



# Implementing National English Curriculum at Elementary Level

Muhammad Juliansyah Bedrio D<sup>1</sup>, Tharisa Aura Maharani<sup>2</sup>, Diba Yuri Mustafa<sup>3</sup>

Leil Badrah Zaki<sup>4</sup>, Hilarius Raditya Priambada Purba<sup>5</sup>

[2261013.muhammad@uib.edu](mailto:2261013.muhammad@uib.edu)<sup>1</sup>, [2261007.tharisa@uib.edu](mailto:2261007.tharisa@uib.edu)<sup>2</sup>, [2261008.diba@uib.edu](mailto:2261008.diba@uib.edu)<sup>3</sup>

<sup>1,2,3,4,5</sup>English Education, International University Batam

Received: 2024-09-19 Accepted: 2024-12-18

DOI: 10.2456/ideas.v12i2.5603

## Abstract

This research examines the educational programs at an elementary school in Batam City, Indonesia, incorporating both the national and Cambridge curricula. The goal is to identify key elements that improve the quality and efficiency of education. Data was gathered through observations, interviews with three English teachers, and documentation using a qualitative case study method. The study utilized an observation checklist and interviews modified from earlier research. The results show three key components essential for successful teaching and learning: engagement, diversity of approaches and flexibility. Various methods were found to improve the quality of learning through engagement. Dynamic exchanges in interactivity enhanced participation and promoted ongoing improvement. Student engagement was fueled by motivation and clear objectives, as various teaching techniques accommodated different learning preferences. Professionalism, combined with guidance, involved a mix of firmness and empathy to assist students with their academic and emotional needs. Teamwork between educators and stakeholders enhanced teaching techniques. Effective planning and constructive feedback led to optimal learning outcomes. Collaborative tasks encouraged the development of teamwork and problem-solving abilities within groups. Ultimately, teachers were able to effectively address curriculum changes and student needs due to their adaptability. To sum up, the research highlights how integrating these factors is crucial in establishing a vibrant and supportive learning atmosphere, necessary for students to thrive in a globalized academic setting.

**Keyword:** *Curriculum, EFL, Implementation*

## **Introduction**

Education is essential for personal growth and societal development, producing skilled and talented individuals. It not only provides knowledge but also shapes character and morals. A country's progress depends on the quality of education, which is influenced by the curriculum, school management, teaching staff, and infrastructure. To remain competitive with globalization, various efforts have been made. (Mahmudah & Kholis, 2023)(Sutrisno et al., 2023).

To face the era of globalization, improving the quality of education is very important. Nowadays, technology is developing very quickly. Society will experience difficulties and differences if the quality of education decreases. (Rahman & Febria, 2023) In Indonesia, the government plays a key role in improving quality of life and developing qualified educators. As a multicultural country, Indonesia's education system adapts to local needs. The curriculum, a crucial part of this system, provides plans and rules to achieve educational goals and reduce gaps.

Due to speculation and geographical reasons, every country's curriculum is different. The curriculum is always changing because the education system must evolve according to regional, national and global needs and developments (Intan Hayati et al., 2022.). That is why there is always a change in the implementation of the curriculum. One of the curriculums that Indonesia adapt is Cambridge curriculum.

The Cambridge curriculum is known for its structured, progressive approach, emphasizing critical thinking and problem-solving. It is flexible, allowing adaptation to local needs while maintaining international standards. With a focus on language and literacy, it provides a strong framework for examining English curriculum implementation at the elementary level. (Mahmudah & Kholis, 2023). Therefore, adopting the Cambridge curriculum for elementary English education can provide a robust foundation for young learners. The Cambridge curriculum fosters essential literacy skills and develops cognitive and analytical abilities. It bridges educational disparities by standardizing learning objectives, ensuring high-quality education for all, with a focus on language and literacy that aligns with global trends prioritizing communication skills. According to (Mahmudah & Kholis, 2023) The Cambridge Primary program is tailored specifically for young learners, aged 5 to 11 years. It aims to develop essential skills in English, mathematics, and science, fostering a solid foundation for future learning. The program is designed to be engaging and accessible, using age-appropriate materials and teaching methods. For English, the curriculum emphasizes reading, writing, speaking, and listening skills, ensuring a balanced development of language competencies. (Rahayu et al., 2022) The focus on young learners ensures that the educational

content is both challenging and enjoyable, promoting a positive attitude towards learning from an early age.

