

Analysis of Cambridge Curriculum Implementation in Character Education Aspects in Economic Learning (Case Study at Singapore Intercultural School Semarang)

Rafida Yosaria Anindya*¹, Heni Purwa Pamungkas¹
¹*Universitas Negeri Surabaya, Surabaya, Indonesia



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ABSTRACT

Objective: This study aims to analyze the implementation of Cambridge curriculum in the field of Economic and to find out the implications for developing student's character. **Method:** This research is conducted at Singapore Intercultural School (SIS) Semarang and carried out by interview, observation and documentation. The validity technique used is triangulation. **Results:** The results showed that the implementation of Cambridge Curriculum at SIS Semarang is very high in terms of the planning, implementation, and evaluation stages of learning, and has integrated character education through aspects of school input, process, and output. **Novelty:** This study combines educational character variables in the Cambridge International Curriculum and the Indonesian National Curriculum with research objects in international schools.

INTRODUCTION

Globalization in the field of education is carried out in order to fulfill the needs of a competitive workforce (Kholillah et al., 2022). The globalization of education can be seen in the establishment of international schools. In line with that, every schools must determine a curriculum that suits with the needs of their students. The position of the curriculum as a set of systems, plans and arrangements to achieve learning objectives. One of the international curricula that emphasizes the teaching and learning process is the Cambridge curriculum.

The Cambridge curriculum is part of the University of Cambridge Local Examination Syndicate (UCLES) which has been used in more than 150 countries (Cambridge Assessment International Education, 2021). While focusing on building knowledge, this curriculum also shapes students' mindsets to be independent and prepares them for social life. The Cambridge learning direction is intended so that students are able to have knowledge, understanding and skills, are able to think critically and involve personality qualities (Christiana et al., 2022). In the Cambridge curriculum, there are five character developments or called as Cambridge Learner Attributes which consist of confident, reflective, responsible, engaged and innovative (Cambridge Assessment International Education, 2021).

One of the international school using Cambridge curriculum is Singapore Intercultural School (SIS) Semarang. In implementing the curriculum, teacher need to develop a lesson plan that refers to the curriculum syllabus used (Diocolano & Nafiah, 2019). Application of the curriculum in structured classroom learning requires control by the teacher through the concept of lifelong learning (Boyle & Charles, 2016). This is in line with the concept of the teacher's role in the Cambridge curriculum, where the teacher has a role more than being a facilitator, but also a leader in carrying out discussions and

problem solving together with students (Cambridge Assessment International Education, 2017b). Thus it is important for every teacher to understand and prepare for learning starting from the process of planning, implementing and evaluating according to the curriculum guidelines used by the school (Islam & Fajaria, 2022).

Despite the increasing number of international school establishments, globalization in education also followed by developments of technology used in learning, such as Google Classroom, Google Form, Google Drive, Microblog, and so on. Known as the impact of globalization, the negative use of technology information and communication has exceeded its usefulness and its main purpose and is considered to have contributed to weakening national character, reducing human quality, and damaging the degree of quality of life of the nation and state (Soesatyo et al., 2015). Advances in science and technology are like a double-edged sword, because even though these advances are able to provide more opportunities for global cooperation and progress, on the other hand they can create challenges to the character and morals of every human being (Bialik et al., 2015).

The development of the world in the 21st century has led to many developments and advances, especially in terms of technology (Khumairoh, 2022). Facing the challenges of the 21st century requires efforts to grow the personality and abilities of students so they are able to fulfill social responsibilities (Bialik et al., 2015). In this case, the role of the school as an educational institution, besides evaluating goals, it is also necessary to develop a curriculum that clearly includes character education (Matsutono, 2020). This is because learning practices in schools include various pedagogical activities such as playing, investigating, debating, designing, sports and so on which can be integrated with character education (Bialik et al., 2015).

Character education aims to improve the quality of implementation and teaching results in schools which lead to the formation of holistic, integrated and balanced character and noble character of students (Darmawati et al., 2013). Learners who apply a good attitude culture tend to also apply cognitive skills and socio-emotional skills, including personality qualities, such as self-resilience, self-motivation, and self-management to their learning process effectively (Cambridge Assessment International Education, 2021). In line with these national education goals, the government of Indonesia also formulate a Pancasila Student Profile as the main reference that directs policies in building the character and competence of students (RI Ministry of Education and Culture, 2022). The profile of Pancasila Student Profile consists of six dimensions, namely: 1) faith, fear of God Almighty and have noble character, 2) independence, 3) mutual cooperation, 4) global diversity, 5) critical reasoning, and 6) creative.

