity. The components in a system are harmonious, not contradictory. Curriculum as an educational program that is planned and will be scheduled to have the

essential components in the form of purpose, content, organization and strategy.¹⁷¹

The curriculum is a program that is intended to achieve several educational objectives. The objectives serve as a reference any direction or run educational activities. Success or failure in school teaching program can be measured by how far and a lot of achievement of these objectives. In every school curriculum, certainly included educational objectives that will be or should be achieved by the school.¹⁷²

Results of research about the implementation of Cambridge curriculum objectives in SD Laboratorium Universitas Negeri Malangdo with a document review and interviews. Interviews were conducted with two informants consisting of the deputy head of the SD Laboratorium Universitas Negeri Malang and coordinator of Cambridge curriculum. Review of documents shall be do on the school profile about the school instructional purposes. The data from three sources are varied. As detailed, the results of this study concluded that the instructional objectives of the school has included the objectivesof implementation Cambridge curriculum in SD Laboratorium Universitas Negeri Malang.

With the Cambridge program, students build more than just a deep understanding of their subject. They also can develop thinking skills so that they can apply what they have learned. Cambridge Students are expected to play an active role in the classroom. They will be asked to

¹⁷¹ Surahmad Winarno. *Pembinaan dan Pengembangan Kurikulum*. Jakarta : Proyek Pengadaan Buku Sekolah Pendidikan Guru. 1977. Hal 9.

¹⁷² *Ibid*

think critically, to learn how to construct an argument and prove it. They will learn to work independently and collaborate with each other to make a project successful, and if not successful, they will also be taught how to accept the failure. Next, they will be encouraged to develop international view and become citizens who are confident.¹⁷³

The theory above is very consistent with the objectives of implementation nCambridge curriculum in SD Laboratorium Universitas Negeri Malang, the national curriculum with international standard. In accordance with the curriculum that has been made, this school implemented a national curriculum in conjunction with an international curriculum such as Cambridge curriculum. The curriculum is not formed with a definite purpose. There are several objectives of the establishment a national curriculum that international standard, which outline has been described by the above theory.

Based on data obtained in SD Laboratorium Universitas Negeri Malang, the purpose of SD Laboratorium Universitas Negeri Malang implement the national curriculum that international standard include: (1) Produce graduates are knowledgeable and able to think logically, independently and creatively, (2) Produce graduates ethics and high morality, (3) Produce graduates who have a sensitivity and appreciation (appreciation) of the aesthetic values, (4) to produce graduates who have a sensitivity to humanity and awareness of the environment, (5) to produce

¹⁷³Cambridge international examination, diakses di www.cie.org.uk. Pada tanggal 28 mei 2016 pukul 13.12.

graduates who have the skills practice (Life skills). Such is the purpose of implementation national curriculum that international standard in SD Laboratorium Universitas Negeri Malang.

The contents of curriculum program, is everything that given to children in learning activities to achieve the objectives. The contents of curriculum covering the types of fields of study and program content of each field of study is taught. The program content a field of study that is taught is actually the content of the curriculum itself, or also called as the syllabus. Determination of the main points and sub-subject based on the instructional objectives.¹⁷⁴

Cambridge program is suitable with other curriculum, so other schools can be free to design the curriculum in accordance with the desired values of the school. In some parts of the world, many school implementation the Cambridge curriculum in line with their national curriculum to provide benefits to learners on bilingual education. Cambridge curriculum program designed for international participants, but the learning and content can be adapted to the needs of learners each school.¹⁷⁵

The theory above is also in accordance with the implementation of curriculum is done in SD Laboratorium Universitas Negeri Malang, because this school has developed school curriculum according to the needs and circumstances of learners. This shows that school

¹⁷⁴*Ibid.*, hal. 10.

¹⁷⁵*Ibid.*

implementation the Cambridge curriculum accordance with the standards set by the Cambridge parties. But schools also have to develop the curriculum without losing the main components that have been assigned parties Cambridge.

Cambridge curriculum has the main framework for each subject, such as English first language and second language, mathematics, science, and provides a clear teaching structure.¹⁷⁶ This is in accordance with the contents of Cambridge curriculum in SD Laboratorium Universitas Negeri Malang. There are 3 subjects in the Cambridge curriculum at SD Laboratorium Universitas Negeri Malang, namely mathematics, English and science. The material in the subjects of mathematics include Number, Geometry, Measure, Handling Data and Problem solving. SD Laboratorium Universitas Negeri Malang using first framework for learning English language, so that the material in the English language subjects include reading, writing, usage, listening and speaking. While the material in science subjects include Scientific inquiry, Biology, Chemistry and Physics. This data correspond to the Cambridge curriculum framework attached.

The method used teachers in the learning process at the SD Laboratorium Universitas Negeri Malang is to adapt material and adapted to the needs of students. The method is often included in the lesson plan teachers are frequently asked questions and discussion. But teachers often

¹⁷⁶*Ibid.*

use different learning methods in the first meeting to engage learners actively participating in learning. As at the time of observation in the classroom learning, researchers found a variety of methods used in the first study, the teachers apply the method of question and answer, discussion, performances and demonstrations.

Even so, the school be subject to a password to get into Cambridge website and access a variety of learning resources, good learning media in the form of audio, visual even audiovisual. Cambridge program is suitable with other curriculum, so other schools can be free to design the curriculum in accordance with the desired values of the school. In some parts of the world, many of the school curriculum of Cambridge hand in hand with their national curriculum to provide benefits to learners on bilingual education. Cambridge university supporting schools that wish to adopt this curriculum. Cambridge curriculum program designed for international participants, but the learning and content can be adapted to the needs of learners each school.¹⁷⁷ This theory suggests that each school is free to develop the Cambridge curriculum according to the needs of the school and the needs of learners. This is consistent with what has been done by the SD Laboratorium Universitas Negeri Malang.

Evaluation component is associated with educational purposes for evaluation sought to determine whether educational objectives can be achieved or not. The evaluation function itself is to measure the success or

¹⁷⁷*Ibid.*

failure of the implementation of the curriculum.¹⁷⁸ Cambridge curriculum contains guidelines that will be used as a reference in the classroom. To guide the elementary school education Cambridge curriculum has six stages. These stages starting from phase 1 to 6 which means it uses ranging from grade 1 to grade 6, which includes the ability to read, write and practice the English language such as listening and speaking. Such use will be applied to learning in the classroom.¹⁷⁹

Many schools use a framework progression test to assess learner performance and report the development of learners in the elderly, this is corrected by a school exam. Check Point Primary Test using international standardized tests, giving parents additional confidence through the reports they receive, this is corrected by the Cambridge exams.¹⁸⁰

Based on the theory above it can be concluded that the evaluation by SD Laboratorium Universitas Negeri Malang are in accordance with the evaluation which are established by Cambridge. Since joining the CIE, the SD Laboratorium Universitas Negeri Malang must follow exams are held Cambridge parties. SD Laboratorium Universitas Negeri Malang follow two kinds of tests namely Cambridge Primary progression Test and Check Point Test. Progression exam test is conducted each year end. The exam is conducted from grade 3 to grade 6. While the Primary Check

¹⁷⁸ Khaeruddin. *Kurikulum Tingkat Satuan Pendidikan*. Jogjakarta : Nuansa Aksara. 2007. hal. 36.

¹⁷⁹ *Ibid.*

¹⁸⁰ *Ibid.*

Point Test is a test conducted at the end of the school period. This test is only followed by the 6th grade.

C. Implementation of Curriculum Concepts Applied in SD Laboratorium Universitas Negeri Malang

The curriculum was prepared and developed to achieve the goal of education, which prepares learners so that they can live in the community.¹⁸¹ So that curriculum can serve as a guide, then there are a number of principles in the development process. Some of the principles that are considered essential namely the principles of relevance, flexibility principle, the principle of continuity and efficiency.¹⁸²

As a step to determine implementation of Cambridge curriculum in SD Laboratorium Universitas Negeri Malang, the researchers focused on data mining qualitatively Cambridge curriculum includes planning, implementation Cambridge curriculum and evaluation Cambridge curriculum.

Results of research on curriculum planning in SD Laboratorium Universitas Negeri Malang obtained through interviews and review documents. Interviews were conducted with two informants consisting of deputy head of the SD Laboratorium Universitas Negeri Malang and Cambridge curriculum coordinator and teacher class 1 ICP. The study documents shall be made on the framework document, lesson plan and Syllabus. As detailed, the results of this study concluded that the

¹⁸¹ Wina Sanjaya. *Kurikulum dan...* Op Cit., hal. 10

¹⁸² *Ibid.*, hal. 4.

Cambridge curriculum planning at the SD Laboratorium Universitas Negeri Malang has developed and customized based on the needs of the school and students' condition. Curriculum development is done because the school felt the need and the absence of certain restrictions given by the CIE to school, even schools are given the freedom to determine the indicators or targets of the Cambridge curriculum that will be implemented.

Cambridge school to develop curriculum using the guide framework. It is proven that the material in the syllabus has included materials on the framework. Similarly, the lesson plans, materials and activities listed in the lesson plans has covered the material on the syllabus.

Many ways and means to implement the Cambridge curriculum. Some schools apply appropriate curriculum based program overall Cambridge, but there are also other schools that combine the Cambridge curriculum with their national curriculum.¹⁸³

The above theory proves that the measures taken by SD Laboratorium Universitas Negeri Malang, applying the Cambridge curriculum coupled with a national curriculum is not wrong, and in accordance with rules that are made by Cambridge parties.

