

IMPLEMENTATION OF CAMBRIDGE CURRICULUM IN HISTORY LEARNING IN GRADE XI OF SMA WITAMA PEKANBARU

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ABSTRACT

This study aims to determine the implementation of the Cambridge curriculum in history learning in grade XI of Witama High School in Pekanbaru, the obstacles faced in implementing, and the benefits felt by students from the implementation of the Cambridge curriculum in history learning in grade XI of Witama High School in Pekanbaru. This study used a qualitative method with a case study approach. The data collection methods were observation, interviews, and documentation. The results showed that the implementation consisted of three stages: planning, implementation, and evaluation. There were several obstacles in the implementation faced by vice principal of curriculum, history teacher, and students. Based on the research, there are a few benefits felt by grade XI students regarding the implementation of the Cambridge curriculum in history learning in grade XI of Witama High School in Pekanbaru.

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INTRODUCTIONS

The curriculum is one of the main elements in the educational process that continues to undergo changes along with changes in society. Therefore, curriculum renewal or development must be seen as a necessity so that the existing curriculum remains relevant to the current needs of society. The main focus of the curriculum is the students, the community, and the subjects to be taught. Thus, the plans and ideas outlined in the curriculum document should refer to existing technical references. These plans are ideas formulated in the curriculum document to be implemented in the teaching and learning process. (Salabi, 2020:2)

As times change, a number of schools and educational institutions in Indonesia have begun to implement curricula other than the national curriculum, such as the Cambridge Curriculum, Montessori Curriculum, Singaporean Primary School Curriculum, and others. This is done with the aim of improving the quality of education. The Cambridge Curriculum is one of the most widely used curricula in the world, implemented by more than 10,000 educational institutions in 160 countries (Suri et al, 2024:56). Dianindah Apriyani, Senior Country Manager for Cambridge in Indonesia, stated that at the beginning of 2024, around 240 schools in Indonesia had adopted the Cambridge curriculum, from Aceh to East Nusa Tenggara.

According to Cambridge International, the Cambridge Curriculum is a curriculum adopted from the University of Cambridge in the UK. This program is regulated by Cambridge International Examination (CIE). CIE is part of The Cambridge Assessment Group, a non-profit organization affiliated with the University of Cambridge. This curriculum aims to develop students' understanding, knowledge, and skills as the core of their learning experience (Ramadianti, 2023:5). The most significant aspect of the Cambridge curriculum is the process, because this process can reflect how students strive and learn earnestly.

Currently in Riau, there are schools that have implemented the Cambridge curriculum, including Stella Gracia School, ICS (Indonesian Creative School), Witama School, MAN 1 Pekanbaru, and Sekolah Mutiara Harapan. Witama School is located on Jalan Srikandi and Jalan Tanjung Datuk, Pekanbaru City. Based on preliminary research conducted at SMA Witama Pekanbaru and informal interviews with the vice principal of curriculum at the high school, the researcher obtained information that Witama School has gradually implemented the Cambridge curriculum since 2019. At SMA Witama, the subjects adopted from the Cambridge curriculum include statistics, history, geography, and English.

Some benefits of Cambridge curriculum-based learning from relevant studies: Increasing students' interest in learning, because the material is presented with an analytical approach (Adilah et al, 2023: 57), developing critical thinking skills, encouraging students to be more active in learning (Najah & Setiati, 2020: 72), students become fluent in English and develop a global perspective (Ramadianti, 2023: 6).

However, there are also a few obstacles in implementing the Cambridge Curriculum (Ningrum, 2025: 68-69). First, infrastructure limitations, namely classrooms that do not meet standards or a lack of laboratories, as well as technological limitations such as internet access and digital devices. Second, lack of Teacher Training. Uneven training and lack of professional support are obstacles in improving teacher competence to be able to teach according to Cambridge standards. Third, Integration with the National Curriculum. The differences in approach and standards between the two curricula can create overlapping material, which causes additional workload for teachers and students. One of the aims for this research is to see if these obstacles also applies in the implementation of the Cambridge curriculum in history learning in grade XI of Witama High School in Pekanbaru, and to note if there any other obstacles occurred.

In history, the learning outcomes for students are as follows: having an interest and enthusiasm in studying the past; understanding individuals, humans, and the social environment in the past; understanding based on historical sources and their use in the past; understanding of basic historical concepts, cause and effect, change and continuity, and differences and similarities; understanding of international historical events; the ability to observe, analyze, and evaluate; and it is hoped that this learning will form the basis for studying advanced history (Cambridge University Press & Assessment, 2022).

