

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presents previous studies and various theories related to the research topic. These theories include Merdeka curriculum, Cambridge curriculum, Curriculum Integration, and previous studies.

#### **A. Merdeka Curriculum**

##### **1. Definition of Merdeka Curriculum**

Merdeka Curriculum is an educational policy introduced by the Indonesian government to give schools and teachers more flexibility in designing and implementing the learning process. Its main objective is to create an education system that is more adaptable and responsive to students' needs and local contexts. According to Nadiem Makarim, Indonesia's Minister of Education and Culture, Research and Technology, the Merdeka Curriculum aims to structure learning to focus on material mastery and the development of students' overall competencies. Makarim (2021) explains that this curriculum gives schools the freedom to adapt the curriculum to the specific conditions and needs of students, allowing for a more targeted adaptation to the local context and challenges of the times. In this way, the Merdeka Curriculum aims to make education more relevant and beneficial to students in this era of globalisation, ensuring that they are prepared to face the challenges of the future.

##### **2. Concept of the Merdeka Curriculum**

The main concept of the Merdeka Curriculum is to provide flexibility and autonomy in the learning process, which allows for customisation according to the individual needs of students. According to Sudrajat (2020), an

important aspect of this concept is the implementation of project-based learning, where students engage in projects that integrate various knowledge and skills in a natural context. In addition, student-centred learning becomes one of the main focuses, where students actively participate in the learning process and contribute to shaping their knowledge. This curriculum also emphasises character development, including critical thinking, creativity and collaboration. Thus, the Merdeka Curriculum concept aims to create a learning environment that prioritises academic achievement and equips students with the skills and values necessary to succeed in an ever-changing world.

### 3. The purpose of the Merdeka Curriculum

The Merdeka Curriculum aims to achieve meaningful and effective learning in increasing faith, devotion to God Almighty and noble character, as well as developing the students' copyrights, tastes and senses as lifelong learners with Pancasila character (Permendikbudristek, 2024). The curriculum also focuses on the development of students' character, including integrity, responsibility and empathy, which are essential in shaping quality individuals. By combining academic achievement with character development and life skills, the Merdeka Curriculum aims to produce students who are academically competent and ready to face various challenges in life.

### 4. Structure of Merdeka Curriculum

The Merdeka Curriculum has several components designed to provide a comprehensive and holistic learning experience. According to Arifin (2022), the main elements of this curriculum structure include core subjects, optional subjects and co-curricular activities. Core subjects include literacy,

numeracy, science and social studies and are the foundation of education at all levels. The following is an explanation of the curriculum structure for primary schools, madrasah ibtidaiyah or other equivalent forms in general according to Permendikbudristek (2024):

- a. The learning content of beliefs for believers in God Almighty shall be carried out in accordance with the provisions of laws and regulations regarding educational services for believers in God Almighty.
- b. Guidance and counselling services shall be provided in accordance with the provisions of laws and regulations on guidance and counselling.
- c. Local content means learning content about the potential and uniqueness of the local area.
  - 1) local form
  - 2) cultural arts
  - 3) workshop
  - 4) physical education, sport and health
  - 5) Language and technology.
- d. Local content can be implemented in the educational unit through: a. integration with other subjects; b. integration with the project theme of strengthening the Pancasila profile of students; and/or c. stand-alone subjects.
- e. Learners with special intelligence potential may be given accelerated learning loads and/or deepening and enrichment of learning outcomes related to the Merdeka Curriculum as individual services and not in the form of study groups.

- f. The curriculum of the education unit implementing inclusive education in primary schools, madrasah ibtidaiyah or other equivalent forms shall include special needs programme subjects according to the conditions of the learners.

## 5. Of Components Merdeka Curriculum

According to the Ministry of Education and Culture (2024), the teaching modules on the Merdeka Mengajar platform are designed to meet the requirements of the minimum components of the Learning and Assessment Guidelines, which include learning objectives, assessment plans at the beginning and end of learning, learning steps and learning media. To ensure readability and ease of searching, the learning module displayed on this platform is also equipped with several additional components, such as general information, which includes the selection of the type of learning unit and level, the level and grade, and the subject. The module is also provided with a special needs flag, the title of the module, a general description, the author's identity and an optional cover image. Module usage plan, which consists of the number of teaching hours allocated, learning mode, target learners, number of learners, facilities and infrastructure, and prerequisite competences.