Character education has a close relationship with its implementation in the social and economic life of society. Economics is a science that studies human behavior and actions to meet their needs through various production, consumption and/or distribution activities (Darmawati et al., 2013). Economics learning based on character education can be carried out by instilling a wise, rational and responsible attitude with knowledge and

skills that are useful for oneself, the household, the community and the country in the fields of economics, management and accounting, as well as responsible decisions about values. socio-economic values in a pluralistic society, at the national and international levels (Darmawati et al., 2013). Character education in economics learning is expected to be able to provide understanding and experience to actualize the rational, formal juridical, procedural, morality, politeness and appropriateness of every fulfillment of personal needs and dealing with phenomena that occur in society (Soesatyo et al., 2015). In connection with these conditions, questions arise in society regarding the establishment of international schools, namely concerns about the influence of culture and the character or personality of students (Arifa, 2021). Besides that, the role of educational institutions is needed in directing students to use technology in a positive direction.

RESEARCH METHOD

This research was conducted using a qualitative approach. Qualitative research are methods for exploring and understanding the meaning of problems through specific data collection procedures from participants, analyzing data inductively, and interpreting the meaning of data (Creswell, 2019). The research design used is a case study or case study. Case studies are research designs that are mostly devoted to the evaluation of a case, program, event, activity, or process that is limited in time and observed through observation and interview procedures (Creswell, 2019). Collecting data in this study using observation, interviews and documentation.

Observation techniques are carried out by observing all processes or activities related to research topics regarding the implementation of the Cambridge curriculum in Economics learning including the teaching and learning process and the process of instilling character education through certain activities at SIS Semarang.

In the interview technique, the informants in this study were school principals, coordinators of the Cambridge curriculum, economics teachers and representatives of Semarang SIS students. Several considerations for the qualifications of the informants included having competent school administration knowledge, knowing the direction of school development in accordance with the school's vision and mission, understanding Cambridge learning procedures, understanding Cambridge learning concepts and knowing the implementation of the Cambridge curriculum for character education.

Documentation techniques are carried out through data collection including, SIS Semarang school profiles, syllabus, lesson plans, documentation of student activities and achievements, as well as Cambridge Assessment International Education documents, such as Implementing the Curriculum with Cambridge, Code of Practice, IGCSE syllabus, approach to textbooks, etc. The author uses a documentation study to strengthen the results of the analysis. The data analysis technique used is triangulation of methods and data sources. Triangulation (triangulate) is done by collecting information and then developing research topics in an integrated manner (Creswell, 2019).

Meta-Analysis of Problem Based Learning Models Impact towards of Problem Solving Skills in Physics Learning

RESULTS AND DISCUSSION

Results

The following table is a summary of the research results obtained from several data collection techniques, both interviews, observation and documentation.

Table 1. Summary of the Research Results

Aspects		Emersion		Evidence
		Yes	No	
Cambridge Planning	Curriculum	✓		Mapping Unit Plan using IGCSE and AS/A Level for Economics Syllabus
Cambridge Implementation	Curriculum	✓		Use English as the first language, provide regular training for teachers, use textbooks from the Cambridge curriculum, adequate facilities and infrastructure that support Cambridge learning, and provide remedial activities
Cambridge Evaluation	Curriculum	✓		Provide pretest questions, completing teacher administration before learning, applying several learning strategies, an environment that supports learning, using several learning media, having reference benchmarks for attitudes and learning motivation, and non-written test assessments
Characters Cambridge	Building in Curriculum	✓		Applying attitudes to Cambridge Learner Attributes, such as responsibility, confidence, reflective, innovative, and engaged
Characters National (Profil Pelajar Pancasila)	Building in Curriculum	✓		Applying attitudes to the Pancasila Student Profile (<i>Profil Pelajar Pancasila</i>), such as having faith, piety to God Almighty and having noble character, global diversity, mutual cooperation, independence, critical reasoning, and creativity

The following describes the results of descriptive data related to the research focus obtained through interviews, documentation, and observation.