Results of research on the implementation of learning curriculum in SD Laboratorium Universitas Negeri Malang through interviews and

¹⁸³Cambridge international examination, diakses di www.cie.org.uk. Pada tanggal 28 mei 2016 pukul 13.12.

classroom observation to Alvi as Cambridge coordinator and teacher grade 1 ICP and examine documents in the form of lesson plans and syllabus. Teachers teach the material in accordance with the syllabus and lesson plans are made based Cambridge curriculum guides. lesson plans used include learning steps namely initial activity, the core activities and closing activity. At the end of the lesson the teacher gave feedback to determine students' understanding of the material that has been taught. This is consistent with the activities listed in the lesson plans.

Cambridge curriculum implementation in the learning of the 3 subjects in SD Laboratorium Universitas Negeri Malang using the language of instruction in the form of the English language. In the classroom, most media are LCD and laptop. This is consistent with the results of observations conducted by researchers at the lesson plans made the teachers. However, sometimes the teacher writes on the board to provide feedback to the students. While the methods / strategies used by teachers in the learning process to adapt material.

Based on an analysis of several indicators such as the application of learning in three subjects Cambridge in the classroom using the English language and the application of learning 3 subjects Cambridge using the material that has been adapted / adopted, it can be concluded that the implementation of learning with reference curriculum Cambridge curriculum can be considered very good for all indicators have been met and implemented.

The results of studies on the evaluation of Cambridge curriculum in SD Laboratorium Universitas Negeri Malang conducted by interviewing Alvi at the same time as the Cambridge coordinator and teacher class IICP and Siti as well as the deputy head curriculum and study of the documents comprising the check point report test results.

Given that the learning activities are activities that have been designed and are conducted to achieve certain targets, the evaluation must be based on the achievement of curriculum.¹⁸⁴ Evaluation of the Implementation of National School of international standard in SD Laboratorium Universitas Negeri Malang that implement two kinds of curriculum evaluation of different ways. Various evaluations were conducted in the v is an evaluation of each unit, Middle Semester Exam each subject Cambridge, Final Examination Semester each subject Cambridge, Pre-Test Progression, Progression Test, Primary Check Point.

Some evaluations such as final exams for three subjects performed Cambridge schools to familiarize students. Schools conduct exams for the Cambridge curriculum starting from class 1 to class 6. It aims to train students not to fail in the real Cambridge exams. With the Cambridge exams held since grade one, then at the level of Class 1 learners already given materials Cambridge 3 subjects despite modest material.

Evaluation of teachers is often referred to supervision. There are two kinds of supervision applied in SD Laboratorium Universitas Negeri

¹⁸⁴ Lias Hasibuan. *Kurikulum Pemikiran Pendidikan*. Jakarta : GP Press. 2010. hal. 40

Malang, namely supervision conducted by the principal and the supervision of the central foundations (BPLP). Supervision conducted by the principal to do with the schedule. Scheduled supervision that can be done two times in one half or even three times in one semester. While the supervision of BPLP is the 1 time in the 1 semester.

D. Supporting Factors and Obstacle Factor the Implementation of Cambridge Curriculum in SD Laboratorium Universitas Negeri Malang

a. Supporting Factors

Several factors supporting SD Laboratorium Universitas Negeri Malang in the curriculum of Cambridge is the form factor of the fund, extracurricular activities and participation of parents. Factors funds are the factors that most influence the successful implementation of curriculum in schools in general. Usually the funds factor into the main Obstacle factor are most often experienced by schools Cambridge curriculum because of the high cost for the exam Cambridge. But not with SD Laboratorium Universitas Negeri Malang. There are no constraints on the problem of financing the procurement of funds for the exam. Parents are guardians of the students did not object to spending money that the goal is for the education of children.

Like the schools in general, SD Laboratorium Universitas Negeri Malang have extracurricular activities as activities supporting the skills of the students. SD Laboratorium Universitas Negeri Malang

has a special program to support the English language skills of the children especially for class ICP. Schools provide special programs to support Cambridge 3 subjects, namely English Club, Math Club and Science Club.

b. Obstacle Factor

Some of the obstacles faced SD Laboratorium Universitas Negeri Malang in the Cambridge curriculum is follow-up supervision. There are two kinds of supervision applied in SD Laboratorium Universitas Negeri Malang, namely supervision conducted by the principal and the supervision of the central foundations (BPLP). Supervision conducted by the principal to do with the schedule. Scheduled supervision that can be done two times in 1 semesters or even three times in 1 semester. While the supervision of BPLP is the 1 time in the 1 semester. But schools rarely follow up supervision that has been done. Follow-up should be done is in the form of guidance to the deficiencies found when doing supervision.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

A. CONCLUSIONS

1. The reason why SD Laboratorium Universitas Negeri Malang used Cambridge Curriculum is Supriyadi Saputra want to make SD Laboratorium Universitas Negeri Malang to go to the international school to prepare a quality society in tis era
2. The concept of Cambridge curriculum in SD Laboratorium Universitas Negeri Malang include the objectives, contents, methods and evaluation. School instructional objectives are: (1) To produce graduates knowledgeable and which are able to think logically, independent and creative, (2) Produce graduates who are ethical and have high morality, (3) Produce graduates who have a sensitivity and appreciation (appreciation) of the value- aesthetic value, (4) to produce graduates who have a sensitivity to humanity and awareness of the environment, (5)To produce graduates who have the skills practice (Life skills). The material taught in accordance with the material included in the framework. The method used teachers in the learning process at the SD Laboratorium Universitas Negeri Malang is to adapt material and adapted to the needs of students. Since joining the CIE, the SD Laboratorium Universitas Negeri Malang must follow Cambridge parties exams are held. SD Laboratorium Universitas

Negeri Malang follow two kinds of Cambridge tests namely Primary progression Test and Check Point Test.

3. Cambridge curriculum implementation in SD Laboratorium Universitas Negeri Malang include planning, implementation and evaluation. Cambridge curriculum planning from entrance exams ICP class supplemented with English language competence, as well as the making of the syllabus and lesson plan based on the framework and developed in accordance with the curriculum of 2013. The implementation of the Cambridge curriculum includes learning activities in class. Teachers teach the material in accordance with the syllabus and lesson plans are made based curriculum guides Cambridge. lesson plans used include learning steps namely initial activity, the core activities and closing activity. At the end of the lesson the teacher gave feedback to determine students' understanding of the material that has been taught. Methods / strategies used by teachers in the learning process to adapt material. Implementation of learning with reference to the Cambridge curriculum can be considered very good because all the indicators are met and implemented. Cambridge curriculum evaluation applied in SD Laboratorium Universitas Negeri Malang in the form of progression test and Primary Check Point. Some evaluation developed by the school such as final exams for three subjects performed Cambridge schools to familiarize students. Schools conduct exams for the Cambridge curriculum begins

from class 1 to class 6. It aims to train students not to fail in the real Cambridge exams. With the Cambridge exams held since class 1, then at the level of Class 1 learners already given materials Cambridge 3 subjects despite modest material.

4. The Factors which support the implementation of the Cambridge curriculum in SD Laboratorium Universitas Negeri Malang include fund factors, extra activities and participation of parents. While the obstacle factor the implementation of the Cambridge curriculum in SD Laboratorium Universitas Negeri Malang is follow-up supervision.

B. SUGGESTION

To increase the implementation of Cambridge curriculum in SD Laboratorium Universitas Negeri Malang, the researchers suggest the following:

1. For Teacher Class
 - a. Teachers should consider the location of the seating placement of students, so that students who are active do not move at will behind the till ignored.
 - b. Preferably in the implementation of the curriculum in teacher learning more creative teaching methods are used, so that students are not saturated in participating in learning activities.
 - c. We recommend teachers to implement programs that have made the school continues as started learning to use the English language

and end the English language learning in the learning time in addition to the 3 subjects Cambridge.

- a. SD Laboratorium Universitas Negeri Malang Schools should be to involve parties outside the school in the planning of curriculum such as universities, the Department of Education, other schools also use the Cambridge curriculum and the community in order to form sound planning and be able to solve the problem of changes in the national curriculum namely synergy between curriculum in 2013 by the Cambridge curriculum, so it does not affect the decline in student competence achievement standards.
- b. Schools should follow up the results of the supervision of properly so that faculty can develop competence and in accordance with the standards set schools.

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KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
<http://fitk.uin-malang.ac.id/> email : fitk@uin-malang.ac.id

BUKTI KONSULTASI SKRIPSI
JURUSAN PENDIDIKAN GURU MADRASAH IBTIDAIYAH
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Nama : ULFA AGUS YUDHA
NIM : 12140036
Judul : THE IMPLEMENTATION OF CAMBRIDGE
CURRICULUM
Dosen Pembimbing : Dr. MUHAMMAD WALID, MA

No.	Tgl/ Bln/ Thn	Materi Konsultasi	Tanda Tangan Pembimbing Skripsi
1.	16 / 3 / 2016	BAB IV	
2.	5 / 4 / 2016	REVISI BAB IV	
3.	19 / 4 / 2016	REVISI BAB IV	
4.	4 / 5 / 2016	BAB V	
5.	11 / 5 / 2016	REVISI BAB V	
6.	18 / 5 / 2016	BAB VI	
7.	25 / 5 / 2016	REVISI BAB VI	
8.	7 / 6 / 2016	SKRIPSI FULL INGGRES	
9.			
10.			
11.			
12.			