In addition, uploaded teaching modules must include materials, assessments and references, following the minimum component requirements of the Learning and Assessment Guidelines. Materials in the module should consist of Juul materials, activity summaries and assessments. If additional or alternative assessments are required, contributors can upload them in the assessment fields provided. References can also be uploaded if additional materials from PMM or

other credible sources help to enrich the content and support the learning process. With this structure, this teaching module aims to provide a comprehensive and accessible guide for teachers in designing effective learning that meets students' needs.

## **B. Cambridge Curriculum**

### **1. Definition of Cambridge Curriculum**

The Cambridge Curriculum is an international system of education developed by Cambridge Assessment International Education (CAIE), part of the University of Cambridge. The Curriculum is designed to provide a high and consistent level of education across countries and aims to facilitate in-depth and globally relevant learning. The curriculum aims to develop skills that are essential not only for academic success but also for the future preparation of students in a global society. In this regard, it focuses on the development of critical, analytical and creative thinking skills that are much needed in a constantly evolving world.

### **2. Concept of Cambridge Curriculum**

The basic concept of the Cambridge Curriculum focuses on a competence-based approach to learning and learning outcomes. It emphasises the importance of mastering skills and knowledge that are useful not only in the context of examinations, but also in everyday life and real-world challenges. According to Table (2018), this curriculum includes several key elements:

- a. The competency-based approach prioritises the development of specific skills needed to solve a variety of complex tasks and challenges. This approach enables students to understand and apply knowledge practically

and effectively, which includes critical thinking, problem solving and adaptability to rapid change.

- b. Outcomes-based learning emphasises the achievement of clear and measurable learning outcomes, which allows more effective assessment of student progress. The establishment of clear learning outcomes helps to set measurable standards and provides valuable feedback for continuous improvement.
- c. Developing cognitive skills encourages critical thinking, in-depth analysis and complex problem solving.

These cognitive skills help students to understand and solve problems that require deep and reflective thinking, preparing them for future academic and professional challenges.

### 3. Purpose of the Cambridge Curriculum

The main purpose of the Cambridge Curriculum is to prepare students for success at higher education level and in the international workforce. Smith (2019) explains that the specific aims of this curriculum include several important aspects. Firstly, higher education preparation focuses on providing a strong academic foundation that prepares students to continue their studies at universities and higher education institutions around the world. With an emphasis on mastery of in-depth material and essential academic skills, students are prepared to take on higher academic challenges. Secondly, 21st Century Skills Development aims to equip students with the skills needed in an ever-changing world, including technological skills, social skills and the ability to adapt to rapid change. These skills are critical for future success in education and

careers. Third, Global Understanding focuses on providing a variety of cultural and social perspectives so that students can contribute effectively globally. This global understanding helps students to appreciate cultural and social differences and prepares them to work in increasingly complex multicultural environments.

#### 4. Cambridge Curriculum Structure

The Cambridge Curriculum Structure is designed to provide an organised and continuous educational pathway that enables students to develop from the beginning to the end of their education. According to Cambridge Assessment International Education (2024), this structure includes a number of levels designed to meet the educational needs of students at different ages and stages of development:

- a. **Cambridge Primary:** This programme is for students aged 5-11 and covers core subjects such as English, mathematics and science. The emphasis at this stage is on essential learning and early skills development. The curriculum is designed to provide a strong foundation in the basic skills required for the next stage of education.
- b. **Cambridge Lower Secondary:** Aimed at students aged 11-14, this programme covers the first stage of secondary education, emphasising cognitive skills and deeper understanding. At this stage, students begin to deepen their knowledge and develop more complex academic skills.
- c. **Cambridge Senior School (IGCSE):** This programme is for students aged 14-16 and offers specialisation in a wide range of subjects. Students are prepared to take the International General Certificate of Secondary Education (IGCSE) examinations, an important step before moving on to

higher education. The programme offers the opportunity to concentrate on more in-depth and specific subjects.

- d. Cambridge Advanced (A Level): This programme is for students aged 16-19 and offers more in-depth subjects.

