THE EFFECTS OF INTEGRATION BETWEEN KURIKULUM 2013 AND CAMBRIDGE CURRICULUM IN ENGLISH (STUDY CASE TAKEN FROM SAINT PETER'S JUNIOR HIGH SCHOOL)

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Abstract. Many schools in Indonesia have improved the quality of the English skills of the students. One way to improve and develop the curriculum which outlines the English skills is by doing curriculum integration. Saint Peter Junior High School which is located Kelapa Gading - North Jakarta has applied Kurikulum 2013 and Cambridge Curriculum for some years. The Cambridge curriculum approaches language skills and Kurikulum 2013 approach used was language competence which included grammar competencies, social competencies, and communicative competencies. Integration models that are compatible with the integration of both are nesting models. The research is aimed to show the effects of the Cambridge Curriculum which is integrated with Kurikulum 2013 in Saint Peter's Junior High School.

Keywords: Curriculum Integration, Cambridge Curriculum, Kurikulum 2013, English

http://sastra.unifa.ac.id/journal/index.php/jes/index

INTRODUCTION

Getting an education is very important for everyone to improve their abilities every day. By knowing the importance of this, getting it is a must in life. With education, humans can compete, become civilized and be able to change the world. Efforts to improve the quality of education nationally are one of the agendas carried out by the government. This is directed so that every educational institution, namely the school, always strives to provide quality assurance to interested parties or the community. Educated parties, in this case, students will be highlighted about how education is implemented correctly. This will spur the guarantee that the implementation of education is in accordance with their expectations. Given today, we are faced with many opportunities and challenges, both nationally and globally.

According to Agoestyowati (2017: 52), the latest ranking according to Nation Most Literate Nations data, compiled by Central Connecticut State University in 2016, Indonesia's education literacy ranking is in 6th position out of 61 countries studied. Indonesia is only better than Botswana, a country in the southern region of Africa. This fact is based on descriptive studies by testing a number of aspects. Among other things, it includes five categories, namely: libraries, newspapers, educational system inputs, educational system output, and computer availability. Data sourced from five data shows that the conditions of interest in learning Indonesia are indeed not good. Efforts need to be made to overcome this, including preparation of curriculum which is considered competent and effective in improving the quality of education.

2013 became the transition year of the education system in Indonesia. This can be seen from the implementation of Kurikulum 2013 in several schools. The curriculum is structured with the aim of perfecting the old curriculum (KTSP 2006) which is considered to have many weaknesses. High optimism and hope are hung in Kurikulum 2013 to achieve educational goals. The birth of Kurikulum 2013 is also the answer to being able to compete in international standards that have been carried out by PISA. The implementation of Kurikulum 2013 began with technical guidance on the implementation
of Kurikulum 2013 from the center to the teachers which will be used as assistant teachers in each region. Furthermore, the regions conduct training and mentoring for certain schools that will implement this curriculum. The expectation of technical guidance and teacher assistance are ready to help implement Kurikulum 2013 in each region.

After running for several years, one of the schools in North Jakarta, SMP Saint Peter, assessed that although the curriculum was quite good, the quality could still be improved. One stage of improvement is by applying another curriculum (Cambridge Curriculum), the curriculum diploma as a stimulant improve the quality of the national curriculum. The results of the integration of the two curricula can be seen simply in the results of the Computer-Based National Examination which is considered valid and good. One of the subjects applied is English lessons.

LITERATURE REVIEW

1. Implementation of Education Policy

The function of education is to develop capabilities and form a dignified mentality and civilization in the intellectual life of the nation. In essence, education aims to develop the potential of students to become wise, creative, independent, democratic and responsible human beings. According to the Ministry of National Education (2007) through the implementation of education, the younger generation in this case students are expected to compete with other countries so that they can produce quality human resources.

The state, both directly and indirectly, has facilitated students as a community in the face of the era of globalization. This can be seen from the availability of various national and international events, such as the Olympics, PISA, and TIMSS. According to Brookhart (2010), these things aim to be able to stimulate and develop students' thinking skills in order to prepare students for further education or to prepare students who have superior competencies so that they can equal or even exceed students from other countries that have developed in the world of education first.