METHOD

This study uses qualitative methods. Qualitative research is descriptive and tends to focus on analysis. In this type of research, process and meaning play a more significant role. The qualitative approach is the application of natural methods to explore issues related to individuals, phenomena, symbols, documents, and social phenomena. Qualitative research is a form of study that prioritizes understanding issues in social life based on real conditions or natural settings that are holistic, complex, and detailed. (Murdiyanto, 2020:19)

The type of approach used is a case study. A case study is a study of a particular system or series of cases that occur over time by collecting comprehensive data and involving a variety of information sources. In the case study research method, a particular event or phenomenon in society is studied in depth to understand the context, circumstances, and interactions that take place. Case study research is applied to a system unit that can include programs, activities, events, or a group of individuals in a particular situation or circumstance (Naamy, 2019:72). Case studies involve the collection of rich data to build an in-depth picture of a case. In this case, case studies are used to build a picture of the implementation of the Cambridge curriculum in history learning in grade XI at Witama High School in Pekanbaru.

The research was conducted at Witama High School, located at Jalan Tanjung Datuk No. 399, Kecamatan 50, Pekanbaru City, Riau. The data collection methods were observation, interviews, and documentation. The purpose of observation was to see how the Cambridge curriculum was applied in history lessons in grade XI at Witama High School in Pekanbaru. Interviews were conducted to obtain information from informants through questions asked for specific purposes. The informants in this study included the principal of Witama High School in Pekanbaru, the vice principal for curriculum at Witama High School in Pekanbaru, history teacher, and class XI students. In all, nine people took part, including the principal, the vice principal, one history teacher, and a group of six students from the eleventh grade. These students were intentionally picked through a targeted sampling process, where individuals are chosen based on how well they did in history, categorized into those with high, medium, and low grades.

Documentation is the process of collecting relevant documents and data needed to examine issues in the study and prove the truth of an event. The documents analyzed were official documents related to the implementation of the Cambridge curriculum in history learning in grade XI at Witama High School in Pekanbaru.

The data analysis techniques used were (1) Data Reduction, which is the stage of selecting and focusing on the selection, simplification, and processing of raw data taken from field notes. Then (2) Data Reduction, in qualitative research, presentation can be done through brief descriptions, diagrams, relationships between categories, and the like. The final step is (3) Conclusion/Verification. As the research progresses, the amount of data collected will increase, so all the information that has been collected will then be reviewed by analyzing the data. Checking the validity of the data in this study includes extending observations, increasing diligence, and triangulation.

RESULT AND DISCUSSION

Implementation of the Cambridge curriculum in history learning in grade XI at SMA Witama Pekanbaru

Witama High School in Pekanbaru took a strategic step by implementing the Cambridge curriculum in several subjects with the aim of producing students who are not only academically excellent but also ready to compete at the global level. The subjects that adopted the Cambridge curriculum included English, History, Geography, and Statistics.

The objectives of implementing history as a subject at SMA Witama Pekanbaru include: improving the quality of graduates with international standards, fostering higher order thinking skills (HOTS), preparing students for higher education both domestically and abroad, and cultivating a global perspective on history and geography in the context of humanity and the environment. (SMA Witama Pekanbaru International Program Archive, 2024)

From the interview results and the above objectives, it can be concluded that SMA Witama Pekanbaru has a strong view on the importance of studying history for the younger generation today, not only local history, but also global history. Global history is very important for students because it helps them broaden their perspectives and understand global relations between countries. The principal said:

“For history lessons, this curriculum is very appropriate because it encourages students to understand past events in depth and think reflectively about their impact today.”

In the Cambridge curriculum, there are two things that clearly differentiate it from the national curriculum and give it a distinct advantage. First is the use of English as the language of instruction. When history is taught in grade 11, English is used from start to finish. The use of English is in line with the use of learning media that also uses English, for example, the Cambridge textbook series, which is entirely in English. The second is the use of syllabus and learning resources from Cambridge. For history, the textbooks used are Cambridge IGCSE and O level History. The advantage of using Cambridge textbooks is that they are equipped with detailed material, supported by activities and exercises that can deepen students' knowledge of history. This not only makes it easier for students, but also makes it easier for teachers to conduct lessons because there are guidelines to follow.