The programme prepares students for higher education and professional careers, focusing on mastering more detailed material and developing further analytical skills. Johnson (2020) emphasises that this structure is designed to ensure a smooth transition between different stages of education, with each level providing a strong foundation for the next.

## 5. Components of the Cambridge Curriculum

The key components of the Cambridge Curriculum include elements that are critical to achieving effective and well-rounded Learning:

- 1) **Subjects** The Cambridge Curriculum offers a wide range of subjects, including English, mathematics, science, social studies and the arts. According to Cambridge Assessment International Education (2024), these subjects are designed to provide a broad and in-depth learning experience. Each subject is structured to equip students with the theoretical knowledge and practical skills needed for everyday life and the world of work.
- 2) **Assessment:** The assessment system of the Cambridge Curriculum includes various methods such as formal examinations, formative assessments and project-based assessments. Brown (2018) explains that these assessments measure students' knowledge and their skills in applying that knowledge. This continuous assessment provides constructive feedback, which is important to support and improve the learning process.



- 3) Pedagogy: The pedagogical approach in the Cambridge Curriculum involves the use of innovative and research-based teaching methods. Clark (2021) explains that this approach includes:
- a. Use of technology: Integrating technology into learning to increase engagement and efficiency. Technology provides tools and resources that enrich the learning experience and facilitate more interactive learning.
  - b. Interactive Methods: Teaching techniques that encourage active student participation, such as group discussions and project-based learning, help increase student engagement and support deeper learning.
  - c. Project-based learning involves linking learning to real-world projects that allow students to apply knowledge practically. This approach encourages students to work on real problems, develops their problem-solving skills and prepares them for the challenges of the world of work.

Overall, the Cambridge Curriculum is designed to provide a holistic and high quality education with an emphasis on the development of relevant skills and the practical application of knowledge.

### **C. Curriculum Integration**

#### 1. Understanding of Curriculum Integration

Curriculum integration combines elements from two or more curricula to create a more holistic and relevant learning experience for students. This process involves adapting and combining different aspects, such as learning objectives, materials, teaching methods and assessment, to reflect local needs and contexts while maintaining global standards. According to Fogarty (1991),

curriculum integration can be achieved through a variety of approaches, ranging from incomplete approaches to interdisciplinary approaches where different disciplines are integrated to create a more well-rounded learning experience. This approach enhances students' understanding of the material and encourages them to see the connections between different disciplines.

Beane (1997) also proposes the theory of curriculum integration, which emphasises the importance of a curriculum that is thematic and relevant to students' everyday lives. According to him, curriculum integration allows students to connect knowledge from different disciplines with their own experiences, deepening their understanding and critical skills. This approach also increases students' motivation to learn as they see how the knowledge they learn in the classroom can be applied in a natural context.

In the context of global education, Drake and Burns (2004) also highlight the importance of curriculum integration in meeting the challenges of the 21st century. They argue that curriculum integration helps prepare students for the complexities of the modern world, where knowledge and skills can no longer be categorised into separate disciplines. Curriculum integration enables students to be more flexible and adaptable learners, which is essential in a changing world.

## 2. Concept of Curriculum Integration

Curriculum integration is an educational approach that combines elements from different disciplines or subjects to create a more holistic, coherent and meaningful learning experience for students. In this approach, different aspects of learning, such as objectives, materials, methods and assessment, are

not separated into separate boxes, but are brought together in a framework that allows students to understand the relationship between different areas of knowledge. According to Robin Fogarty (1991), curriculum integration enables students to see the connections between different disciplines, thereby enhancing their understanding and facilitating deeper and more meaningful learning. This approach also makes learning more relevant to students' everyday lives, which can increase their motivation and engagement in the learning process.

John Dewey, an American educational philosopher, made significant contributions to curriculum integration. Dewey (1938) emphasised the importance of education focusing on experiences that are accurate and relevant to students. According to Dewey, learning should be based on practical experiences that allow students to relate their knowledge to real situations. For Dewey, curriculum integration is a way to overcome the fragmentation of the traditional curriculum and create more meaningful and relevant learning experiences. Students can develop a broader and deeper understanding of the world by integrating different disciplines.