Education policy has been running for a long time, even with changes in the government system. Imron (1996: 64) argues that the success measure of education policy is its implementation. Policy formulation is made, not only as a formula, but can be implemented functionally. Policy formulation will be more effective if it has been implemented. Furthermore, it is emphasized that through implementation, the parameters of educational assessment will be clearly known whether the formula is in accordance with the problem. Through implementation it will also be known whether after the implementation of the problem solving has been formulated, it creates new problems or indeed a superior solution. This implementation can be an effective, relevant and realistic benchmark in policy formulation. According to Cooper (2004: 95), concluded that the implementation of policies in the field of education is quite difficult but also a very important task in seeing its development.

More specifically, the main problem of policy implementation is aligning policies that are appropriate to the problem. Sometimes, policy ineffectiveness does not lie in the failure of implementation but on the incompatibility between the problems and solutions offered after being formulated in the form of policy.

Implementation of the technique becomes a more dominant solution where problems can be observed and solutions can be considered for the application. By making comparisons with other countries' education curricula, and applying them well to other countries, curriculum integration policies can be hopeful solutions. things that can be seen and considered in implementation including education sector planning, curriculum engineering and compilation of models, comparison of the old and new curriculum, implementation in the learning and evaluation process.

2. Curriculum

The curriculum is a set of plans and arrangements regarding the purpose, content, and learning material and methods used as guidelines for carrying out learning activities to achieve certain educational goals. The word curriculum
in the education system, in general, can be interpreted as preparation for content, syllabus, methods, and evaluations used in the learning process. The curriculum has a central position in the entire educational process. The curriculum instructs all learning activities to achieve educational goals. In addition, the curriculum explains the subject matter, which will be examined by curriculum experts as a source of concepts from the theoretical basis for curriculum development in several educational institutions. As a system, the curriculum is an overview of all school organizations, or a decision-making system about curriculum, personal composition, and procedures for developing, implementing, evaluating and achieving curriculum as a document or written curriculum that is managed dynamically. In developing the principles of curriculum development, it must be relevant, flexible, sustainable, practical and effective. In essence, the curriculum must have four aspects, namely the purpose of education, the content of education, learning experience, and assessment by considering factors such as students as a society as objects of curriculum and assessment system applications.

3. **Kurikulum 2013**

The curriculum in Indonesia has been revised based on an analysis of strengths and weaknesses during the current implementation. 2013 Curriculum is a curriculum launched by the Ministry of Education and Culture to increase the shortcomings of the Education Unit Level Curriculum (KTSP). According to Alawiyah (2014) research, the curriculum began to be applied simultaneously by various educational units in Indonesia. The theme of developing K13 is a curriculum that can produce Indonesian people who are: productive, creative, innovative, effective through strengthening integrated attitudes, skills and knowledge. 2013 is a transitional year, including in the education sector, namely by starting the implementation of Kurikulum 2013 in several schools. Optimism and high expectations depend on Kurikulum 2013 to be able to achieve the educational goals outlined in the 1945 Constitution. The birth of Kurikulum 2013 is also the answer to being able to compete internationally.

The implementation of Kurikulum 2013 began with central technical guidance for certain teachers who would be made assistant teachers in each region. Furthermore, the regions held training and guidance for pioneering schools that would implement Kurikulum 2013. So that the hope of this technical guidance and teacher assistants in pioneer schools would be ready to help implement Kurikulum 2013 in each region. So far, until 2019, almost all regions and schools in Indonesia have implemented Kurikulum 2013.