Malang, 7 JUNI 2016
Mengetahui
Ketua Jurusan PGMI,

Dr. Muhammad Walid, MA
NIP. 197308232000000000





KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
JalanGajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http://tarbiyah.uin-malang.ac.id. email :psg_uinmalang@ymail.com

Nomor : Un.3.1/TL.00.1/ **1891** /2015
Sifat : Penting
Lampiran : -
Hal : **Izin Penelitian**

29 September 2015

Kepada
Yth. Kepala SD Laboratorium Universitas Negeri Malang
di
Malang

Assalamu'alaikumWr. Wb.


Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Ulfa Agus Yudha
NIM : 12140036
Jurusan : Pendidikan Guru Madrasah Ibtidaiyah (PGMI)
Semester – Tahun Akademik : Ganjil - 2015/2016
Judul Skripsi : **Implementasi Kurikulum Cambridge**
diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

a.n Dekan
Wakil Dekan Bid. Akademik,


Dr. Hj. Sulalah, M.Ag
NIP. 19651112 199403 2 002

- Tembusan :
1. Yth. Ketua Jurusan PGMI
 2. Arsip



Certificate No. ID08/1219



**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI MALANG (UM)
UPT PUSAT PENGEMBANGAN
LABORATORIUM PENDIDIKAN (UPT P2LP)
SEKOLAH DASAR LABORATORIUM UM**

Jalan Bogor No. 19, Malang 65145
Telp. (0341) 557789 & 551312 Psw. 497 Fax (0341) 550222
Laman: www.sdlabum.sch.id - E-mail: labschool.um@gmail.com

SURAT KETERANGAN

Nomor : 225/UN32.20.5/PG/2016

Kepala Sekolah Dasar Laboratorium Universitas Negeri Malang menerangkan bahwa,

No.	Nama	Jurusan/Program
1.	Ulfa Agus Yudha	Pendidikan Guru Madrasah Ibtidaiyah (PGMI)

adalah Mahasiswa UIN Maulana Malik Ibrahim Malang Fakultas Ilmu Tarbiyah dan Keguruan yang telah melaksanakan Penelitian tentang "Implementasi Kurikulum Cambridge" di SD Laboratorium UM pada bulan April - Mei 2016.

Demikian surat keterangan ini di buat untuk dipergunakan sebagaimana mestinya.

10 Juni 2016

Kepala Sekolah,



Dra: Susilaningsih, M.Pd.

NIP. 195908281985032 001

Appendix 4: Curriculum Vitae

CURRICULUM VITAE



Name : Ulfa Agus Yudha

Place of Birth : Bogor

Date of Birth : First August 1994

Faculty : Tarbiyah and Teacher Training
Faculty

Study Program : Islamic Primary Teacher Education
Program

Entrance Year : 2012

Address : Griya Kenari Mas H5 – 15
Cileungsi - Bogor

Contact Person : 085731657628

Appendix 5: Interview Guidance

A. Pedoman Observasi

1. Keadaan dan letak geografis SD Laboratorium Universitas Negeri Malang.
2. Keadaan sarana dan prasarana secara umum.
3. Proses pembelajaran kurikulum Cambridge di kelas.
4. Metode pembelajaran yang digunakan oleh guru dalam pembelajaran materi Cambridge.
5. Sikap siswa ketika mengikuti pembelajaran.
6. Partisipasi siswa ketika mengikuti pembelajaran.
7. Evaluasi pembelajaran yang dilakukan oleh guru.

Persyaratan Pelaksanaan Proses Pembelajaran

NO	SUBVARIABEL	INDIKATOR	YA / TIDAK
1	Persyaratan Pelaksanaan Proses Pembelajaran	p. Jumlah maksimal peserta didik setiap rombongan belajar adalah 32 peserta didik.	
		q. Buku teks pelajaran yang kan digunakan oleh sekolah dipilih melalui rapat guru.	
		r. Rasio buku teks pelajaran untuk peserta didik adalah 1:1 per mata pelajaran.	
		s. Guru menggunakan buku panduan, buku pengayaan dan buku referensi serta sumber belajar lainnya.	
		t. Guru membiasakan peserta didik menggunakan buku- buku dan sumber belajar lain yang ada di perpustakaan sekolah.	
		u. Guru memperhatikan tata kelola tempat duduk yang disesuaikan dengan karakteristik peserta didik dan mata pelajaran, serta aktivitas pembelajaran yang akan dilakukan.	
		v. Guru memperhatikan volume dan intonasi suaranya dalam proses pembelajaran sehingga dapat didengar baik oleh peserta didik.	
		w. Tutur kata guru santun dan dapat dimengerti oleh peserta didik.	

		x. Guru menyesuaikan materi pelajaran dengan kecepatan dan kemampuan belajar peserta didik.	
		y. Guru menciptakan ketertiban, kedisiplinan, kenyamanan, keselamatan dan kepatuhan pada peraturan.	
		z. Guru memberikan penguatan dan umpan balik terhadap respons dan hasil belajar peserta didik selama proses pembelajaran berlangsung.	
		aa. Guru menghargai peserta didik tanpa memandang latar belakang agama, suku, jenis kelamin dan status sosial ekonomi.	
		bb. Guru menghargai pendapat yang diungkapkan peserta didik.	
		cc. Guru memakai pakaian yang sopan, bersih dan rapi.	
		dd. Guru memulai dan mengakhiri proses pembelajaran sesuai dengan waktu yang dijadwalkan.	

Data Pelaksanaan Pembelajaran

NO	SUBVARIABEL	INDIKATOR	YA / TIDAK
2	Pelaksanaan Pembelajaran	Pendahuluan	
	Pendahuluan - Kegiatan Inti – Penutup	e. Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran. f. Mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari. g. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai. h. Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.	
		Kegiatan Inti	

		<ul style="list-style-type: none"> e. Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari. f. Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain. g. Memfasilitasi terjadinya interaksi antar peserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya. h. Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran. 	
		<p>Penutup</p> <ul style="list-style-type: none"> e. Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran. f. Memberikan umpan balik terhadap proses dan hasil pembelajaran. g. Merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik. h. Menyampaikan rencana pembelajaran pada pertemuan berikutnya. 	

Data pelaksanaan pembelajaran mengacu kurikulum Cambridge

NO	INDIKATOR	YA / TIDAK
1	Penerapan pembelajaran pada 3 mata pelajaran Cambridge di kelas dengan menggunakan bahasa Inggris.	
2	Penerapan pembelajaran 3 mata pelajaran Cambridge menggunakan materi yang sudah diadaptasi/diadopsi	

B. Pedoman Dokumentasi

1. Sejarah berdirinya SD Laboratorium Universitas Negeri Malang.
2. Arsip Profil SD Laboratorium Universitas Negeri Malang.
3. Arsip data guru, karyawan dan siswa SD Laboratorium Universitas Negeri Malang.
4. Arsip data sarana dan prasarana SD Laboratorium Universitas Negeri Malang.

C. Pedoman Wawancara

1. Pedoman wawancara untuk Waka Kurikulum SD Laboratorium Universitas Negeri Malang.
 - a. Bagaimana sejarah berdiri dan perkembangan SD Laboratorium Universitas Negeri Malang?
 - b. Apa Visi, Misi dan Tujuan pendidikan SD Laboratorium Universitas Negeri Malang?
 - c. Sejak tahun berapa sekolah ini menerapkan kurikulum Cambridge dalam kegiatan pembelajarannya?
 - d. Apa yang melatarbelakangi sekolah ini menerapkan kurikulum Cambridge?
 - e. Landasan apa yang digunakan dalam menerapkan kurikulum Cambridge di sekolah ini?
 - f. Prestasi-prestasi apa saja yang sudah pernah diraih oleh sekolah ini?
 - g. Bagaimana dengan hasil yang diperoleh dari menerapkan kurikulum Cambridge di sekolah ini?
 - h. Apa harapan sekolah ini di masa yang akan datang?
 - i. Muatan mata pelajaran apa saja yang ada di sekolah ini?
 - j. Apakah guru diberikan kebebasan dalam kegiatan pembelajaran di kelas?
 - k. Bagaimana dengan bentuk program evaluasi yang dilakukan di sekolah ini?
 - l. Bagaimana bentuk konsep kurikulum Cambridge di sekolah ini?

- m. Bagaimana pelaksanaan dari penyampaian mata pelajaran kurikulum Cambridge di sekolah ini?
 - n. Dengan adanya kurikulum Cambridge, apakah tidak menambah beban belajar siswa di sekolah ini?
 - o. Bagaimana dengan hasil penerapan kurikulum Cambridge? Berhasil atau tidak? Jika berhasil faktor apa yang mempengaruhi?
2. Pedoman wawancara untuk Kordinator Kurikulum Cambridge serta guru mata pelajaran kurikulum Cambridge SD Laboratorium Universitas Negeri Malang.
- a. Apa saja tugas ibu dalam Tim kordinator kurikulum Cambridge?
 - b. Seperti apa bentuk kegiatan pembinaan sebelum ujian sertifikasi Cambridge?
 - c. Bagaimana bentuk ujian sertifikasi Cambridge tersebut?
 - d. Mata pelajaran apa yang ibu ajarkan?
 - e. Apakah ibu menggunakan bahasa Inggris dalam menyampaikan materi di kelas?
 - f. Apakah metode pembelajaran yang diterapkan mendorong keaktifan siswa dalam belajar?
 - g. Bagaimana bentuk partisipasi siswa dalam mengikuti kegiatan belajar di kelas?
 - h. Bagaimana bentuk evaluasi yang digunakan oleh ibu?
 - i. Aspek-aspek apa saja yang dievaluasi?
 - j. Media pendukung apa saja yang digunakan dalam kegiatan belajar di kelas? Apakah sudah sesuai dengan yang dibutuhkan?