Discussion

Implementation of the Cambridge Curriculum in Economics Learning at SIS Semarang

The process of implementing the Cambridge curriculum in Economics learning at SIS Semarang is divided into three stages, namely planning, implementation and evaluation. 1) Planning. At the planning stage, it is explained through the preparation of a Unit Plan which refers to the Cambridge syllabus, Management in planning and the parties involved. Learning planning is standard content that is programmed to achieve educational goals (Iskandar, 2019). The Economics study plan at SIS Semarang is based on the syllabus and schemes of work obtained from Cambridge International Education. The results showed that the parties involved in the interview included the school principal, the Cambridge curriculum coordinator who were responsible as coaches and advisors and the Economics teacher as executor. This is in accordance with the theory that the parties involved in curriculum planning are educator administrators, curriculum experts, teachers, parents, and school committees (Sukmadinata, 2006). Conceptually, the Unit Plan document has fulfilled the components in the preparation of learning tools such

as objectives, materials, methods, media, sources and learning assessment (Ananda, 2019).

2) Implementation. At the implementation stage which is the core of the implementation of the Cambridge curriculum, the presentation includes the use of English, effective day of learning, teaching staff, learning resources, curriculum activities, and remedial provision. The implementation of Cambridge curriculum-based learning basically emphasizes the processes and experiences of students (Cambridge Assessment International Education, 2021). This is in accordance with the learning model applied by SIS Semarang, namely active learning.

A) English Usage. In practice, English has been fully used as the language of instruction in learning. This is in accordance with the provisions for the use of foreign languages in educational units listed in Law no. 20 of 2003 concerning the National Education System Article 33 (3) which reads "Foreign languages can be used as the language of instruction in certain educational units to support students' foreign language skills".

B) Effective Learning Day. It is known that the effective day at SIS Semarang is Monday - Friday, with a duration of 1 lesson hour is 30 minutes. Learning per day in the IGCSE class is 5 lesson hours, while for AS & A Level classes it is 7 lesson hours. This is in accordance with Permendikbud No. 22 of 2016 which states that the maximum standard for face-to-face time allocation for Senior High School is 45 minutes, so it can be concluded that SIS Semarang has fulfilled the learning load according to these regulations.

C) Teacher. The results of interviews with teaching staff can be concluded that SIS Semarang provides several trainings for teachers with the aim of improving teaching performance in the classroom. The training is Professional Development, which is given to teachers four to five times a year. The discussion in the training focused on the needs of teachers generated during the previous meeting. In this regard, in Law no. 14 of 2005 explains that there are four competencies that must be possessed by teachers, namely pedagogic, personality, social, and professional competencies. Competency factors are related to teacher quality which ultimately has an impact on the quality of education, for this reason efforts are needed to improve teacher quality through teacher training programs (Hoesny & Darmayanti, 2021).

D) Learning Resources. Based on the results of interviews with school principals, Cambridge curriculum coordinators, and Economics teachers, it is known that content and learning resources can be accessed by teachers on the official website of Cambridge International Education. Through the School Support Hubin the on this site, teachers can connect with other Cambridge teachers around the world to share information regarding the learning resources used and follow the development of the subjects being taught. The site also provides a list of recommended textbooks in the Cambridge curriculum. There is information at the back of the textbook on which syllabus the book supports, whether it is for IGCSE or AS & A Levels, as well as the year of the syllabus' first exam.

E) Curriculum Activities. Furthermore, the results of research on curriculum activities found that SIS Semarang regularly holds House Games every Thursday and Assembly every Friday outside of class hours. With learning activities outside the classroom as well, teachers can train students to foster a sense of love for the environment, because by

observing objects around them directly, students will realize how to protect the environment and be grateful for God's creation (Widiasworo, 2017). F) Remedial. Remedial provision is not only carried out through repetition of assessments, but the Economics teacher also routinely repeats material for students who experience learning difficulties, with the hope that this will improve students' abilities. The remedial provision is in accordance with the intent and purpose of the activity, namely the remedial program is an effort to improve student learning completeness, in the form of providing guidance and training to students in order to achieve the expected learning mastery (Hikmasari et al., 2018).