There are several frameworks for curriculum integration. Diem (1996) states that curriculum integration takes the form of parallel learning (teaching related to similar subject areas) or blended learning (using centrally organised thematic units). This process is done to supplement or improve the existing curriculum (Kysilka, 1998). Thus, the gaps in the National Curriculum are filled by the Cambridge Curriculum and vice versa. Curriculum integration is therefore a fundamental concept in modern education in Indonesia and around the world. It focuses on bringing together different subjects and creating learning

experiences that are more relevant, meaningful and responsive to the needs of students and society. Curriculum integration enables students to develop critical, creative and adaptive thinking skills that are essential to meet the challenges of a changing world.

### 3. Curriculum Integration Model

Robin Fogarty (1991) proposes 10 models of curriculum integration that can be applied in education. Each model has specific characteristics, approaches and objectives for integrating different aspects of learning. The following is a detailed explanation of each model and the indicators that qualify the model for use in an integrated curriculum:

#### 1) Fragmented Model

This model is characterised by integration limited to a single subject. Although the material is integrated into one subject, each discipline is still taught separately. For example, in Indonesian language classes, listening, speaking, reading and writing skills are taught separately at different times. To help you understand this model, consider the picture or illustration below.

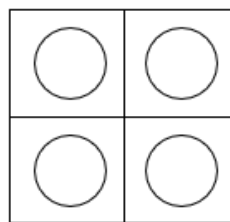


Figure 2.1 Fragmented Model

Indicator:

- a. Separate teaching: Each subject is taught separately without any attempt to link it to other subjects.

- b. Separate curriculum: Content and skills in one subject are unrelated to other subjects.
- c. Independent Assessment: Each subject has its own assessment system that is not linked to other subjects.
- d. Focus on Specific Skills: Students are focused on mastering specialized skills or knowledge in one subject without relating it to other areas.

## 2) Connected Model

This model connects different topics or skills within a single subject. For example, math concepts are linked to relevant physics concepts and history topics are linked to relevant geographical analysis. To help you understand this model, consider the picture or illustration below.

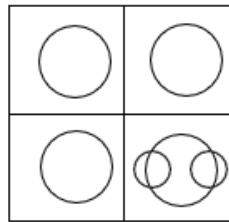


Figure 2.2 Connected Model

Indicator:

- a. Connecting Concepts: The teacher explicitly links one concept or skill to other ideas or skills within a subject.
- b. Integrated Learning Units: Topics within a subject are organized to show their interrelationships.
- c. Reflection Between Concepts: Students are asked to reflect on and identify relationships between different concepts or skills within a single subject.

- d. Contextualized Assessment: Assessments are designed to measure students' understanding of the interrelationships between concepts within a subject.

### 3) Nested Model

This model allows teachers to simultaneously teach different aspects of a skill or learning objective in one activity. For example, when teaching essay writing, teachers can simultaneously assess students' abilities in grammar, critical reasoning and use of evidence. To help you understand this model, consider the picture or illustration below.

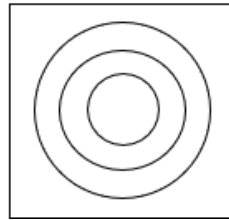


Figure 2.3 Nested Model

Indicator:

- a. Development of Multiple Skills: Students are trained to develop various skills in one learning activity (e.g., writing and critical thinking).
- b. Multidimensional Assessment: Each task or activity is assessed against multiple skills or learning objectives.
- c. Interdisciplinary Learning: Learning activities cover various aspects of different subjects, with a focus on developing diverse skills.
- d. Integrated Instruction: The teacher provides instruction by integrating different aspects or skills into one activity.

### 4) Sequenced Model

In this model, topics from different subjects are organized sequentially so that one topic prepares students to understand the next. For example, the concept of the Industrial Revolution in a history lesson may be followed by a discussion of its impact on the economy and technological development. To help you understand this model, consider the picture or illustration below.

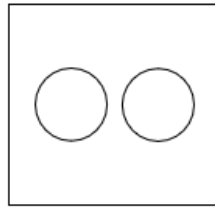


Figure 2.4 Sequenced Model

Indicator:

- a. Sequencing of Learning Materials: Topics from different subjects are organized sequentially so that learning in one subject supports understanding in another.
- b. Topic Continuity: Teaching materials are organized to ensure continuity between topics taught in different subjects.
- c. Coordinated Teaching: Teachers from different subjects work together to ensure their teaching sequences support each other.
- d. Continuous Assessment: Assessments are designed to check students' understanding of the sequence of topics taught and how they can connect them.