Implementing the Cambridge curriculum in primary schools involves several strategic steps. Teachers play a crucial role in this process, adapting the curriculum to fit the classroom context while ensuring that the core objectives are met. This involves:

1. Curriculum Mapping: Aligning the Cambridge curriculum with national standards to ensure compliance and relevance.
2. Professional Development: Providing teachers with training and resources to effectively deliver the curriculum.
3. Assessment and Feedback: Utilizing formative and summative assessments to monitor student progress and inform instruction.
4. Interactive and Engaging Teaching Methods: Incorporating interactive activities, technology, and collaborative projects to enhance learning experiences.
5. Parental Involvement: Engaging parents in education supports learning at home and strengthens the school community. These strategies ensure the Cambridge curriculum meets standards while addressing young learners' needs, fostering an effective learning environment. (Mahmudah & Kholis, 2023).

The researchers conducted an initial observation on the implementation of the Cambridge curriculum at Muhammadiyah School. Using a classroom observation checklist focusing on curriculum, management, and teaching methods, they found that student-centered learning was not fully implemented. On the first day, lessons were teacher-centered, contrary to the Cambridge approach. While student-teacher interaction increased on the second day, disorganization and lack of student participation persisted. The observation was guided by a structured instrument. There are several studies have shown that teachers generally perceive the Cambridge curriculum as effective in improving students' English language skills and overall academic performance. For instance, (Mahmudah & Kholis, 2023) found that the English bridging program, which adapts the Cambridge curriculum, significantly enhanced students' English abilities, preparing them better for regular classes. Similarly, (Qomariyah & Khasanah, 2023) reported that the holistic approach of the Cambridge curriculum at School in Jember led to improved learning outcomes in English as a second language.

But, despite its perceived benefits, there also highlighted several challenges and areas of ineffectiveness. (Simanjuntak, 2022) noted that integrating the Cambridge curriculum with the national curriculum during the pandemic posed significant challenges, particularly in terms of adapting the syllabus for online learning. Moreover, (Lestari, 2023) identified managerial and logistical issues in

implementing the Cambridge curriculum in schools, which affected its overall effectiveness.

The existing research indicates a gap in understanding the challenges and strategies for effectively integrating the Cambridge curriculum with the national curriculum, especially during challenging circumstances like the pandemic. Further research could explore innovative approaches to successfully aligning these curricula for online learning environments.

Additionally, investigating solutions to managerial and logistical issues faced in implementing the Cambridge curriculum in schools, as highlighted by (Lestari, 2023), could be a valuable research gap to enhance the overall effectiveness of curriculum implementation. The research highlights a gap in fully implementing the Cambridge curriculum, particularly in student-centered learning at Indonesian elementary schools. Future research could explore strategies to bridge the gap between teacher-centered and student-centered approaches, focusing on improving student participation, classroom organization, and consistent implementation of student-centered practices.

### **Research Design**

A qualitative case study approach was employed for this research, which focused on the implementation of both national and Cambridge Curriculum in one elementary school in Indonesia. This research method is used to analyze and understand a phenomenon or problem comprehensively. According to (Bahar et al., 2022), qualitative methodology involves producing descriptive data about the behaviors and words of people in their natural settings. This approach allows for an in-depth analysis of the data without the need for an extensive amount of data. Data were collected through teacher interviews, observation checklists, and direct observations. The method addresses social issues by collecting responses from individuals or groups and involving them in data collection activities (Lamba et al., 2022).

Researchers then analyze and write the findings with a flexible framework, concluding or interpreting the data obtained in the field (Snow, 2022). A case study approach was chosen to gain a deep understanding of the implementation of both national and Cambridge curricula, providing a holistic view of the challenges and positive impacts for teachers and students.

### **Participants and Site**

The study was carried out in a one selected elementary school in Batam City. The school implemented both national and Cambridge curriculum. Observation was conducted in one of the English classes grade four. The site, was selected due

to its adoption of both curriculum and its relevance to the research objectives. The participants in this research were chosen using purposive sampling and consisted of 3 (three) English teachers from the school. The selection of this specific group of participants was because they had the most direct experience and knowledge in implementing the National English Curriculum and Cambridge Curriculum.