3) Evaluation. The last stage, namely the evaluation stage, is explained through information related to the characteristics of students, completeness of facilities and infrastructure, teacher readiness, learning materials, environmental conditions, learning strategies, teacher performance, effectiveness of learning media, attitudes and motivation of students, and evaluation of learning outcomes. In this study, the educational evaluation model by Robert Stake (1967) was applied. Evaluation by Stake has two basic things, namely description and consideration, and consists of three program stages, namely: input, process and output. A) Input Evaluation. Input evaluation, also known as input evaluation, is an assessment of matters relating to the use of available resources in achieving educational goals. The indicators in the input evaluation consist of the characteristics of the students, which is shown by how the school ensures students are ready to learn with the Cambridge curriculum standards through providing trial classes for prospective students. This is in accordance with the theory of school readiness which states that school readiness that is important to pay attention to includes not only academic readiness, but also physical readiness, cognitive readiness, emotional readiness, social readiness and mental readiness (Hurlock, 1999). In terms of facilities and infrastructure, SIS Semarang provides adequate facilities as a place to study. These facilities and infrastructure include things that are basic in nature, as well as aimed at supporting the quality of learning. The explanation of these facilities and infrastructure is in accordance with the definition of learning facilities, which are things that are needed in the learning process, both mobile and immovable in nature, and have the benefit of achieving educational goals smoothly, effectively and efficiently (Arikunto & Yuliana, 2008). Aspects of teacher readiness are observed when the teacher begins to develop plans and prepare classroom tools before learning. This is in accordance with the theory of teacher preparation where the teacher is said to be ready if he has carried out the planning, learning process and actualizing the learning method (Sagala, 2009). The Economics material developed by SIS Semarang is in accordance with the syllabus in the Cambridge curriculum. The learning material is developed from the Unit Plan which is arranged according to the topics in the syllabus. The applied material is contained in the Cambridge curriculum reference book used in learning. This is in accordance with the explanation of learning materials in Permendikbud No. 22 of 2016 which states that learning materials can come from textbooks, or other learning resources in the form of local content, the internet, enrichment and remedial. Findings about the state of the

school, it is known that SIS Semarang fully supports a positive school environment. This is manifested in the formation of discipline for students, including by getting used to greeting teachers, staff and fellow students, as well as maintaining cleanliness and tidiness of themselves and the environment. Based on the theory of several experts on the school environment, it is known that schools that provide a positive environment have formed good behavior habits for students. This environment includes the physical environment in the form of facilities and infrastructure and non-physical in the form of norms and noble values (Amri, 2011). Active learning learning strategy combined with student centered learning. The learning approach was then applied to lecture, question and answer, recitation and experiment learning methods. The application of these learning strategies is intended to build the involvement and activeness of students in learning. This is in line with the Cambridge curriculum which emphasizes the importance of process in achieving learning objectives. B) Process Evaluation. The next evaluation is process evaluation, which consists of aspects of teacher performance, the effectiveness of learning media, and the attitudes and motivation of students. Teacher performance is related to all the actions experienced by educators in dealing with a task, the answers they compose, in order to provide goals (Yamin & Maisah, 2010). From the results of the research it is known that the school principal regularly supervises to determine teacher performance and also to improve the quality of learning in schools. Judging from the object, there are three kinds of supervision, namely academic supervision, administrative supervision and institutional supervision (Suhardan, 2010). Further information regarding the effectiveness of learning media. The results of the study show that in every implementation of learning, it requires the use of learning media. When the writer made observations, the teacher used Powerpoint to explain the material on the aggregate demand and supply curve. In addition, the teacher also uses media images to classify public and private goods and wordwall media to explain economic terms in English. This is in accordance with the explanation that the benefits of learning media are to attract the attention of students so that they can foster learning motivation, the meaning of learning materials can be more clearly understood, allowing variations in teaching methods, as well as more activities that can increase student activity (Sudjana & Rival, 2010). Indicators of students' attitudes and motivation can be seen in the implementation of learning at SIS Semarang which is carried out by increasing the attitudes, motivation and also the competence of students. In accordance with the results of observations that the attitudes shown by students in the class were active asking questions, giving opinions, and being independent in doing assignments. In addition, it is known from the results of interviews with several student representatives, that they have high motivation to get good grades and continue their education to a higher level. This is in accordance with the theory of attitude objects that need to be assessed in the learning process, namely attitudes towards learning material, attitudes towards teachers, attitudes in the learning process. C) Output Evaluation. The final evaluation is the output evaluation. Output evaluation or also called evaluation of learning outcomes is an assessment of the achievement of academic competence of students and the level of performance of educational units. The results showed that the