The following is the material taught in grade XI at SMA Witama Pekanbaru, taken from the SMA Witama Pekanbaru International Program Archive, which is based on the Cambridge curriculum history syllabus and the Cambridge IGCSE and O level History textbook.

Table 1. History lesson materials in Grade XI at SMA Witama Pekanbaru (Core Content)
Core Content: International Relations since 1919

No	Key Question / Topic	Focus Areas
1	Was the Treaty of Versailles fair?	Paris Peace Settlement 1919–1923
2	To what extent was the League of Nations a success?	Structure, aims, strengths, and weaknesses
3	To what extent was Hitler's foreign policy responsible for World War II?	Foreign policy aims, appeasement, Nazi-Soviet Pact
4	Who was to blame for the Cold War?	US-USSR relations after WWII
5	How effectively did the USA contain communism?	Korea, Cuba, Vietnam
6	How secure was Soviet control over Eastern Europe?	Hungary 1956, Czechoslovakia 1968, Berlin Wall
7	Why did events in the Gulf matter, c.1970–2000?	Iran, Iraq, Gulf War

Table 2. History lesson materials in Grade XI at SMA Witama Pekanbaru (In-Depth Studies)
In-Depth Studies (Select One or Two)

No	In-Depth Study	Key Topics
1	Germany, 1918–45	Weimar Republic, Rise of the Nazis, Nazi Germany
2	Russia, 1905–41	Revolutions, Lenin, Stalin's USSR
3	USA, 1919–41	Boom, Depression, New Deal
4	The First World War, 1914–18	Origins, key battles, impact
5	WWII in Europe and Asia-Pacific	Key campaigns, strategies, outcomes

The stages of implementing the Cambridge curriculum in history education are divided into three. These stages include:

Planning

First, the principal, as the leader, provides an initial explanation of the program to be implemented to the parties involved and discusses the requirements for implementing the program. The curriculum coordinator then begins to develop academic strategies and coordinates with the teachers who will be involved in the implementation of the program. The teachers involved are those who are fluent in English. To teach history, teachers who have the ability and capacity to teach this subject are selected.

The principal then provides the necessary facilities and infrastructure based on the meetings and discussions held. These facilities and infrastructure include training for teachers, providing official teaching resources and materials from Cambridge Assessment International Education, a digital library with access to Cambridge literature, official textbooks from Cambridge, and classrooms conducive to learning.

The school provides training to teachers through a program called In-House Training (IHT). IHT is internal school training to improve the competence of educators and teaching staff. The training is not always just listening to material, but teachers are also given assignments to discuss the topics presented by the speakers. The vice principal of curriculum answered question about this:

"The school has something called IHT (in-house training), with two types of resource persons: experienced teachers from here and resource persons from outside (for the national curriculum or Cambridge). This training is mandatory for Witama teachers."

In addition to competency preparation, administrative preparation is also required. The curriculum coordinator needs to arrange the learning schedule, and history teachers need to prepare learning tools before learning can be implemented. In history learning, lesson plans are prepared with reference to the official Cambridge O level History syllabus.

The Cambridge O Level History 2147 syllabus covers material on several major international issues in the nineteenth and twentieth centuries and covers the history of specific regions and events in greater depth. In addition to the availability of the syllabus, history teachers also need to create competency mapping and lesson plans as part of the learning tools.

This is in line with the theory of policy implementation expressed by George C. Edward III (1980, 9–12), which asserts that the implementation of a policy is influenced by various variables, one of which is communication. This variable is evident in the school's efforts to provide initial explanations about the program and to coordinate with all relevant parties. In addition, resources are another variable. In this study, this is seen through the provision of facilities and infrastructure by the principal to support the effective and efficient implementation of the program.

implementation

Once all planning is complete and teachers have the necessary competencies and administration, the next stage is classroom teaching. History is a subject specifically for grade XI, so teaching is carried out by history teachers in grade XI. The learning process is generally carried out through the stages of opening activities, core activities, and closing activities. Based on the results of classroom learning observations, there are several characteristics observed by the researcher.

The application of English language

When researcher conducted observations in the classroom, i saw that teachers used English from the beginning to the end of the lesson. Students were also instructed to use English and appeared to understand what the teachers were saying even though they did not use Indonesian. This was also supported by the fact that SMA Witama Pekanbaru emphasized the use of English as one of its school programs. This is explained by the principal :

"Yes, the use of English is also a separate program at the school. Students are expected to use English when speaking at school, in addition to Cambridge lessons. For example, in economics lessons, which are part of the national curriculum, the teacher teaches in Indonesian, but the students are required to give presentations in English. The purpose of this is to practice their English skills."