4. **Cambridge Curriculum**

Cambridge International Examination is a unit at Cambridge University that provides an international curriculum to be adopted in all countries. Cambridge University is the organizer of Cambridge International Examinations (CIE) which has the largest international curriculum in the world for children aged 14-19 years. According to Oktaviani’s research and observations (2013), the Cambridge program that provides examinations from elementary to secondary level and provides a curriculum or framework has been applied in more than 9,000 schools from 160 countries in the world both America, Asia Pacific, Europe, Middle East, North Africa, South Asia and also South Africa. CIE has four general qualifications, namely Cambridge Primary (5-11 years), Cambridge Secondary 1 or Cambridge Lower Secondary (11-14 years), Cambridge Secondary 2 (14-16 years), and Cambridge Advanced (16-18 years).

Green (2010) added many secondary schools abroad to develop their institutions by trying opportunities or the need to create courses or redesign existing courses or programs. Indonesia is one of the countries with many schools that implement the Cambridge curriculum as a superior program. In Indonesia, the use of the Cambridge curriculum reaches a fairly high number. According to the Antaranews (2013) news portal, a number of schools have
organized as many as 28,000 examinations with the Cambridge international curriculum. This number has increased by 15% since 2012. This curriculum is widely used in schools with international labels. According to Saputro (2012), international perspectives and standards as service standards and quality of graduate products have systemic implications for school management systems.

5. Curriculum integration in language lessons

According to Forgarty (1991), there are 10 ways to integrate the curriculum, namely fragmented models, connected models, nesting models, sequencing models, shared models, webbed models, thread models, integrated models, immersion models, and network models. Of the ten curriculum models, integration is grouped into 3 parts, for fragmented models, connected models, nesting models which are included in the way of integrating for one type of subject in English. Diem (1996) states that curriculum integration takes the form of parallel learning (teaching related to similar fields of study) or mixed (using centrally arranged thematic units). This opinion is supported by Kysilka (1998) that this process is carried out to complement or improve the existing curriculum. Thus, deficiencies in the National Curriculum will be complemented by the Cambridge curriculum especially in English. The integration model that is compatible with the integration of the National Curriculum and Cambridge Curriculum in English learning is a nesting model. The nesting model is a curriculum integration model that targets mastery of social skills, thinking skills, and the ability to understand the material in certain lessons.

RESEARCH METHOD

This study uses a qualitative descriptive evaluation approach because this study aims to describe the phenomenon that occurs somewhere. Sukardi (2009) argues that this method is a research method that describes or represents objects in abstract or concrete forms. In supporting the statement, Mahsun (2005) argues that qualitative data collection must be done by the technique of recording, observing, and recording. This research is an activity of examining an event that is happening thoroughly in the actual conditions. By comparing English learning competencies in each curriculum in a nested model, both competencies in each curriculum will be integrated and applied in the school. By looking at the results of integration the effects can be seen from the results of the computer-based national exam of students in English lessons. This integration research process lasted for several months and was examined at Saint Peter’s Junior High School - Kelapa Gading in North Jakarta with the number of students studied was 35 students in Grade 9.

RESULT AND DISCUSSION

Below is the process of integrating the Cambridge curriculum into Kurikulum 2013. The stages that must be prepared are preparing a competency standard English language learning framework from the Cambridge curriculum which will be integrated with Kurikulum 2013 competency standards.

1. Applied Curriculum Integration

a. Understand oral texts in the form of greetings, sayings, thanks, and apologies for establishing personal closeness with other people in the school and home environment.

b. Understand the purpose, structure of the text, and elements of language from oral and written texts for self-introduction, in a very short and simple manner.

c. Understand the purpose, structure of the text, and linguistic elements of oral and written texts to name the day, month, name of the time of day, time in the form of numbers, dates, and years.

d. Understand the purpose, structure of the text, and linguistic elements of oral and written texts to name and number animals, objects,
and public buildings that are close to students' daily lives.

f. Understand the purpose, structure of the text, and linguistic elements of special texts in the form of name labels and item lists.

g. Understand the purpose, structure of the text, and elements of language from oral and written texts for the mention of the nature of people, animals, and things.

h. Understand the purpose, structure of the text, and linguistic elements of oral and written texts to mention behavior/actions/functions of people/animals/objects.

i. Understand the purpose, structure of the text, and linguistic elements of a special type of text in the form of instructions, signs or signs, warning signs, oral and written, very short and simple.