Cambridge assessment at SIS Semarang was carried out through written tests, oral tests, and project-based assignments. The written test in the Cambridge curriculum is called a Paper. Paper 1 and Paper 2 for IGCSE and Papers 1, 2, 3 and 4 for AS & A Level. In Papers 1 and 3 the questions posed are in the form of multiple choice, while in Papers 2 and 4 are response data and essays. Oral test, conducted incidentally by the Economics teacher. An example of an oral test is a quiz, whereas project-based assignments are generally aimed at increasing collaboration and creativity.

Implementation of the Cambridge Curriculum on Character Education Aspects in Economics Learning at SIS Semarang

Character development in this study is a combination of the five characters developed in the Cambridge curriculum or also called Cambridge Attributes (responsibility, confidence, reflective, innovative, and participative) with six Pancasila Student Profile indicators (noble character, global diversity, mutual cooperation, independent, critical reasoning, and creative) applied at SIS Semarang.

1) Responsibility. The results of the study show that the habituation of an attitude of responsibility is carried out by the teacher by giving a target time for completing assignments, with the hope that students can have a sense of responsibility to complete school assignments on time. Besides that, the attitude of responsibility of students is also trained through honest examination work. In practice, schools provide strict rules and sanctions when students take exams. This is in accordance with the statement that one of the directions and understanding of students regarding matters that must be considered in studying at school is the attitude of responsibility towards assignments (Siregar, 2017). In addition, among these responsible attitudes include setting targets, having intellectual integrity.

2) Confident. Students' self-confidence is integrated into the learning process. Through the application of several learning methods, students are trained to have the courage to ask questions to the teacher and are confident in communicating opinions and ideas in front of the class. This is in accordance with the theory that self-confidence is based on the ability to face a challenging wider life and confidence in decisions and opinions (Novyanti & Alinurdin, 2019). Confidence in learning includes communicating his opinions in a structured, critical and analytical manner and respect the opinions of others (Cambridge Assessment International Education, 2021).

3) Reflective. The habituation of a reflective attitude is formed through the implementation of learning, namely by carrying out the process of repeating material that has been previously taught and also directing students to build learning strategies that suit themselves. Habituation of this reflective attitude in the learning process according to the function of reflective thinking is to interpret, formulate relationships between experience and creating continuity (Choy et al., 2017). This is also in accordance with the reflective meaning of Cambridge students, that is, a reflective attitude is manifested by caring about their learning processes and outcomes and developing awareness to become lifelong learners (Cambridge Assessment International Education, 2021).

4) Innovative. Students' innovative attitudes are formed through the application of their knowledge to solve problems and practice their adaptability to learning situations, teachers and peers. In the learning process, the problem solving application is applied by giving Economics practice questions in the middle of a learning break. This is in accordance with the explanation that innovative learning at school itself can be done, one of which is by measuring the absorption of each student's knowledge (Purwadhi, 2019). Thus, the attitude of accepting new challenges and facing them creatively and imaginatively can shape ways of thinking and adapting flexibly (Cambridge Assessment International Education, 2021).

5) Engaged. Character development by the last Cambridge, namely engaged. Formed by improving students' social skills, including by forming students in groups to do assignments and also inviting students to always be actively involved in school activities outside the classroom. This is appropriate that the participation of students can create an atmosphere of openness between teachers and students, so that if there are obstacles in learning faced by students they can be overcome more quickly (Dewi et al., 2019). Apart from being carried out in classroom learning, the participatory attitude of Cambridge students is also manifested in social life and sharing knowledge and skills for the wider community (Cambridge Assessment International Education, 2021).

6) Have Faith, Fear of God Almighty, and Have Noble Characters. Schools require students to attend their religious subjects at least once a week. The frequency of worship by students while at school was known when the author made observations and interviews with several student representatives. In general, Muslim students carry out the midday and afternoon prayers at the school prayer room, while on Friday the male students will be escorted by the school to the mosque to perform Friday prayers. Meanwhile, Christian, Catholic, Buddhist and Hindu students are known to carry out worship with their parents at least once a week or in accordance with the guidance of their respective beliefs. In addition to the element of piety to God Almighty, based on observations it is known that most students highly uphold morals towards humans. This attitude is reflected in the way students interact, namely by not discriminating between friends who have different beliefs and helping each other between friends of different religions. This is in accordance with the explanation of this character development element, where religious morality is shown by carrying out God's commands, experiencing God's attributes, and continuing to explore in order to understand deeply the teachings of the religion one adheres to. Meanwhile, morality towards humans is realizing that all humans are equal before God, loving fellow God's creations, and respecting differences with other people (Admin, 2022).