Learning process develops global perspective and critical thinking

The history lesson material was quoted from the official Cambridge curriculum syllabus used by SMA Witama Pekanbaru, including: Origins of the Cold War, WWI, Germany, 1918–45, and others (as seen on table 1. and table 2.) From this, it is clear that the material studied is world history. By studying international issues, the scope of students' knowledge is not limited to local history but is broader. Students are encouraged to understand the relationships between countries, the causes of international conflicts, and the impact of global historical events on each country. Through this knowledge, students learn from different perspectives and are able to assess historical events objectively and reflectively, even encouraging students' ability to relate global history to local historical events. A student gave her opinion on history learning:

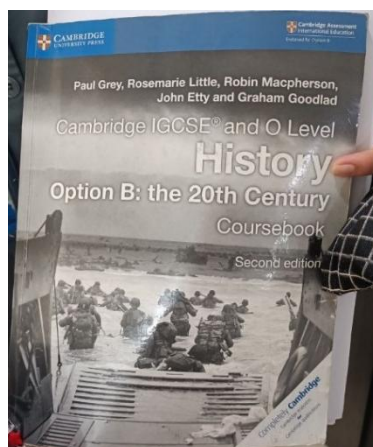
"i think history helps with critical thinking, because every person can have different points of view, so they can discuss with each other and come to a mutual conclusion."

Utilization of official learning resources from the Cambridge curriculum

The learning resources from Cambridge that can be used by students are the official textbooks published by

Cambridge. For history, the textbooks used are Cambridge IGCSE and O level History. In the learning process at Witama High School in Pekanbaru, it was observed that history teachers used these textbooks when teaching, and each student already had a copy of the textbook and used it during the learning process.

Picture 1. History textbook published by Cambridge



(source: personal documentation)

Evaluation

After the policy is implemented, an evaluation is needed to measure the extent to which the policy has been implemented and to review the policy as a whole.

Evaluation of students

Student evaluation is divided into two parts. The first is through formative assessment, which is carried out during the learning process, such as quizzes, oral questions and answers, and discussions. Summative assessment is conducted at the end of the learning period to measure student learning outcomes. Assessment is carried out through mid-term exams (UTS) and final exams (UAS). History, along with other Cambridge curriculum subjects, has its own report card, which is separate from the national curriculum report card. This facilitates student self-evaluation and the communication of learning outcomes to parents. This is stated by the history teacher:

“Student learning outcomes are evaluated/assessed through mid-term and end-of-semester exams. For the Cambridge curriculum, we have a separate report card. Learning outcomes are quite good, and there is improvement every semester.”

Evaluation of teachers

Teacher evaluation is carried out through an academic supervision program. The main objective of academic supervision is to ensure that the education provided to students meets the established standards and provides maximum benefits for their development. Supervision is carried out by a team of supervisors, including the principal and/or supervisors. Teachers who are evaluated in the implementation of history subjects using the Cambridge curriculum are history teachers. There are several instruments used in academic supervision, namely the learning administration review instrument, the learning objectives review instrument, the teaching module review instrument, and the learning implementation assessment instrument.

Overall evaluation

After evaluating student and teacher learning outcomes, the next step is an overall evaluation conducted through a joint meeting between the principal, teachers, and the foundation. The results of the student and teacher

evaluations, as well as feedback from both parties, are used as evaluation material to improve the quality of the implementation of history subjects using the Cambridge curriculum in the future.

Supervision procedures reflect George C. Edward III's (1980, 9–12) theory emphasis on bureaucratic routines and control mechanisms variable. Through systematic monitoring and standardized instruments, the bureaucracy ensures that classroom practices remain aligned with policy expectations.