Appendix 6: English Syllabus

English Syllabus

THEME : Myself

SUBTHEME : 1. My new friends and me
2. My body
3. Taking care of my body
4. I am unique

Time Allocation: 4 x 6 sub themes = 24 meetings.

No.	Core Curriculum	Basic Competence	Indicator	Time Allotment			Learning Process	Assessments		
				M	ST	IS		T	NT	P
1.	Phonics, spelling and vocabulary	Hear, read and write initial letter sounds.	1. Indicate the alphabetical order correctly.	2	-	-	1. Read the alphabet. 2. Write the alphabet orderly. 3. Spell the alphabet correctly.	√	-	-
			2. Recognize the initial letter in a word.	2	-	-	1. Read simple words. 2. Recognize the initial letter. 3. Underline the initial letter from each word.	√	-	-
			3. Recognize forms higher and lower case of letter.	2	-	-	1. Write alphabet letter in higher and lower case 2. Rewrite sentences using	√	-	-

							higher and lower case letter correctly.			
2.	Phonics, spelling and vocabulary	Know the name and most common sound associated with every letter in the English Alphabet.	4. Differentiate English and Indonesian spelling alphabets correctly.	2	-	-	1. Listen the teacher (CD) how to spell the alphabets correctly. 2. Spell alphabets in words (parts of body) 3. Mark the parts of body based on the alphabets mentioned. 4. Arrange scrambled letters.	√	-	-
	Reading	Read a range of common words on sight	5. Recognize some words in a text related to part of body.	2	-	-	1. Read a simple text about human's body. 2. Circle some words related to part of body in a sentence. 3. Match the words and the pictures. 4. Write simple sentences using the words mentioned before.	√	-	-
	Speaking and Listening	Speak clearly and choose words carefully to express feelings and ideas when speaking of matters of	6. Relate pictures to express feeling and ideas.	2	-	-	1. Mention feelings based on the students 'background of vocabulary. 2. Match the picture based on the feeling. 3. Rewrite simple sentences based on the pictures.	√	-	-

		immediate interest.								
3.	Grammar and punctuation	Pause at full stops when reading	7. Recognize full stops in sentences.	2	-	-	1. Read simple sentences carefully. 2. Recognize the full stops in sentences. 3. Rewrite simple sentences in taking care of our body.	√	-	-
	Reading	Join in with reading familiar, simple stories and poems. Demonstrate and understanding that one spoken word corresponds with one written word.	8. Demonstrate an understanding that one spoken word corresponds with one written word.	2	-	-	1. Read simple text about how to take care our body. 2. Choose pictures based on the sentences. 3. Demonstrate how to take care our body in daily life.	√	-	-
			9. Answer simple questions based on a short story given.	2	-	-	1. Read a short story. 2. Write true or false based on the story. 3. Answer the questions based on the story.	√	-	-
4.	Speaking and Listening	Converse audibly with friends, teachers and other adults.	10. Introduce students data	2	-	-	1. Read some vocabulary related to personal data. 2. Fill data form based on the text given. 3. Fill data form based on the students' data	√	-	-

			11. Demonstrate how to greet other people.	2	-	-	1. Read simple text about greetings. 2. Mention greetings. 3. Demonstrates how to greet people. 4. Match the greetings and the answer.	√	-	-
			12. Mention general hobbies in daily life.	2	-	-	1. Read vocabulary related to hobby. 2. Interview friends to ask about hobby. Matching pictures based on the activity given.	√	-	-
Totally				24						

Appendix 7: Lesson Plan

LESSON PLAN ENGLISH MEETING 37

16. Name of School : Laboratory Primary School State University of Malang
17. Lesson : English
18. Grade / Term : First / The second term
19. Standard of Competence : Speaking and Listening
20. Base Competence : Speak confidently to a group to share an experience.
21. Indicator : Speak confidently to a group to share a past experience.
22. Time allotment : 2 x 35 minutes
23. Objectives :
- d. Students are able to read a text about "When I was a baby" fluently.
 - e. Students are able to answer Yes/No, questions well.
 - f. Students are able to speak confidently to a group to share a past experience.
24. Material : Enclosed
25. Learning Activities

No.	Phase	Learning Activities	Time Allotment
1.	Introduction:	c. Teacher opens the lesson by greeting students. d. Teacher asks questions dealing with the topic today.	5'
2.	Core	a. Students read the text guided by teacher. b. Students answer the Yes/No questions. c. Students interview his/her friends. d. Students write the result of the interview. e. Students tell a story about his/her past experience.	50
3.	Closing	c. Students and teacher discuss what they have learnt. d. Students and teacher get the conclusion.	15'

26. Method : Asking and answering questions, discussion.
27. Technique : Cooperative Learning
28. Assessment : During the process and the result of worksheet 37.
- a. Process

No.	Name of	Students' Participation	Students' Motivation
-----	---------	-------------------------	----------------------

	Students	Excellent	Very Good	Good	Ok	Excellent	Very Good	Good	Ok
1.									
2.									
3.									
4.									
5.									

b. Worksheet

No.	Name of Students	Answer Yes/No Questions	Interview the other students	Tell a story	Total Score
1.					
2.					
3.					
4.					
5.					

29. Source/Media : Cambridge English Framework Grade 1

30. Media :LCD Projector

Principal

Teachers,

Dra Susilaningsih, M.Pd
NIP. 195908281985032001

Febriana Y.S,Si, S.Pd.

Alvi Nurisnaini, S.Pd



Cambridge Primary combines a world-class curriculum with high-quality support for teachers and integrated assessment. The curriculum is dedicated to helping schools develop learners who are confident, responsible, reflective, innovative and engaged. Cambridge Primary has curriculum frameworks for English (including English as a Second Language), Mathematics and Science which have been designed to engage learners in an active and creative learning journey.

Scientific enquiry

The curriculum frameworks for each subject for Cambridge Primary are organised into six stages. They reflect the teaching target for each year group and provide comprehensive learning objectives. For Cambridge Primary Science, the curriculum is presented in four content areas or 'strands'. These are further subdivided into 'substrands'. The four strands and substrands are:

- Ideas and evidence
- Plan investigative work
- Obtain and present evidence
- Consider evidence and approach

Biology

- Plants
- Living things in their environment (from stage 2)
- Humans and animals

Chemistry

- Material properties
- Material changes (from stage 2)
- States of matter (from stage 4)

Physics

- Forces (forces and motion from stage 3)
- Light and dark (from stage 2)
- Electricity (from stage 2, Electricity and magnetism from stage 4)
- The Earth and beyond (from stage 2)
- Sound

Scientific enquiry is about considering ideas, evaluating evidence, planning investigative work and recording

and analysing data. The Scientific enquiry objectives underpin Biology, Chemistry and Physics, which are focused on developing confidence and interest in scientific knowledge. Environmental awareness and some history of science are also incorporated.



The Cambridge Primary Science curriculum framework provides a solid foundation upon which the later stages of education can be built.

Cambridge Primary offers an optional testing structure to assess learner performance and report progress for both learners and parents. These assessments provide an international benchmark that enables teachers to identify learner strengths and weaknesses within individuals and class groups and develop further teaching and learning support using the information from the test results.

Cambridge Primary Progression Tests are available to schools registered for Cambridge Primary for stages 3–6. These tests are marked by teachers and come with full mark schemes and marking guidance. At the end of Cambridge Primary, schools can also offer Cambridge

Primary Checkpoint, a diagnostic test which offers comprehensive feedback at the end of the Cambridge Primary stage.

On the following pages, you will find some examples from the Biology strand and the substrands for stages 1, 3, 5 and 6 of the Cambridge Primary Science curriculum.



Stage 1

Strand: Biology

Substrand: Plants

- Know that plants are living things
- Know that there are living things and things that have never been alive
- Explore ways that different animals and plants inhabit local environments
- Name the major parts of a plant, looking at real plants and models
- Know that plants need light and water to grow
- Explore how seeds grow into flowering plants.

Substrand: Humans and animals

- Recognise the similarities and differences between each other
- Recognise and name the main external parts of the body
- Know about the need for a healthy diet, including the right types of food and water
- Explore how senses enable humans and animals to be aware of the world around them

Stage 3

- Know that humans and animals produce offspring which grow into adults.



Strand: Biology

Substrand: Plants

- Know that plants have roots, leaves, stems and flowers
- Explain observations that plants need water and light to grow
- Know that water is taken in through the roots and transported through the stem
- Know that plants need healthy roots, leaves and stems to grow well
- Know that plant growth is affected by temperature.

Substrand: Humans and animals

- Know life processes common to humans and animals include nutrition (water and food), movement, growth and reproduction
- Describe differences between living and non-living things using knowledge of life processes
- Explore and research exercise and the adequate, varied diet needed to keep healthy
- Know that some foods can be damaging to health, e.g. very sweet and fatty foods
- Explore human senses and the ways we use them to learn about our world
- Sort living things into groups, using simple features and describe rationale for groupings.