j. Understand the purpose, structure of the text, and linguistic elements from oral and written descriptive texts about people, animals, and objects, very short and simple.

k. Understand messages in songs.

l. Arrange oral texts to pronounce and respond to greetings, farewells, thank you, and apologies, with elements of language that are correct and in context.

m. Arrange oral and written texts to pronounce and respond to self-introductions, very short and simple, taking into account the purpose, structure of the text, and elements of language, correctly and in accordance with the context.

n. Arrange oral and written texts to mention the name of the day, month, and name of the time of day, time in the form of numbers, dates, and years, with linguistic elements that are correct and in context.

o. Arrange oral and written texts to mention identity, very short and simple, taking into account the purpose, structure of the text, and elements of language, correctly and in accordance with the context.

p. Arrange oral and written texts to name animals, objects, and public buildings that are close to students' daily lives, with language elements that are correct and in context.

q. Arrange written text to make name labels and list of goods, with linguistic elements that are correct and in context.

r. Arrange oral and written texts to mention the nature of people, animals, and objects, with elements of language that are correct and in context.

s. Arrange oral and written texts to mention behavior/actions/functions of people, animals, and objects, with linguistic elements that are correct and in context.

t. Arrange special texts in the form of instructions, signs or signs, warning signs, oral and written, very short and simple, taking into account the purpose, structure of the text, and elements of language, correctly and in accordance with the context.

u. Capture the meanings in the text of instructions, signs or signs, and warning signs, oral and written.

v. Arrange descriptive oral and written texts, very short and simple about people, animals, and objects, taking into account the purpose, structure of the text, and elements of language, correctly and in accordance with the context.

w. Capture the meaning in oral and written descriptive texts, very short and simple.

x. Capture messages in songs.

2. Cambridge Curriculum Basic Competencies in English

a. Reading Competencies

1) Understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts.

2) Understand specific information in texts on a growing range of unfamiliar general and curricular topics, including some extended texts.

3) Understand the detail of an argument on a growing range of unfamiliar general and curricular topics, including some extended texts.
4) Understand implied meaning on a growing range of general and curricular topics, including some extended texts.
5) Recognize the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended text.
6) Deduce meaning from context on a growing range of unfamiliar general and curricular topics, including some extended text.
7) Recognize typical features at word, sentence and text level in a growing range of written genres.
8) Read a growing range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics with confidence and enjoyment.
9) Use a growing range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding.
10) Recognize inconsistencies in argument in short and some extended texts on a limited range of general and curricular subjects.

b. Writing Competencies
1) Brainstorm, plan and draft written work at text level, with some support, on a range of general and curricular topics.
2) Compose, edit and proofread written work at text level, with some support, on a range of general and curricular topics.
3) Write, with some support, with moderate grammatical accuracy on a limited range of general and curricular topics.
4) Develop coherent arguments, supported when necessary by reasons, examples and evidence, for a limited range of written genres on general and curricular topics.
5) Use, with some support, style and register appropriate to a limited range of written genres on general and curricular topics.
6) Use appropriate layout for a range of written genres on a growing range of general and curricular topics.
7) Spell a growing range of high-frequency vocabulary accurately on a range of general and curricular topics.
8) Punctuate, with accuracy, a growing range of written work on a range of general and curricular topics.

c. Listening Competencies
1) Understand, with little or no support, the main points in extended talk on a wide range of general and curricular topics.
2) Understand, with little or no support, most specific information in extended talk on a wide range of general and curricular topics.
3) Understand, with little or no support, most of the detail of an argument in extended talk on a wide range of general and curricular topics.
4) Understand, with little or no support, most of the implied meaning in extended talk on a wide range of general and curricular topics.
5) Recognize, with little or no support, the opinion of the speaker(s) in extended talk on a wide range of general and curricular topics.
6) Deduce, with little or no support, meaning from context in extended talk on a wide range of general and curricular topics.
7) Begin to recognize typical features at word, sentence and text level in a limited range of spoken genres.
8) Understand extended narratives on a range of general and curricular topics.