### **Instruments**

The classroom observation checklist in this study was based on past research and ideas. (Hong et al., 2020). Observation checklists are tools that researchers use to methodically observe behaviors, events, or phenomena in their natural environment. Observation procedures serve to ensure consistency and uniformity of data gathering in observational research. The observation checklist was adapted from sources (Hong et al., 2020). The observation checklist included three main criteria related to the subject. In addition to the checklist, the researcher suggested using real-time, conversational interviews. By conducting interview, the researcher aimed to improve and enhance the quality of the researcher with factual and subjective answers. The interview consisted of 10 questions that the researcher adapted from (Prastiwi & Sutopo, 2023) (Ginting, 2021) (Ramadianti, 2022) (Saputra, 2021) (Lestari, 2019.) (Admiraal, 2020.)

### **Data Collection**

Information for this study was gathered using two primary techniques: observing and conducting interviews, which were modified from Snow qualitative methodology (Snow, 2022). Research was carried out to assess different aspects of classroom instruction, such as the application of both National and Cambridge Curriculum, managing the classroom, and teaching techniques. The process of observing included a number of important stages. To begin with, a thorough Observation Checklist was created to include important teaching markers such as educational goals, alignment with curriculum requirements, classroom control, and instructional methods.

Observers received training to ensure consistency in using the checklist. Multiple class sessions were observed to reduce bias, with detailed notes on teacher behaviour, student interactions, and teaching methods. Interviews were also conducted to gain insights into teachers' experiences with the National and Cambridge curricula and the challenges they faced. Open-ended interview questions were developed to explore teachers' perspectives on the National and Cambridge curricula. Three teachers with relevant experience were selected. Interviews, lasting 30-50 minutes, were recorded to ensure accurate data, covering topics like curriculum comprehension, differences from previous curricula, and implementation challenges.

## **Data Analysis**

The data analysis process began by closely observing the teaching program, methods, and overall effectiveness within the context of the implementation of both national and Cambridge Curriculum in one elementary school in Indonesia. The observations were systematically recorded using a detailed description checklist, which evaluated teacher performance across various aspects on a rating scale. The initial step involved interpreting these observed results and linking them to the research questions, ensuring that the analysis remained focused and relevant. After the observations, the interview responses were transcribed and coded to categorize similar answers. This process organized data, identified patterns, and drew conclusions. Findings were presented in a story format with direct teacher quotes. Themes from observations were compared with interview results to validate insights. Combining observational and interview data provided a strong framework for evaluating the teaching program's effectiveness and identifying areas for improvement.

## **Result and Discussion**

This research was conducted in a certain elementary school in Batam City. The data were collected through interviews with three teachers from the elementary school in Batam City. Teacher A has five years of teaching experience, Teacher B has seven years of experience, and Teacher C has eight years of experience. These teachers were chosen because of their significant experience and deep understanding of teaching and learning programs. Based on the Blueprint File, There are 10 criteria questions to explain and describe related to teaching and learning programs such as: Student engagement, Teacher instruction and strategies, Student motivations, Implementation of strategy, ELT strategies along interaction with peers, ELT strategies along low-stress environment for language performances, Strategies to help improve students' performance, Strategies to help students think and learn, Students' awareness in learning English, Teachers using games in their teaching progress.

### ***1. Student Engagement***

Student engagement is the attention, curiosity, interest, optimism, and passion students exhibit in learning. It benefits both teachers and curriculum development by enhancing understanding, retention, and classroom environment while reducing behavioral issues. According to (Ginting, 2021), this engagement motivates teachers and enhances job satisfaction.

Based on observations, teacher-student engagement was generally good, with some students actively participating, though others remained passive. This discrepancy is likely due to a lack of creativity in the teacher's approach to learning. How can you make students curious and interested in your teaching and learning process? Based on this interview questions:

*"Teacher A answered that she focuses on structure and the teacher's role".*

*"Teacher B answered that he emphasizes mindset and objectives".*

*"Teacher C answered that diverse methods each contribute to creating an engaging learning environment".*

However, despite the teachers' good answer, classroom observations reveal a gap between their strategies and student engagement. Some students remain passive, suggesting current methods may lack creativity or variety. To address this, teachers could integrate more interactive techniques like technology, hands-on activities, and collaborative projects to foster a more active and inclusive learning environment.