Stage 5

Strand: Biology

Substrand: Plants

- Know that plants need energy from light for growth
- Know that plants reproduce
- Observe how seeds can be dispersed in a variety of ways
- Investigate how seeds need water and warmth for germination, but not light
- Know that insects pollinate some flowers
- Observe that plants produce flowers which have male and female organs; seeds are formed when pollen from the male organ fertilises the ovum (female)
- Recognise that flowering plants have a life cycle including pollination, fertilisation, seed production, seed dispersal and germination.



Stage 6

Strand: Biology

Substrand: Humans and animals

- Use scientific names for some major organs of body systems
- Identify the position of major organs in the body
- Describe the main functions of the major organs of the body
- Explain how the functions of the major organs are essential.

How can I access the full curriculum framework?

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Additional Qualification Types form

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- If you are a Cambridge school and would like to offer Cambridge Primary complete and return our
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Cambridge Primary Mathematics

Cambridge Primary combines a world-class curriculum with high-quality support for teachers and integrated assessment. The curriculum is dedicated to helping schools develop learners who are confident, responsible, reflective, innovative and engaged. Cambridge Primary has curriculum frameworks for English (including English as a Second Language), Mathematics and Science which have been designed to engage learners in an active and creative learning journey.

The curriculum frameworks for each subject for Cambridge Primary are organised into six stages. They reflect the teaching target for each year group and provide comprehensive learning objectives. For Cambridge Primary Mathematics, the curriculum is presented in five content areas or 'strands'. These are further subdivided into 'substrands'. The strands and substrands are:

- Length, mass and capacity
- Time
- Area and perimeter (from stage 4)

Handling data

- Organising, categorising and representing data
- Probability (from stage 5)

Number

Problem solving

- Numbers and the number system
- Calculation – Mental strategies, Addition and subtraction, Multiplication and division

- Using techniques and skills in solving mathematical problems
- Using understanding and strategies in solving problems (from stage 4)

Geometry

- Shapes and geometric reasoning
- Position and movement

Measure

- Money (until stage 3)

The first four content areas are all underpinned by Problem solving, which describes using techniques and skills and the application of understanding and strategies in solving problems. Mental strategies are also a key part of the Number content. This curriculum focuses on principles, patterns, systems, functions and relationships so that learners can apply their mathematical knowledge

The Cambridge Primary Mathematics curriculum framework provides a solid foundation upon which the later stages of education can be built.

Cambridge Primary offers an optional testing structure to assess learner performance and report progress for both learners and parents. These assessments provide an international benchmark that enables teachers to identify learner strengths and weaknesses for individuals and class groups and develop further teaching and learning support using the information from the test results.

Cambridge Primary Progression Tests are available to schools registered for Cambridge Primary for stages 3–6. These tests are marked by teachers and come with full mark schemes and marking guidance. At the end of Cambridge Primary, schools can also offer Cambridge Primary Checkpoint, a diagnostic test which offers comprehensive feedback at the end of the Cambridge Primary stage.

and develop a holistic understanding of the subject. On the following pages, you will find some examples from the

Number strand and the substrands for stages 1, 3 and 5 of the Cambridge Primary Mathematics curriculum.



Stage 1

- Find halves of small numbers and shapes by folding, and recognise which shapes are halved.

Strand: Number

Substrand: Numbers and the number system

- Recite numbers in order (forwards from 1 to 100, backwards from 20 to 0)
- Read and write numerals from 0 to 20
- Count objects up to 20, recognising conservation of number
- Count on in tens from zero or a single-digit number to 100 or just over
- Count on in twos, beginning to recognise odd/even numbers to 20 as 'every other number'
- Begin partitioning two-digit numbers into tens and ones and reverse
- Within the range 0 to 30, say the number that is 1 or 10 more or less than any given number
- Use more or less to compare two numbers, and give a number which lies between them
- Order numbers to at least 20, positioning on a number line; use ordinal numbers
- Use the = sign to represent equality
- Give a sensible estimate of some objects that can be checked by counting, e.g. to 30



Strand: Number

Substrand: Calculation

Mental strategies

- Know all number pairs to 10 and record the related addition/subtraction facts
- Begin to know number pairs to 6, 7, 8, 9 and 10
- Add more than two small numbers, spotting pairs to 10, e.g. $4 + 3 + 6 = 10 + 3$
- Begin using pairs to 10 to bridge 10 when adding/ subtracting, e.g. $8 + 3$, add 2, then 1
- Know doubles to at least double 5
- Find near doubles using doubles already known, e.g. $5 + 6$
- Begin to recognise multiples of 2 and 10.

Addition and subtraction

- Understand addition as counting on and combining two sets; record related addition sentences
- Understand subtraction as counting back and 'take away'; record related subtraction sentences
- Understand difference as 'how many more to make?'
- Add/subtract a single-digit number by counting on/back
- Find two more or less than a number to 20, recording the jumps on a number line
- Relate counting on and back in tens to finding 10 more/less than a number (< 100)

- Begin to use the $+$, $-$ and $=$ signs to record calculations in number sentences
- Understand that changing the order of addition does not change the total
- Add a pair of numbers by putting the larger number first and counting on
- Recognise the use of a sign such as \square to represent an unknown, e.g. $6 + \square = 10$
- Begin to add single and two-digit numbers.

Multiplication and division

- Double any single-digit number
- Find halves of even numbers of objects up to 10
- Try to share numbers to 10 to find which are even and which are odd
- Share objects into two equal groups in a context.

Stage 3

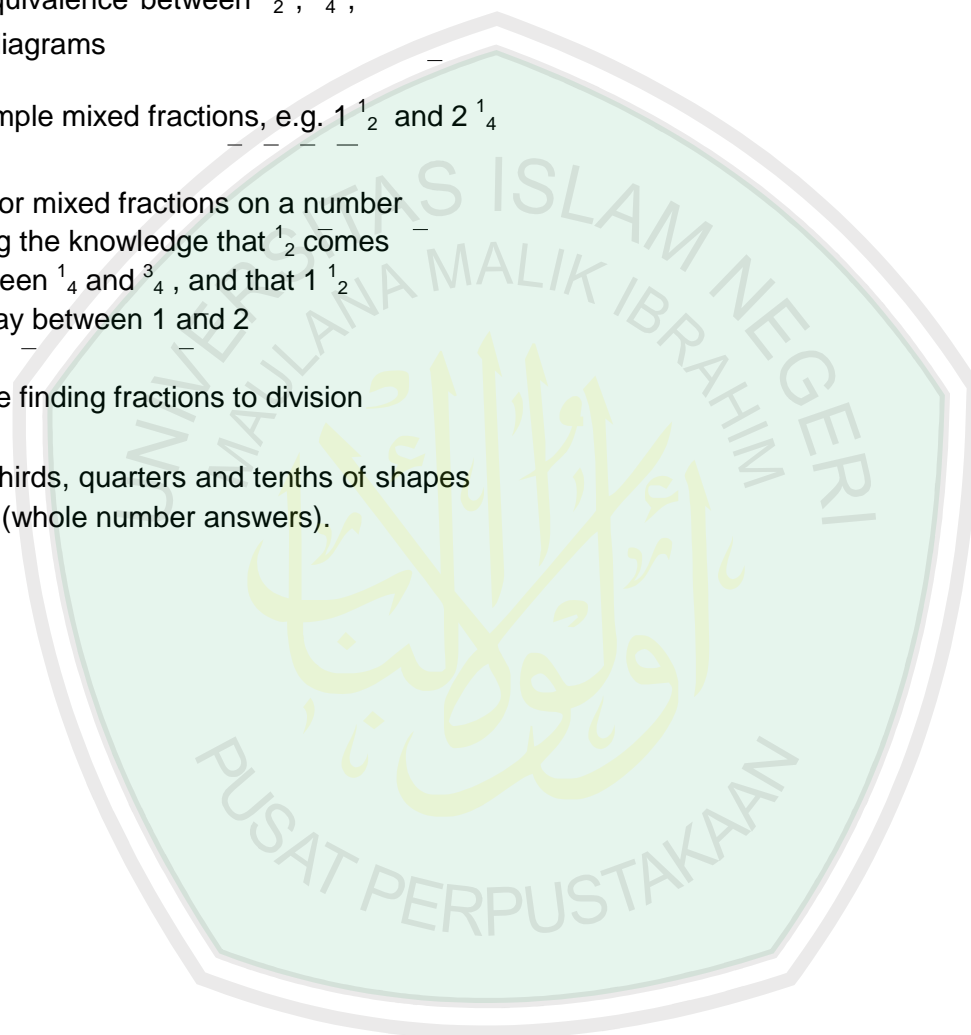
Strand: Number

Substrand: Numbers and the number system

- Recite numbers 100 to 200 and beyond
- Read and write numbers to at least 1000
- Count on and back in ones, tens and hundreds from two- and three-digit numbers
- Count on and back in steps of 2, 3, 4 and 5 to at least 50
- Understand what each digit represents in three-digit numbers and partition into hundreds, tens and units
- Find 1, 10, 100 more/less than two- and three-digit numbers
- Multiply two-digit numbers by 10 and understand the effect
- Round two-digit numbers to the nearest 10 and round three-digit numbers to the nearest 100
- Place a three-digit number on a number line marked off in multiples of 100
- Place a three-digit number on a number line marked off in multiples of 10
- Compare three-digit numbers, use $<$ and $>$ signs, and find a number in between



- Order two- and three-digit numbers
- Give a sensible estimate of a number as a range (e.g. 30 to 50) by grouping in tens
- Find half of odd and even numbers to 40, using notation such as $13 \frac{1}{2}$
- Understand and use fraction notation, recognising that fractions are several parts of one whole, e.g. $\frac{3}{4}$ is three quarters and $\frac{2}{3}$ is two thirds
- Recognise equivalence between $\frac{1}{2}$, $\frac{2}{4}$, $\frac{4}{8}$, $\frac{5}{10}$ using diagrams
- Recognise simple mixed fractions, e.g. $1 \frac{1}{2}$ and $2 \frac{1}{4}$
- Order simple or mixed fractions on a number line, e.g. using the knowledge that $\frac{1}{2}$ comes half way between $\frac{1}{4}$ and $\frac{3}{4}$, and that $1 \frac{1}{2}$ comes half way between 1 and 2
- Begin to relate finding fractions to division
- Find halves, thirds, quarters and tenths of shapes and numbers (whole number answers).