7) Global Diversity. The formation of an attitude of global diversity in this case is demonstrated by promoting cultural exchange through activities organized by schools such as the United Nation, the Indonesian Cultural Festival and Diwali. In these activities, students are also actively involved to help the smooth running of the event. Besides that, the existence of Indonesian and Civics courses provided by schools has encouraged the interest of many foreign students to study them. This is in accordance

with the theory about the key elements of the Pancasila Student Profile which are globally diverse, namely education can encourage students to get to know their history and culture, appreciate the uniqueness of each existing culture, and have the ability to reflect on the process of utilizing awareness and experience of diversity (Jamalulail et al., 2023).

8) Worked together. The cooperative attitude of students, in this case, is developed by the school through social service activities every year at the Bhakti Asih Disabled Orphanage. Information was also obtained from the chairman of the Student Council, that in 2018, a fundraising event was held for victims of natural disasters in Palu City. Within the school itself, the development of a mutual cooperation attitude is also carried out through socialization on topics relevant to the SDGs and current conditions through Assembly activities every Friday. These activities always involve students actively and also collaboration between teachers and students. This is in accordance with the explanation of the key elements in the mutual cooperation indicator in the Pancasila Student Profile.

9) Independent. The results of the study show that the independent attitude of students is reflected when students are able to control their emotions when faced with challenging learning situations, such as quizzes and the use of wordwall media. Besides that, schools also develop an independent attitude by directing students to set learning goals, designing self-development strategies to achieve achievements and ideals to be realized in the future. This is in accordance with the statement that the meaning of independence in this Pancasila Student Profile is being responsible for a process and also for their learning outcomes. The key elements of this indicator are self-awareness and the situation at hand (Rusnaini et al., 2021).

10) Critical Reasoning. Through the learning process, in this case the Economics subject, the application of this critical reasoning attitude is shown through the teacher by training students to find sources of information on Economics content not only through books provided by the school, but also through credible websites and articles. Besides that, in the process of learning Economics with the discussion method, students are also trained to rethink the views of other people who may be contrary to their views and to make conclusions on these views. This is in accordance with the explanation of indicators of critical reasoning in the Pancasila Student Profile, where critical reasoning is meant that students are able to objectively process, analyze, evaluate and draw conclusions from information (Rusnaini et al., 2021).

11) Creative. Creative character development in this case is found in the form of giving assignments to students. In the sub-element, generate diverse ideas by considering many perspectives, embodied in a project by students in the form of a podcast about the impact of the pandemic on the economy which is accompanied by interviews with 1-2 sources to provide their responses. Whereas in the sub-element exploring and expressing thoughts in the form of works or actions, it is found in the form of making mind maps by students which contain exploration of their understanding and opinions about Gross Domestic Product (GDP), inflation, and trade balances in several countries, accompanied by cause for the changes. This is in accordance with the theory that the creativity referred to in the

Pancasila Student Profile here is that students are able to modify and produce something original, meaningful, useful, and impactful. Originality in this indicator is very important, because the act of imitating the work of others can form negative habits and behavior (Rusnaini et al., 2021).

CONCLUSION

The findings of this study confirm that the establishment of international schools in Indonesia as a form of globalization in the field of education providing good character education and in accordance with the noble values of the Indonesian nation. For educators, it is hoped that they will continue to maintain and develop in organizing an effective learning in improving the competence, abilities and character of students. For future researchers, it is hoped that they can develop this research even better by using other variables.

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***Rafida Yosaria Anindya**

Economics Education, Faculty of Economics and Business,
Surabaya State University,
Address: Surabaya, East Java, Indonesia
Email: rafida.19012@mhs.unesa.ac.id

Heni Purwa Pamungkas

Economics Education, Faculty of Economics and Business,
Surabaya State University,
Address: Surabaya, East Java, Indonesia
Email: henipamungkas@unesa.ac.id