#### 5) Shared Model

This model allows two or more disciplines to share common concepts, skills or themes. For example, math and physics can share the

theme of motion and speed. To help you understand this model, consider the picture or illustration below.

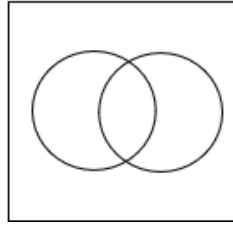


Figure 2.5 Shared Model

Indicator:

- a. Interdisciplinary Collaboration: Two or more subjects that share a common theme, concept or skill.
  - b. Content Integration: Teachers combine teaching materials from different subjects with related concepts.
  - c. Co-Teaching: Teachers from different subjects co-teach or collaborate to demonstrate interdisciplinary relationships.
  - d. Combined Assessment: Assessments that reflect the interconnectedness of the various disciplines taught together.
- 6) Webbed Model

This model uses a central theme that connects topics from different subjects. For example, the theme "Water" can be used as a teaching center, and this theme can be connected to science (water cycle), geography (water's impact on the environment) and art (paintings about water). To help you understand this model, consider the picture or illustration below.



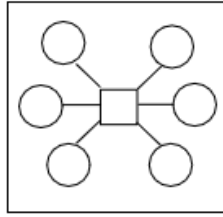


Figure 2.6 Spider Web Model

Indicator:

- a. Central Theme: Learning is centered around a theme that relates to various subjects.
- b. Integrated Activities: Students undertake activities that cover a range of subjects centered on a central theme.
- c. Explanation of Relationships Between Topics: The teacher explains how various topics from different subjects are related to the central theme.
- d. Theme-Based Assessment: This type of assessment tests students' understanding of the main theme and how they relate it to various disciplines.

#### 7) Threaded Model

This model emphasizes the development of broad skills, attitudes or concepts that cross several subjects. For example, critical thinking or collaboration skills may be a focus that is integrated across several subjects. To help you understand this model, consider the picture or illustration below.

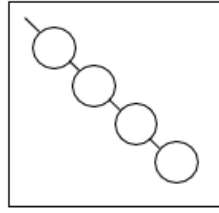


Figure 2.7 Threaded Model

Indicator:

- a. Central Theme: Learning centers on a theme that relates to various subjects.
- b. Integrated Activities: Students undertake activities that cover a range of subjects centered on a central theme.
- c. Explanation of Relationships Between Topics: The teacher explains how various topics from different subjects are related to the central theme.
- d. Theme-Based Assessment: This type of assessment tests students' understanding of key themes and how they relate to different disciplines.

#### 8) Integrated Model

This model combines several subjects into one coherent unit where the boundaries between disciplines begin to fade. For example, a project that combines natural science, math and technology in one unit of study. To help you understand this model, consider the picture or illustration below.

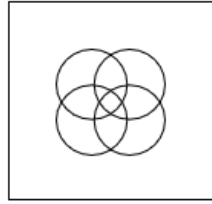


Figure 2.8 Integrated Model

Indicator:

- a. Combining Subjects: Two or more subjects are combined into one coherent Learning unit.
- b. Project-based Teaching: Students learn through projects or assignments that span several disciplines.
- c. Interdisciplinary Instruction: Teachers provide instruction that covers multiple disciplines in a single lesson or unit of Learning.
- d. Integrated Assessment: Assessments measure students' ability to understand and apply knowledge from several subjects simultaneously.

9) Immersed Model

The *immersed* model is designed to help students filter and integrate various experiences and knowledge in relation to the field to be studied. In this case, experience exchange and experience utilization are indispensable in learning activities. To help you understand this model, consider the picture or illustration below.

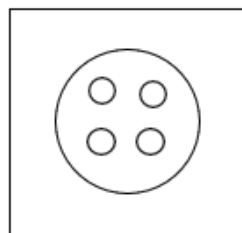


Figure 2.9 Immersed Model

Indicator:

- a. Deep learning: Students explore a specific topic based on their interests.
- b. Personalization of Learning: Students have control over their learning based on their interests and needs.
- c. Independent Knowledge Integration: Students connect knowledge from different disciplines according to their needs and interests.
- d. Individualized Assessment: Assessments are designed to assess students' in-depth understanding of the chosen topic and their integration of knowledge from different disciplines.