d. Speaking Competencies
1) Use formal and informal registers in their talk on a limited range of general and curricular topics.
2) Ask questions to clarify meaning on a wide range of general and curricular topics.
3) Give an opinion, at discourse level, on a range of general and curricular topics.
4) Respond, with some flexibility, at both sentence and text level, to unexpected comments on a range of general and curricular topics.
5) Link comments, with some flexibility, to what others say at sentence and discourse level in pair, group and whole class exchanges.
6) Interact with peers to negotiate classroom tasks.
7) Use appropriate subject-specific vocabulary and syntax to talk about a limited range of curricular topics.

Table 1 Integration of Kurikulum 2013 and Cambridge Curriculum in English

<table>
<thead>
<tr>
<th>Core Competency</th>
<th>Kurikulum 2013</th>
<th>Cambridge Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Understand knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related to phenomena and events that appear to the eye (receptive skills: listening, reading)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kurikulum 2013</td>
<td>Cambridge Curriculum</td>
</tr>
<tr>
<td></td>
<td>1. Understand the purpose, structure of the text, and linguistic elements of oral and written texts, for the mention of identity, in a very short and simple manner.</td>
<td>1. Understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts.</td>
</tr>
<tr>
<td></td>
<td>2. Understand the purpose, structure of the text, and linguistic elements of oral and written texts to mention the name of the day, month, time name in the day, time in the form of numbers, dates, and years.</td>
<td>2. Understand specific information in texts on a growing range of unfamiliar general and curricular topics, including some extended text.</td>
</tr>
<tr>
<td></td>
<td>3. Understanding the purpose, structure of the text, and linguistic elements of oral and written texts, for the mention of identity, in a very short and simple manner.</td>
<td>3. Understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts.</td>
</tr>
<tr>
<td></td>
<td>4. Understand the purpose, structure of the text, and linguistic elements of oral and written descriptive texts about people, animals, and objects, very short and simple.</td>
<td>4. Understand specific information in texts on a growing range of unfamiliar general and curricular topics, including some extended texts.</td>
</tr>
<tr>
<td></td>
<td>5. Read a growing range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics with confidence and enjoyment.</td>
<td>5. Read a growing range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics with confidence and enjoyment.</td>
</tr>
</tbody>
</table>

Core Competency

Process and present in concrete realms (using, parsing, organizing, modifying, and making) and abstract realms (writing, reading, counting, drawing, and making) according to what is learned in school and other sources in the same perspective/theory (productive skills: writing and speaking)

<table>
<thead>
<tr>
<th>Kurikulum 2013</th>
<th>Cambridge Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Arrange oral and written texts to mention the name of the day, month, name of the time of day, time in the form of numbers, dates, and years, with linguistic correctness and in accordance with the context.</td>
<td>1. Brainstorm, plan and draft written work at text level, with some support, on a range of general and curricular topics.</td>
</tr>
<tr>
<td>2. Compose oral and written texts to mention identity, very short and simple, with regard to purpose, text structure, and not linguistic, fully appropriate and in accordance with the context.</td>
<td>2. Compose, edit and proofread written work at text level, with some support, on a range of general and curricular topics.</td>
</tr>
<tr>
<td></td>
<td>3. Write, with some support, with moderate grammatical accuracy on a limited range of general and curricular topics.</td>
</tr>
<tr>
<td></td>
<td>4. Give an opinion, at discourse level, on a range of general and curricular topics.</td>
</tr>
<tr>
<td></td>
<td>5. Link comments, with some flexibility, to</td>
</tr>
</tbody>
</table>
what others say at sentence and discourse level in pair, group and whole class exchanges
6. Interact with peers to negotiate classroom
tasks.
7. Write, with some support, with moderate grammatical accuracy on a limited range of
general and curricular topics.
8. Develop coherent arguments, supported when necessary by reasons, examples and
evidence, for a limited range of written genres on general and curricular topics.