Stage 3 continued

Strand: Number

Substrand: Calculation

Mental strategies

- Know addition and subtraction facts for all numbers to 20
- Know the following addition and subtraction facts:
 - multiples of 100 with a total of 1000
 - multiples of 5 with a total of 100
- Know multiplication/division facts for 2x, 3x, 5x and 10x tables
- Begin to know 4x table
- Recognise two- and three-digit multiples of 2, 5 and 10
- Work out quickly the doubles of numbers 1 to 20 and derive the related halves
- Work out quickly the doubles of multiples of 5 (< 100) and derive the related halves
- Work out quickly the doubles of multiples of 50 to 500.
- Add and subtract 10 and multiples of 10 to and from two- and three-digit numbers
- Add 100 and multiples of 100 to three-digit numbers
- Use the = sign to represent equality, e.g. $75 + 25 = 95 + 5$
- Add several small numbers
- Find complements to 100, solving number equations such as $78 + \square = 100$
- Add and subtract pairs of two-digit numbers
- Add three-digit and two-digit numbers using notes to support
- Re-order an addition to help with the calculation, e.g. $41 + 54$, by adding 40 to 54, then 1
- Add/subtract single-digit numbers to/from three-digit numbers
- Find 20, 30, ... 90, 100, 200, 300 more/less than three-digit numbers.

Addition and subtraction

Multiplication and division

- Understand the relationship between halving and doubling
- Understand the effect of multiplying two-digit numbers by 10
- Multiply single-digit numbers and divide two-digit numbers by 2, 3, 4, 5, 6, 9 and 10
- Multiply teens numbers by 3 and 5
- Begin to divide two-digit numbers just beyond 10x tables, e.g. $60 \div 5$, $33 \div 3$
- Understand that division can leave a remainder (initially as 'some left over')
- Understand and apply the idea that multiplication is commutative
- Understand the relationship between multiplication and division and write connected facts.



Stage 5

Strand: Number

Substrand: Numbers and the number system

- Order numbers with one or two decimal places and compare using the $>$ and $<$ signs
- Recognise and extend number sequences.
- Recognise odd and even numbers and multiples of 5, 10, 25, 50 and 100 up to 1000
- Make general statements about sums, differences and multiples of odd and even numbers.
- Count on and back in steps of constant size, extending beyond zero
- Know what each digit represents in five- and six-digit numbers
- Partition any number up to one million into thousands, hundreds, tens and units
- Use decimal notation for tenths and hundredths and understand what each digit represents
- Multiply and divide any number from 1 to 10 000 by 10 or 100 and understand the effect
- Round four-digit numbers to the nearest 10, 100 or 1000
- Round a number with one or two decimal places to the nearest whole number
- Order and compare numbers up to a million using the $>$ and $<$ signs
- Order and compare negative and positive numbers on a number line and temperature scale
- Calculate a rise or fall in temperature



- Recognise equivalence between: $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{1}{8}$; $\frac{1}{3}$ and

$$\frac{1}{6}; \frac{1}{5} \text{ and } \frac{1}{10}$$

- Recognise equivalence between the decimal and fraction forms of halves, tenths and hundredths and use this to help order fractions, e.g. 0.6 is more than 50 per cent and less than $\frac{7}{10}$
- Change an improper fraction to a mixed number, e.g. $\frac{7}{4}$ to $1\frac{3}{4}$; order mixed numbers and place between whole numbers on a number line
- Relate finding fractions to division and use to find simple fractions of quantities
- Understand percentage as the number of parts in every 100 and find simple percentages of quantities
- Express halves, tenths and hundredths as percentages
- Use fractions to describe and estimate a simple proportion, e.g. $\frac{1}{5}$ of the beads are yellow
- Use ratio to solve problems, e.g. to adapt a recipe for 6 people to one for 3 or 12 people.
- Know by heart pairs of one-place decimals with a total of 1, e.g. $0.8 + 0.2$
- Derive quickly pairs of decimals with a total of 10, and with a total of 1
- Know multiplication and division facts for the 2x to 10x tables
- Know and apply tests of divisibility by 2, 5, 10 and 100
- Recognise multiples of 6, 7, 8 and 9 up to the 10th multiple
- Know squares of all numbers to 10×10
- Find factors of two-digit numbers
- Count on or back in thousands, hundreds, tens and ones to add or subtract
- Add or subtract near multiples of 10 or 100, e.g. $4387 - 299$

Strand: Number

Substrand: Calculation

Mental strategies

Stage 5 continued

Multiplication and division

- Use appropriate strategies to add or subtract pairs of two- and three-digit numbers and numbers with one decimal place, using jottings where necessary
- Calculate differences between near multiples of 1000, e.g. $5026 - 4998$, or near multiples of 1, e.g. $3.2 - 2.6$
- Multiply multiples of 10 to 90, and multiples of 100 to 900, by a single-digit number
- Multiply by 19 or 21 by multiplying by 20 and adjusting
- Multiply by 25 by multiplying by 100 and dividing by 4
- Use factors to multiply, e.g. multiply by 3, then double to multiply by 6
- Double any number up to 100 and halve even numbers to 200, and use this to double and halve numbers with one or two decimal places, e.g. double 3.4 and half of 8.6
- Double multiples of 10 to 1000 and multiples of 100 to 10 000, e.g. double 360 or double 3600, and derive the corresponding halves.
- Multiply or divide three-digit numbers by single-digit numbers
- Multiply two-digit numbers by two-digit numbers
- Multiply two-digit numbers with one decimal place by single-digit numbers, e.g. 3.6×7

Addition and subtraction

- Find the total of more than three two- or three-digit numbers using a written method
- Add or subtract any pair of three- and/or four-digit numbers, with the same number of decimal places, including amounts of money.

- Divide three-digit numbers by single-digit numbers, including those with a remainder (answers no greater than 30)
- Start expressing remainders as a fraction of the divisor when dividing two-digit numbers by single-digit numbers
- Decide whether to group (using multiplication facts and multiples of the divisor) or to share (halving and quartering) to solve divisions
- Decide whether to round an answer up or down after division, depending on the context
- Begin to use brackets to order operations and understand the relationship between the four operations and how the laws of arithmetic apply to multiplication.

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Cambridge Primary English

Cambridge Primary combines a world-class curriculum with high-quality support for teachers and integrated assessment. The curriculum is dedicated to helping schools develop learners who are confident, responsible, reflective, innovative and engaged. Cambridge Primary has curriculum frameworks for English (including English as a Second Language), Mathematics and Science which have been designed to engage learners in an active and creative learning journey.

The curriculum frameworks for each subject for Cambridge Primary are organised into six stages. They reflect the teaching target for each year group and provide comprehensive learning objectives.

For Cambridge Primary English, the curriculum is presented in five content areas or 'strands'. These are further subdivided into 'substrands'. The framework promotes an enquiry-based approach to learning to develop thinking skills and encourage intellectual engagement. The five strands and substrands are:

Phonics, spelling and vocabulary

Grammar and punctuation

- Reading
- Writing

Reading

- Fiction and poetry

- Non-fiction

Writing

- Fiction
- Non-fiction
- Presentation

Speaking and listening

The curriculum aims to enable learners to communicate confidently and effectively and to develop critical skills in order to respond to a range of information, media and texts with enjoyment and understanding.

Learners who follow this framework will develop a first-language competency in English based on a curriculum designed to be successful in any culture and to promote cross-cultural understanding. The Cambridge Primary English curriculum framework provides a solid foundation on which the later stages of education can be built.

Cambridge Primary offers an optional testing structure to assess learner performance and report progress for both learners and parents. These assessments provide an international benchmark that enables teachers to identify learner strengths and weaknesses within individuals and class groups and develop further teaching and learning support using the information from the test results.

Cambridge Primary Progression Tests are available to schools registered for Cambridge Primary for stages 3–6. These tests are marked by teachers and come with full mark schemes and marking guidance. At the end of Cambridge Primary, schools can also offer Cambridge Primary Checkpoint, a diagnostic test which offers comprehensive feedback at the end of the Cambridge Primary stage.

On the following pages, you will find some examples from the Phonics, spelling and vocabulary strand for stages 1, 3 and 5 of the Cambridge Primary English curriculum.