Challenges faced in implementing the Cambridge curriculum in history learning in grade XI at SMA Witama Pekanbaru

Challenges for the curriculum coordinator and teachers

Integration of the Cambridge curriculum with the national curriculum

Witama High School in Pekanbaru uses two curricula, namely the national and international curricula. The national curriculum is the Merdeka curriculum, while the international curriculum is the Cambridge curriculum. The purpose of implementing these two curricula is to provide a balanced learning experience between local insights and global perspectives. Combining two curricula for use in schools is not an easy task. The two curricula have different components, so adjustments are needed to combine them. Here is how the curriculum coordinator at SMA Witama Pekanbaru solve the problem:

“We conduct curriculum analysis and adjustments through internal MGMP forums (among teachers at Witama), taking into account student needs, local subject matter, and the integration of national values.”

the solution to the problem of integrating the Cambridge curriculum and the national curriculum is to hold discussions through the school's internal MGMP forum, where teachers and the curriculum coordinator make adjustments.

This reflects George C. Edward III's (1980, 9–12) theory on bureaucratic structure variables, which highlights how organizational routines, division of responsibilities, and coordination mechanisms shape policy execution. The existence of an internal MGMP forum provides a structural platform for negotiation, alignment, and decision-making. This structured forum reduces fragmentation across curricular systems and ensures that teachers have a formal channel to harmonize the Cambridge curriculum with the national Merdeka curriculum.

Time allocation in the implementation of learning

The history subject only gets 1 hour of class time per week, which means that each class only studies history for 45 minutes. In addition, the Cambridge textbook used as the main learning resource has around 300 pages. This poses a challenge for teachers to deliver the learning material, which is quite extensive, in a limited amount of time. History teacher stated how she handle the obstacle:

“... we have a teaching group (consisting of English teachers), from which we begin discussions to determine how to proceed, because the book used is Cambridge IGCSE level O and it is quite thick, so we only have one lesson per class per week, so we organize the learning strategy with the teaching group. So the teaching group becomes a forum for discussion ...”

We can draw a conclusion that there is a discussion forum known as Group Teaching, which is a forum for English teachers to discuss and formulate learning strategies that are appropriate for the limited time allocation. Through this forum, teachers discuss various matters to develop lesson plans and implement Cambridge curriculum-based learning effectively. Another solution is the existence of the In-House Training (IHT) program. IHT is an internal school training program to improve the competence of educators and teaching staff.

Challenges for students

The large amount of history lesson material

The Cambridge textbook used as the main learning resource has around 300 pages. The advantage of this is that the textbook itself is an adequate learning resource, but it also burdens students because they have to read and study everything. The large amount of material poses a challenge for students to understand it.

Opinion from one of the 11th grade students at Witama High School in Pekanbaru:

“...the lessons in the Cambridge book are quite thick, so sometimes it's difficult to understand the content, because from elementary school to high school the focus is on Indonesian history...”

The same thing was also mentioned by another student:

“Everything is a bit difficult because there is quite a lot of material and it is new to us.”

Students must adapt to the demands of higher-order thinking

In history lessons, students are required to understand and analyze historical events in other countries. This requirement can be challenging for students because previously, the history material they studied was predominantly historical events in Indonesia, and this material had been repeated several times in elementary and junior high school. When studying global history, they are required to understand the history of other countries, where they are unfamiliar with the language and region. Of course, this will be more difficult and requires a high level of adaptability. As mentioned by one of the student before “there’s a lot material that is new to them.”

The solution to this challenge is for teachers to organize students before the lesson begins so that the learning process runs smoothly, and to emphasize and motivate them about the importance of historical knowledge. Teachers can also instruct students to read international historical news before the lesson, so that when learning history, they no longer find it difficult to adapt.

According to George C. Edward III's (1980, 9–12) theory emphasis on disposition variable, the success of implementation is highly reliant on the attitudes, willingness, and dedication of those implementing it, namely teachers and students. The ability of students to successfully engage with the Cambridge curriculum is a clear indication of how their eagerness to learn, receptiveness to change, and drive affect their capacity to adjust to new thinking requirements and unknown worldwide subjects. Likewise, teachers’ readiness to support this transition reflects the importance of implementers’ disposition in determining policy outcomes.

The existence of historical terms in English that students do not know the meaning of

In history lessons, there are certain terms that are only used in history, such as diachronic, synchronic, and others. Similarly, in history lessons, there are terms that are not used in everyday English. These terms include monarch, anti-Semitism, chancellor, and others. These words are rarely used in everyday conversation and require historical context in their explanation.

The history teacher stated:

“The challenge lies more with the students, because there is a lot of material, it is in English, and history has its own terminology, so students must remember and understand it.”