#### 10) Network Model

This model focuses on learning that allows students to connect different disciplines according to their needs. Students take an active role in building their knowledge network through various sources and activities they choose. To help you understand this model, consider the picture or illustration below.

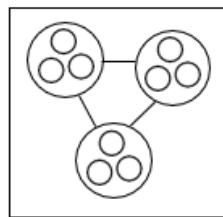


Figure 2.10 Network Model

Indicator:

- a. Flexible learning: Students can choose their learning resources and activities.
- b. Dynamic curriculum: This curriculum is designed to allow students to build their knowledge network.

- c. Independent Interdisciplinary Connections: Students actively seek and build connections between disciplines according to their learning needs.
- d. Combined Assessment: Assessments that reflect the interconnectedness of the various disciplines taught together.

#### **D. Teaching Implementation**

In the integrated curriculum implementation approach, learners are decision-makers and problem-solvers. Process is seen as central to explaining behaviour. Learners are different from each other, while the problem is the key to where the process begins, therefore the way the problem is solved is also different from each other, no two ways are the same. Learners are not only developed as rounded personalities, but also prepared to play a role in society. In addition, this approach allows for cooperation between the school and the community, Hamalik (2008).

The implementation of this curriculum requires teachers to be able to implement different teaching and learning strategies according to the characteristics of the curriculum. Learning that can be widely used such as problem solving, project methods, unit teaching, inquiry, discovery and thematic approaches carried out in group or individual learning. Thematic learning is also one of the models of integrated learning, which is a learning system that enables students, both individually and in groups, to actively explore and discover scientific concepts and principles in a holistic, meaningful and authentic way. The integrated Teaching approach emphasises the application of the concept of learning by doing. Learners understand the concepts they learn through direct experience and relate them to other concepts they already understand. (Rusman, 2009).

The implementation of the curriculum is realised in the teaching and learning process in accordance with the principles and requirements of the curriculum developed for a particular level of education or school/madrasah. Teaching and learning activities are closely related to the duties of a teacher, these activities include:

1. implementation planning

In planning the implementation of integrated curriculum development in the form of integrated Teaching, there are several things that need to be done, namely:

- a. The main objectives of integrated Teaching are: increasing the efficiency and effectiveness of learning, increasing interest and motivation, several basic competencies can be achieved at once. (Trianto, 2007)
- b. Concept Integration in Integrated Teaching One of the keys to integrated Teaching that consists of several fields of study is to provide a Teaching environment that places students to gain learning experiences that can connect concepts from various fields of study. According to Trianto (2007), integrated Teaching begins with determining the theme, because determining the theme will help students in several aspects, namely:
  - 1) Learners who cooperate with their groups will be more responsible, disciplined and independent.
  - 2) Learners become more confident and motivated in learning when they can successfully apply what they have learned.

- 3) Learners understand more and remember more easily because they hear, speak, read, write and investigate the problems they are learning.
- 4) Strengthen learners' language skills.
- 5) Learning is enhanced when learners are actively engaged through project work, collaboration and interaction with peers, teachers and the real world.

## 2. Teaching Implementation

Implementation of Teaching by teachers is the core stage in the educational process where teachers implement lesson plans that have been prepared to achieve educational goals. According to Uno (2007), the implementation of Teaching by teachers generally involves the following steps

### a) Opening (Awareness and Motivation)

The teacher begins the lesson by providing apperception, that is, linking the material to be learned with the students' prior knowledge or experience. In addition, the teacher provides motivation to stimulate students' interest and enthusiasm for Teaching.

### b) Delivering the Material

At this stage the teacher delivers the Teaching material according to the plan that has been made. Material delivery can be done through various methods such as lectures, discussions, demonstrations or other methods according to the characteristics of the material and the students.