Stage 1

Strand: Phonics, spelling and vocabulary

- Hear, read and write initial letter sounds
- Know the name and most common sound associated with every letter in the English alphabet
- Identify separate sounds (phonemes) within words, which may be represented by more than one letter, e.g. 'th', 'ch', 'sh'
- Use knowledge of sounds to read and write single-syllable words with short vowels
- Blend to read, and segment to spell, words with final and initial adjacent consonants, e.g. b-l, n-d
- Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'
- Use knowledge of sounds to write simple regular words, and to attempt other words
- Spell familiar common words accurately, drawing on sight vocabulary
- Use rhyme and relate this to spelling patterns
- Recognise common word endings, e.g. -s, -ed and -ing.

Stage 3

Strand: Phonics, spelling and vocabulary

- Use effective strategies to tackle blending unfamiliar words to read, including sounding out, separating into syllables, using analogy, identifying known suffixes and prefixes, using context
- Use and spell compound words
- Know irregular forms of common verbs
- Use effective strategies to tackle segmenting unfamiliar words to spell, including segmenting into individual sounds, separating into syllables, using analogy, identifying known suffixes and prefixes, applying known spelling rules, visual memory, mnemonics
- Learn rules for adding -ing, -ed, -s to verbs
- Extend earlier work on prefixes and suffixes
- Explore words that have the same spelling but different meanings (homonyms), e.g. form, wave.



Stage 5

- Investigate ways of creating opposites, e.g. un-, im- and comparatives, e.g. -er, -est
- Revise grammatical homophones, e.g. they're, their, there
- Use dictionaries efficiently and carry out ICT spell checks

Strand: Phonics, spelling and vocabulary

- Investigate the spelling of word-final unstressed vowels, e.g. the unstressed 'er' at the end of butter and unstressed 'ee' at the end of city
- Recognise a range of less common letter strings in words which may be pronounced differently
- Spell and make correct use of possessive pronouns, e.g. their, theirs, my, mine
- Identify 'silent' vowels in polysyllabic words, e.g. library, interest
- Use effective strategies for learning new spellings and misspelt words
- Learn spelling rules for words ending in -e and -y, e.g. take/taking, try/tries
- Know rules for doubling consonants and investigate patterns in the use of single and double consonants, e.g. -full/-ful
- Investigate spelling patterns for pluralisation, e.g. -s/-es, -y/-ies, -f/-ves
- Extend earlier work on prefixes and suffixes, recognising that different spelling rules apply for suffixes which begin with vowels and those that begin with consonants

- Identify word roots and derivations to support spelling and vocabulary, e.g. sign, signal, signature
- Investigate the origin and appropriate use of idiomatic phrases.

How can I access the full curriculum framework?

Only schools offering Cambridge Primary can access the full curriculum frameworks.

- Identify unfamiliar words, explore definitions and use new words in context
- Extend understanding of the use of adverbs to qualify verbs, e.g. in dialogue
- Use a thesaurus to extend vocabulary and choice of words
- Collect synonyms and opposites and investigate shades of meaning
- Use known spellings to work out the spelling of related words
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Appendix 9: Student Achievement

DATA PRESTASI SISWATAHUN 2013-2014 DAN 2014--2015

No	Nama	Prestasi	Juara	Tingkat
1	Luthfiza Nabila Putri	Tartil Al-Quran	Juara II	Tingkat Gugus (KKKS)
2	Hayunda Fadhila Rachmi	Pidato Bahasa Jawa	Juara II	Lomba Kreativitas Tk Gugus
3	Zahra Sanyya Putri	Pidato Bahasa Bahasa Inggris	Juara II	Lomba Kreativitas Tk Gugus
4	Nadia Diva Galuh Putri	Lomba Menggambar (peringatan hari Kartini)	Juara I	TK SD (sanggar minat UM)
5	Muhammad Zidan Royyandi Putra Qayfa	Lomba Menggambar (peringatan hari Kartini)	Juara II	TK SD (sanggar minat UM)
6	Maria Harin Danintya	Final OSK	Juara III	Tk Nasional
7	Adlin Arum Anindita	Final OSK	Juara Harapan	Tk Nasional
8.	Bramanta Naraprima	Lomba menggambar siswa ABK	Juara I	Tingkat Kota
9.	Julia Zarradinda	Lomba Bahasa Inggris	Juara I	Tingkat Kota
10.	Navysha Luthfiandari M	Lomba Bahasa Inggris	Juara III	Tingkat Kota
11	Nikita Jasmine Almira	Lomba spelling bee	Juara 2 Grup A	Tingkat Kota
12	Alif Risqullah	Lomba spelling bee	Juara 1 Grup B	Tingka Nasional
13	Febrian Dhani Hartawan	Lomba spelling bee	Juara 2 Grup B	Tingka Nasional
14	Zarilham Nurrahman	Lomba Menulis Cerita Tingkat SD		Tingkat Nasional
15	Team Futsal SD LABORATORIUM	Juara IV Futsal	Juara IV	Tingkat Kota

16	Team Futsal SD LABORATORIUM	Team Fair Play		Tingkat Kota
17	Aisyah	Membaca Puisi	Juara I	Tingkat Kota
18	Reyhan	Lomba membaca dwi darma pramuka	Juara I	Tingkat Kota
19	Muhammad Ilham Dany.W.A	Lomba Game komputer	Juara 11	Tingkat Kota
20	Muhammad Nafi' Baliyamalkan	Lomba Game komputer	Juara 8	Tingkat Kota
21	Raden Rizal Satria Mahardika	Lomba Game komputer	Juara 14	Tingkat Kota
22	Rezalva Luna Aina Haq	Lomba Pidato Bhs Indonesia	Kategori 10 Besar	Tingkat Kota

Appendix 10: Teachers

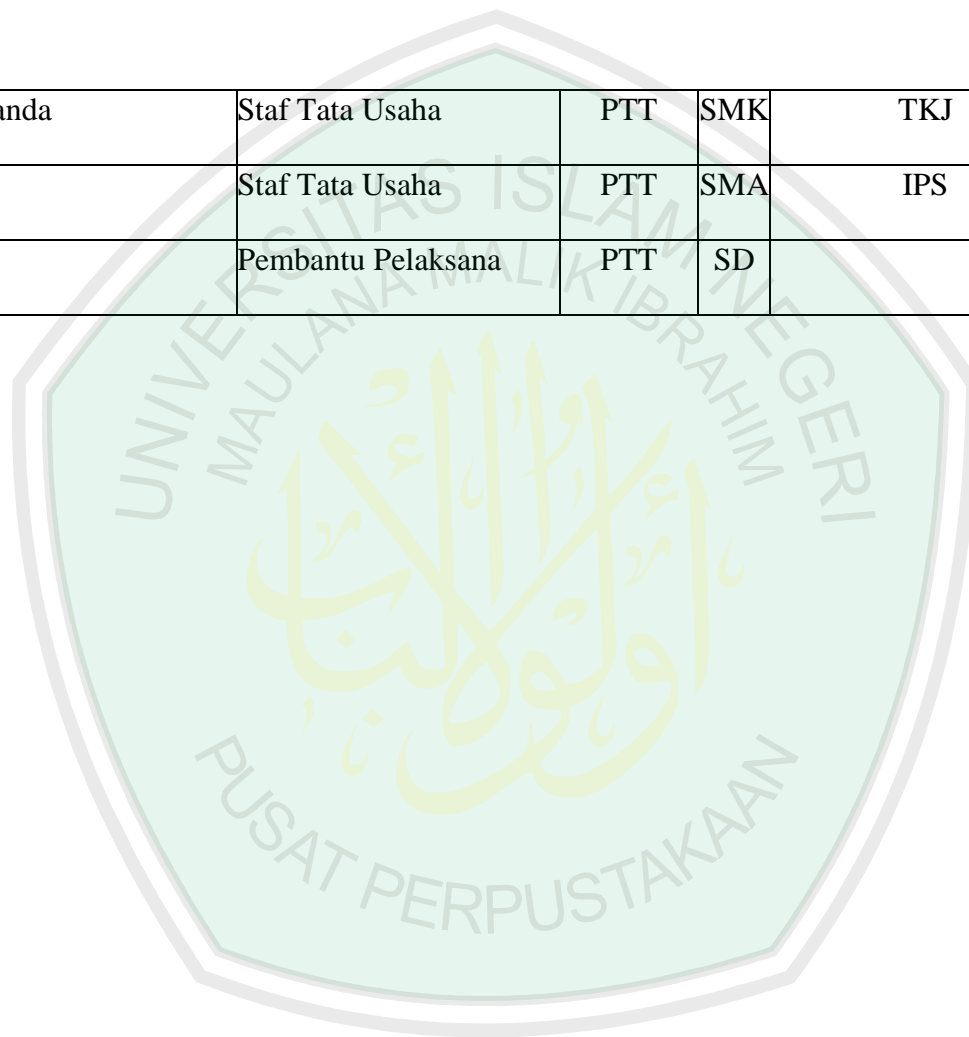
NO	NAMA	JABATAN	STATUS	PENDIDIKAN		
				TK	JURUSAN	LEMBAGA
1	Dra. Susilaningsih, M.Pd.	Kepala Sekolah	PNS UM	S2	T.E.P	Universitas Negeri Malang
2	Endah Mediyawati, S.Pd.		GT	S1	Bhs. Indonesia	Univ. Muhammadiyah Malang
3	Drs. Suwaifi		GT	S1	Bhs. Arab	IAIN Malang
4	Dra. Sri Aeni		GT	S1	Pend. Dasar	Universitas Negeri Malang
5	Wadiah, S.Pd.		GT	S1	Bhs. Indonesia	Univ. Muhammadiyah Malang
6	Siti Nafiah, S.Pd.		GT	S1	Kimia	Universitas Negeri Malang
7	Aflacha, S.Pd.		GT	S1	Pend. Dasar	Universitas Negeri Malang
8	Alvi Nurisnaini, S.Pd.		GT	S1	Bhs. Inggris	Universitas Negeri Malang
9	Rahmah Dyah Pintasari, S.Pd.		GT	S1	Pend. Mat	Universitas Negeri Malang
10	Sri Hartini, S.Pd.		GT	S1	PPKn	Universitas Negeri Malang