This statement also strengthen by the student:

“There are difficulties, for example, the vocabulary is difficult”

Another student added:

“The lesson itself is not too difficult, just the terms in history are difficult, certain terms”

The solution to this problem is for students to ask their teachers about the meaning of these terms during class. Teachers should not only explain the meaning of the words, but also provide examples of how they are used in explaining historical events.

The benefits felt by 11th grade students from the implementation of the Cambridge curriculum in history lessons in the 11th grade at Witama High School in Pekanbaru

Helps improve English language skills

The Cambridge curriculum requires teachers and students to use English from start to finish, whether the teacher is explaining, the students are asking questions, or the students are giving presentations. This requirement is very beneficial for students, as it allows them to practice their English skills, including reading, listening, speaking, and writing.

The following are the response of the student:

“With the Cambridge curriculum, we have become more fluent in English, making it easier to understand lessons taught in English.”

Expanding vocabulary

As explained earlier, in history lessons there are certain terms in English that are only used when explaining history, and are not part of everyday conversation. Therefore, students must ask their teachers or search for the meaning of these words on the internet, then write them down. Through this process, students expand their knowledge of English vocabulary. When they encounter these words again, they will no longer be confused about their meanings.

Explanation from students:

“There are no difficulties, because if there are words that are difficult, we can just ask the teacher, so we can increase our vocabulary.”

Helps students think critically and look at history from different perspectives

The Cambridge curriculum aims to give students a broader understanding of global issues so that they can think critically and have an open perspective on world issues. By studying international issues, students' knowledge is not limited to local history but is broader.

Students are encouraged to understand the relationships between countries, the causes of international conflicts, and the impact of global historical events on each country. Through this knowledge, students learn from different perspectives and are able to assess historical events objectively and reflectively, even encouraging students' ability to relate global history to local historical events

The following is the student's answer:

“From history, we learn what happened in the world and how historical figures influenced the lives of others.”

Another answer from the students:

“In History learning, every person can have different perspectives, so we can discuss them and come to a mutual conclusion.”

Adding new historical knowledge

Until now, students have only studied Indonesian history from elementary school to senior high school. Although there is global history material, it is not as much as local history material because the main objective of history learning based on the national curriculum is to foster national values and instill nationalism and patriotism. Global history is not taught in detail because teaching focuses more on national history, so students' knowledge is limited.

Here are the history lesson material in the current national curriculum:

Phase F (grades XI and XII) :

1. European colonization of Indonesia
2. The growth and development of the Indonesian National Movement
3. The Japanese occupation of Indonesia
4. Events surrounding the Proclamation of Indonesian Independence
5. Events surrounding the struggle to defend Indonesia's independence
6. Government policies during the Liberal Democracy and Guided Democracy eras
7. Government policies during the New Order era
8. Government policies during the Reformation era

From the list above, we can see that most of the material is dominated by national history or history about Indonesian country. By implementing history lessons based on the Cambridge curriculum, students' limited knowledge in this area will be expanded

Here are some of the students' opinions about history lessons (from Cambridge curriculum)

“I prefer learning history because the material is more of a repetition of what we have learned before. History material is more external and newer, so it's more interesting”

Similar sentiments were expressed by other students:

“I prefer history because the lessons are more interesting, and I learn new things”

Based on the interview results, some students like history lessons because the material is new to them (or has

been studied before but not in depth), so they gain new knowledge and broader insights. This point is a special attraction for some students to study history.

CONCLUSION

The implementation of the Cambridge curriculum in history learning in grade XI at Witama High School in Pekanbaru consists of three stages: planning, implementation, and evaluation. Planning includes the initial stage or the design of learning before it is implemented in the classroom. Implementation includes learning in the classroom based on the planning that has been done previously. Evaluation is carried out after the implementation of the policy to measure the extent to which the implementation has been successful and to plan follow-up actions.

There are several obstacles in the implementation of the Cambridge curriculum in history lessons in grade XI at Witama High School in Pekanbaru, including: the integration of the Cambridge curriculum with the national curriculum, limited lesson hours, a large amount of lesson material, historical terms in English that are difficult to remember, and students having to adapt to the demands of higher-level thinking.

Students are the main target group of the implementation of the Cambridge curriculum in history learning in grade XI at Witama High School in Pekanbaru. Therefore, the researcher interviewed them to find out the benefits they felt related to the implementation of this policy. Their responses regarding the benefits of implementing this policy were: history lessons help hone English language skills and increase vocabulary, help them think critically and look at history from different perspectives, and increase their knowledge of new history.

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