## **2. Teacher Instruction and Strategies**

Teacher instruction and strategies refer to the methods and approaches used by educators to facilitate learning and ensure students understand the material. These strategies range from traditional lectures to interactive activities and the use of technology. According to (R. P. Lestari et al., 2019), these strategies help teachers improve instruction, engage students, manage classrooms, and offer diverse assessments. For the curriculum, they ensure alignment with objectives, flexibility, and comprehensive content coverage. Observations show that while the teacher's strategies are effective, their strictness discourages students from asking questions, leading to excessive deference. What are the teaching implementation strategies that you are using in the class? (Icebreaking, recalling memory, Brainstorming, Discussion, Game, Listen and Read, Listen and Match, Draw and Write, Write Paragraph, Filling the Blank, Vocabulary Writing, Concluding Material, Police of English, Reading Time, English Camp, Assembly). Based on this interview question:

*"Teacher A answered that she is using many strategies to make the learning program more fun and effective".*

*"Teacher B answered that he uses various methods, such as discussion and presentation, that are interesting for the students".*

*"Teacher C answered that she is using icebreaking at the beginning of the class, which makes students feel more united with the teacher and ready for the learning process".*

However, despite the teachers' good answer, observations reveal a gap between their strategies and student responses. Teacher A's diverse methods, Teacher B's discussions, and Teacher C's icebreakers have not fully eased student

fear or encouraged active participation. To bridge this gap, teachers should foster a more supportive environment, promote open communication, and reduce strictness, helping students feel more comfortable engaging in the classroom.

### **3. Student Motivations**

Student motivations refer to the internal and external factors driving students to engage with and succeed in their learning. According to (Ginting, 2021), these motivations are crucial for teachers as they enhance student engagement, improve academic performance, and allow for personalized instruction, leading to a positive classroom environment. For the curriculum, considering student motivations ensures relevance, flexibility, and effectiveness in achieving educational goals.

Based on observations, some students are playing in the back and speaking with friends, showing a lack of participation and engagement. Despite the teacher's efforts to engage them, these attempts are not effectively increasing their involvement. It seems the problem may be due to long explanations and boring topics. What are the teacher strategies that supports student motivations?

Based on this interview question:

*“Teacher A answered that it is important to use many learning strategies to increase students' motivation and make overall learning a good and fun experience for the students”.*

*“Teacher B answered that by learning and memorizing the usual learning activities, it will gradually improve students' motivation”.*

*“Teacher C answered that to improve their motivations, she gives them what they are interested in. If they prefer video or sound, she might play some music or a short video story about what they are interested in”.*

However, despite the teachers' good answer, observations reveal a misalignment between their strategies and student engagement. Teacher A's diverse methods, Teacher B's reliance on memorization, and Teacher C's use of videos and music have not effectively addressed student disengagement, suggesting gaps in implementation or consistency. To bridge this gap, teachers should reassess their engagement strategies, incorporating more interactive activities like group discussions, experiments, and collaborative projects. Tailoring methods to diverse learning preferences will ensure better student engagement and motivation.



#### **4. Implementation of Strategy**

The "implementation of strategy" involves executing planned activities, allocating resources, and monitoring progress to achieve specific goals. According to (Cooper & Ozansoy, 2022), for teachers, it provides clear direction, aligns teaching methods with educational objectives, encourages professional development, and offers evaluation mechanisms. (Cooper & Ozansoy, 2022) also said that for the curriculum, it ensures coherence, adaptability, proper resource allocation, and effective outcome measurement. Teachers and curriculum are interdependent: the curriculum provides structure, and teachers adapt it. Observations show good strategies but over-reliance on lectures, with little integration of methods like discussions or project-based learning, leading to passive student involvement. What can teachers do to make the implementation of the learning strategy effective in the class?

Based on this interview question:

*"Teacher A answered that to create effective learning strategies, one must create a learning plan that considers the current learning conditions, the number of students, and the strategies that should be used".*

*"Teacher B answered that creating a program that invites students to speak English, such as English camp and speaking with native speakers from Australia, America, and other countries, is effective and makes students comfortable speaking English".*

*"Teacher C answered that she will prepare the material first. The next steps are to convey what we must do and be clear during the learning process in class so that the learning objectives are achieved".*

Despite good responses from teachers, observations show a gap between their strategies and classroom practices, with heavy reliance on lectures and limited use of interactive methods. Teacher B's focus on interactive programs and Teacher C's emphasis on preparation are not reflected in daily lessons. Targeted professional development, including training on diverse methods, collaborative planning, and active learning workshops, is recommended to align teaching practices with strategies for a more engaging classroom.