11	Anang Marzuqi, S.Pd.		GT	S1	Penjaskes	Ikip Budi Utomo Malang
12	Herlina Mursyidah, S.Pd.		GT	S1	Bhs. Inggris	Universitas Negeri Malang
13	Lilyana Abiba, S.Pd.		GT	S1	Pend. Mat	Universitas Negeri Malang
14	Renita Ema Pusmawati, S.SI.		GT	S1	Kimia	Universitas Negeri Malang
15	Andi Wijaya Kusuma, S.Si.		CGT	S1	Fisika	Universitas Brawijaya Malang
16	Agung Yulianto Seno Pribadi, S.Pd.		GT	S1	Pend. Seni Rupa	Universitas Negeri Malang
17	Silvie Kurnia Kistanti, S.S.		CGT	S1	Bhs. Inggris	Univ. Muhammadiyah Malang
18	Yufita Aris Andriani, S.Si.		GT	S1	Matematika	Universitas Negeri Malang
19	Mayka Shanti, S.Si.		GT	S1	Biologi	Universitas Negeri Malang
20	Lita Anggraeni, S.S.		GT	S1	Bhs. Inggris	Universitas Negeri Malang
21	Wahyu Nidar Melasani, S.Si.		GTT	S1	Matematika	Universitas Negeri Malang
22	Chritha Yohana Maurits, S.Pd.		GTT	S1	Kimia	Universitas Negeri Malang
23	Siti Mutamimah, S.S.		GTT	S1	Bhs. Indonesia	Universitas Negeri Malang
24	Nurul Hidayah, S.Pd.		GTT	S1	Kimia	Universitas Negeri Malang

25	Nastiti Budiharti Lestari, S.SI., S.Pd.		GTT	S1	Matematika	Universitas Negeri Malang
26	Dianita Oktavia, S.Pd.		GTT	S1	Sejarah	Universitas Negeri Malang
27	Rahma Nuraini, S.Pd.		GTT	S1	Bhs. Indonesia	Universitas Negeri Malang
28	Yuli Fitria Susanti, S.Pd.		GTT	S1	Matematika	Universitas Negeri Malang
29	Diah Trianingrum, S.Pd.		GTT	S1	Bhs. Indonesia	Universitas Negeri Malang
30	Aris Herawanto, S.Pd.		GTT	S1	Penjaskes	Universitas Negeri Malang
31	Safroul Hamidah, S.Si.		GTT	S1	Fisika	Universitas Negeri Malang
32	Lina Ismuninggar, S.Pd.		GTT	S1	Bhs. Inggris	Universitas Negeri Malang
33	Ria Aristantya, S.Pd.		GTT	S1	Bhs. Inggris	Universitas Negeri Malang
34	Anita Noor Maidah, S.Pd.I.		GTT	S1	PAI	UIN Maliki Malang
35	M. Ali Imron, S.Pd.I.		GTT	S1	PAI	STAI Ma'had Alhikam
36	Ririn Nur Faidah, S.Pd.		GTT	S1	Pendidikan Dasar	Universitas Negeri Malang
37	Febriana Yusiyanti, S.Si., S.Pd.		GTT	S1	Fisika	Universitas Negeri Malang
38	Leny Nuryani, S.Pd.		GTT	S1	Bhs. Indonesia	Universitas Negeri Malang

39	Satriyo Laksono, A.Md.		GTT	D3	Bhs. Jepang	Universitas Kanjuruhan Malang
40	Otong Kurniawan, S.Pd.		GTT	S1	PPKn	Universitas Negeri Malang
41	Rahmat, S.Pd.I.		GTT	S1	PAI	
42	Laila Purnamasari, S.Pd.		GTT	S1	Akuntansi	Universitas NEGERI Malang
43	Diyah Rofiatul Laily, S.Pd.		GTT	S1	Bhs. Inggris	STKIP Kebangkitan Nasional
44	Edwin Rosyadi, A.Md.	Guru Musik	TKWT	D3	Teknik Kimia	
45	Basuki Irianto, M.Pd.	Guru Karate	TKWT	S2	Manajemen Pendidikan	Universitas Teknologi Surabaya
46	Ali Wafa	Satpam	PTT	SMP		MTs. Sabilun Najah
47	Ahmad Nur Hasan, SE.	Kepala Tata Usaha	PT	S1	Managemen	STIE Pemnas Indonesia
48	Nia Purwanti, S.AB.	Bendahara	PT	S1	Administrasi Bisnis	Universitas Merdeka Malang
49	Imam Purwanto	Satpam	PTT	STM	Mesin	STM 1 Singosari
50	Supri Aji	Pembantu Pelaksana	PTT	SMP		
51	Sutikno	Pembantu Pelaksana	PTT	SMA	IPS	
52	Nurahmad Sampurno	Pembantu Pelaksana	PTT	SMP		SMP Islam 2 Pujon

53	Bayu Rahmad Krisnanda	Staf Tata Usaha	PTT	SMK	TKJ	SMKN 9 Malang
54	Farina Kristanti	Staf Tata Usaha	PTT	SMA	IPS	SMAN 6 Malang
55	Sunar	Pembantu Pelaksana	PTT	SD		SD Bandungrejosari VIII



Appendix 11: Documentation



Dokumentasi: wawancara dengan Alvi Nurisnaini, S.Pd.



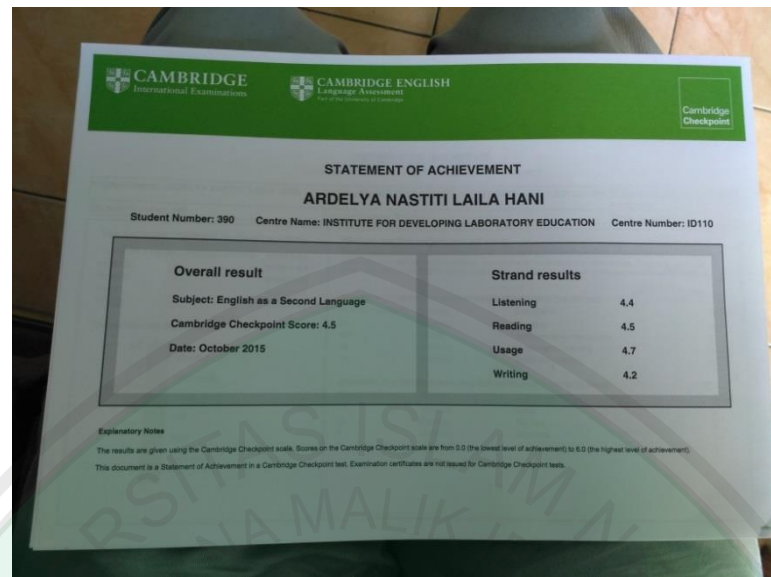
Dokumentasi: wawancara dengan Siti Nafiah, S.Pd.



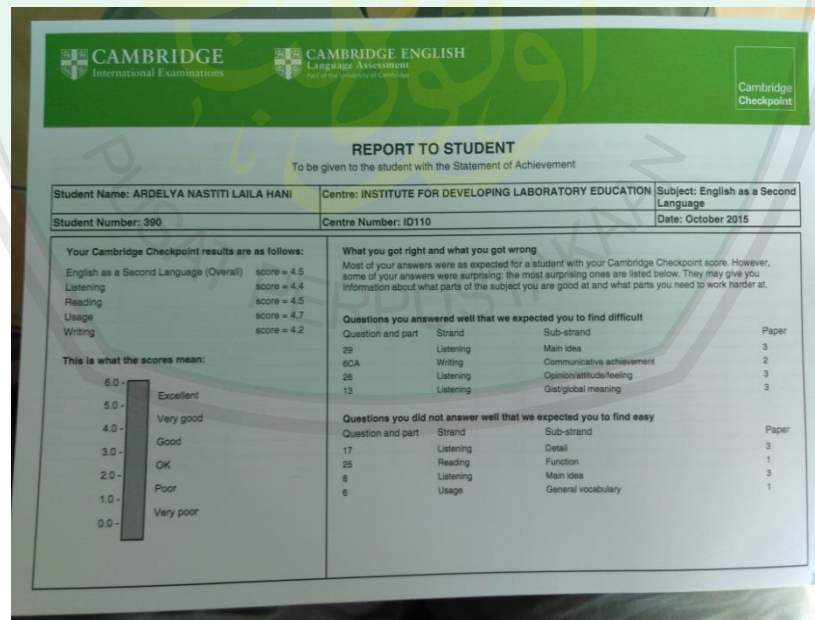
Dokumentasi: observasi kelas kela 1 C.



Dokumentasi: wawancara dengan Alvi Nurisnaini, S.Pd.



Dokumentasi: sertifikat Cambridge Primary Checkpoint lembar pertama



Dokumentasi: sertifikat Cambridge Primary Checkpoint lembar ke-2