2. Simple Technical Application (Effects)

This research was started from July 2018 until March 2019 (before the needed preparation of the
students to face National Exam). The English subject for Kurikulum 2013 is given two meetings
per week (2 X 2 X 40 minutes per meeting) and

English as a Second Language for Cambridge Curriculum is given one meeting per week (1 X 2
X 40 minutes per meeting). However, the students have taken the Cambridge Test Program which
was examined in Cambridge Checkpoint. As the point, even though this result is not the main core
of assessment and examination, this result has shown that the students have a sound
understanding of most of the curriculum content.

Table 2 Cambridge Secondary Checkpoint Results

<table>
<thead>
<tr>
<th>Center Report</th>
<th>Cambridge Secondary 1 Checkpoint</th>
</tr>
</thead>
<tbody>
<tr>
<td>Center</td>
<td>Saint Peter’s School</td>
</tr>
<tr>
<td>Subject</td>
<td>English as a Second Language</td>
</tr>
<tr>
<td>Center Number</td>
<td>ID121</td>
</tr>
<tr>
<td>Number of Students</td>
<td>35</td>
</tr>
<tr>
<td>Average Cambridge Lower Secondary Checkpoint scores are as follows:</td>
<td></td>
</tr>
<tr>
<td>English as a Second Language – overall</td>
<td>Average score: 4.4</td>
</tr>
<tr>
<td>Listening</td>
<td>Average score: 4.4</td>
</tr>
<tr>
<td>Reading</td>
<td>Average score: 4.5</td>
</tr>
<tr>
<td>Usage</td>
<td>Average score: 4.5</td>
</tr>
<tr>
<td>Writing</td>
<td>Average score: 4.3</td>
</tr>
</tbody>
</table>

Explanation of the Cambridge Lower Secondary Checkpoint Scale:

a. Scores on the Cambridge Lower Secondary Checkpoint scale are from 0.0 (the lowest level of
ability) to 6.0 (the highest level of ability).
b. Students achieving between 3.0 and 4.0 have a sound understanding of most of the curriculum
content.
c. Students achieving less than 2.0 have a basic understanding of the curriculum content. They
would benefit from more focus on some areas of the curriculum.
d. Students achieving more than 5.0 have an excellent understanding of the curriculum content.

After applying all the integration of curriculum (Kurikulum 2013 and Cambridge Curriculum) and considering to the following result of Cambridge Lower Secondary 1 Result, the 35 students as the object of the research did the Computer-Based National Examination. The result of the examination is taken and shown in
https://hasilun.puspendik.kemdikbud.go.id. The results as the following:
Table 3 UNBK (Computer-Based National Examination)

<table>
<thead>
<tr>
<th>Result – Saint Peter’s Junior High School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level</strong></td>
</tr>
<tr>
<td><strong>Province</strong></td>
</tr>
<tr>
<td><strong>School’s Name</strong></td>
</tr>
<tr>
<td><strong>Examination Type</strong></td>
</tr>
<tr>
<td><strong>City/District</strong></td>
</tr>
<tr>
<td><strong>Grade Category</strong></td>
</tr>
<tr>
<td><strong>Average</strong></td>
</tr>
<tr>
<td><strong>The Lowest score</strong></td>
</tr>
<tr>
<td><strong>The Highest Score</strong></td>
</tr>
<tr>
<td><strong>Standard Deviation</strong></td>
</tr>
</tbody>
</table>

**CONCLUSION**

Curriculum integration is curriculum development to facilitate teachers in organizing learning and improving student learning outcomes. For the efficiency of learning curriculum integration time, it should be done by a school that applies two curricula, so that students also have no difficulty in understanding the material provided and are able to achieve the competencies desired in each curriculum very well. The effects of curriculum integration are considered successful as can be seen from the results table. The results table shows that the national assessment standards, namely the Computer-Based National Examination and Cambridge assessment standards, namely Checkpoint, can support each other well with satisfactory results in both curriculum standards, especially English lessons.

**REFERENCES**