### c) Interaction and Discussion

Teachers encourage students to interact and discuss the material being studied. This may be done through question and answer, group work or other activities that allow students to be actively involved in the Teaching process.

d) Assignment or Exercise

To deepen students' understanding, teachers set tasks or exercises related to the material presented. These tasks may take the form of practice questions, projects or other activities designed to develop students' skills and knowledge.

e) Closing and Reflection

The teacher concludes the lesson by summarising the material and inviting students to reflect on what they have learned. The teacher also gives feedback and prepares students for the next material or activity.

3. Evaluate the assessment of Teaching progress and learner development.

According to Rusman (2020), assessment in the Merdeka Curriculum emphasises formative assessment, which is carried out continuously during the Teaching process. This is intended to provide immediate feedback and assist teachers in adjusting Teaching strategies to better meet the needs of learners. In addition, authentic assessment is also prioritised, where students are assessed based on their ability to apply knowledge in a real-life context.

## **E. Previous Studies**

Previous researchers have conducted many studies related to curriculum integration. The author will connect this research with previous studies to find relevant theories. The documents referred to are as follows:



First, Research by Wakhi (2018) entitled "Implementation Of Adaptive Adoption Of The 2013 Curriculum Model And Cambridge University (Multi Site Study at MI Ma'arif NU Pucang Sidoarjo and MI Nurul Huda 2 Mojokerto)". This research describes the implementation procedure, the implementation of adoption and adaptation, the supporting and inhibiting factors for the implementation of adaptive adoption of the 2013 curriculum model and Cambridge University at MI Ma'arif NU Pucang Sidoarjo and MI Nurul Huda 2 Mojokerto. This research uses the Qualitative Descriptive method. The findings of the research at MI Ma'arif NU Pucang Sidoarjo and MI Nurul Huda 2 Mojokerto utilize various curriculum models and adapt both national and Cambridge University curricula. Positive elements include effective principal leadership, coordination, school committee support, and community acceptance. However, challenges include the principal's idealism, limited understanding from the school committee and community, and unequal teacher development.

Second, Research by Kusnia (2019) entitled "Integration Of The 2013 Curriculum With The Cambridge Curriculum In Improving Character At My Little Island Malang Elementary School". This research determines the implementation and role of the 2013 curriculum integration with the Cambridge curriculum in character cultivation at my Little Island Elementary School in Malang. In this research, the Qualitative Descriptive method is used. The findings of the study show that neither is fully integrated. The Cambridge Curriculum, with its "Global Perspective," does not instill specific character values in detail. At the same time, the 2013 Curriculum emphasizes the values of Character Strengthening Education (PPK), which are more detailed and instilled in the learning process. Curriculum

2013 plays a more significant role in character inculcation as it adopts PPK as a guideline that aligns with Indonesian culture. However, the role of the CSI department at My Little Island Elementary School also contributes to student character building.

Last, Research by Kurniawan (2018) entitled "Implementation of the Integration Curriculum (Cambridge Curriculum and 2013 Curriculum) Grade VIII Mathematics at MTS Bilingual Muslimat NU Pucang Sidoarjo". This research finds out the results of the integration of the Cambridge curriculum and the 2013 curriculum and its implementation in Mathematics subjects, to find out the shortcomings and advantages in its implementation, to find out the challenges in implementation in Mathematics subjects at MTS Bilingual Muslimat NU Pucang Sidoarjo. In this research, the Qualitative Descriptive method is used. The study's findings show that the Integration Curriculum is the result of combining the Cambridge Curriculum and the 2013 Curriculum, focusing on completing the 2013 Curriculum. Its implementation follows the 2013 Curriculum standards with the adaptation and adoption of relevant materials. The learning process involves planning, implementation, and assessment, which is carried out well by math teachers at MTs Bilingual Muslimat NU Pucang Sidoarjo. The advantages are improving students' reasoning and English skills, but there are still students with poor English skills. The obstacle is students' Learning difficulties when they do not have English language skills, affecting their reasoning skills when working on problems.

The researcher found similarities and differences from several previous studies, including the Similarities are: 1) Researching the implementation of curriculum integration. 2) Using qualitative research methods. While the differences

are: 1) The previous study integrated the 2013 Curriculum and the Cambridge Curriculum, while the author is a Merdeka curriculum with the Cambridge Curriculum. 2) The researcher focuses only on English subjects International Islamic Elementary School Pesantren Sabilil Muttaqien Kediri.