#### **5. ELT Strategies Along Interaction with Peers**

"ELT Strategies Along Interaction with Peers" refers to English Language Teaching techniques that emphasize student interaction. These strategies enhance language acquisition by leveraging social interaction. For teachers, such strategies facilitate active learning, improve communication skills, and foster a sense of community. For the curriculum, they promote collaborative learning, encourage authentic language use, and improve learning outcomes.

According to (R. P. Lestari et al, 2019), the relationship between teachers and the curriculum involves implementation, adaptation, and feedback, with teachers bringing these strategies to life and ensuring they meet student needs. This alignment creates a dynamic and effective learning environment. Based on the observations, when interactive activities are carried out, teachers often do not provide adequate supervision and guidance. Students are left to work on their own without clear direction, so the learning objectives are not well achieved. What are some common activities that you use to implement interaction among peers in a group setting?

Based on this interview question:

*“Teacher A answered that students should be divided into groups and given a variety of tasks to complete in order to facilitate successful learning”.*

*“Teacher B answered that once a semester, teachers receive training from Mentari, an agency that provides English books and training for English teachers”.*

*“Teacher C answered that she gives students the opportunity to communicate with their friends by making groups for learning and assignments, which they discuss in front of the class to report the results”.*

Despite good answers from teachers, observations reveal a gap between strategies and practice. Teacher A's group tasks lack supervision, limiting effectiveness. Teacher B's training doesn't fully translate into interactive methods. Teacher C's group work and presentations are hindered by unclear directions.

This discrepancy shows that while teachers recognize the value of peer interaction, implementation falls short. To address this, teachers need not only training but also continuous support and feedback to ensure interactive methods are effectively guided and supervised, leading to better learning outcomes.

## **6. ELT Strategies Along Low Stress Environment for Language Performance**

"ELT Strategies Along Low Stress Environment for Language Performance" refers to English Language Teaching techniques aimed at creating a relaxed atmosphere to enhance language performance. These strategies focus on reducing stress and anxiety among learners, promoting positive learning experiences. According to (Admiraal, 2020.) For teachers, this approach supports student well-being, encourages risk-taking, and facilitates effective feedback. (Admiraal, 2020.) also said that for the curriculum, it enhances language acquisition, fosters creativity, and supports social interaction.

Based on the observations, there are no specific activities designed to reduce stress and promote a sense of security in the classroom. Teachers do not provide space for reflection, relaxation, or casual discussions that encourage students to feel comfortable and confident. What types of coping responses that you usually

use during stressful classroom events? (Varying, Hesitating, Problem solving, Avoiding). Based on this interview question:

*“Teacher A answer that teachers should be able to provide guidance, support, They should also be creative in problem-solving and should be able to adapt to different situations and situations*

*“Teacher B answer that the pressure is definitely, the curriculum has made a rule in the school three hours each, a break. I choose to vary. First maybe from warming up. Then there is more like watching, there is more singing, then there are games. So, when we see as teachers that the situation is under pressure, we will replace it with lighter systems before we continue to more serious learning”*

*“Teacher C answer that Solving the problem, for example, if someone is noisy, maybe I will give them time first, then it can be my turn to say something, I ask for time so I won't let them know that I am waiting for them”.*

However, Despite the teachers' good answer, observations reveal a misalignment with their practices. Teacher A highlights guidance, support, and creative problem-solving, yet the lack of stress-reduction activities and opportunities for relaxation suggests a gap between theory and practice. Teacher B incorporates breaks and varied activities to manage stress, but the absence of specific stress-reduction measures indicates incomplete implementation. Teacher C emphasizes problem-solving and composure but also lacks observable stress-relief strategies in the classroom.

Overall, despite their intentions, the teachers' strategies do not align with the observed absence of specific activities for stress reduction and relaxation in the classroom.

### ***7. Strategies to improve student performance***

"Strategies to Improve Student Performance" refers to the deliberate plans and actions teachers undertake to enhance the academic progress, achievement, and success of their students. These strategies encompass a range of instructional approaches, assessment methods, and classroom management techniques aimed at optimizing student learning outcomes. (R. P. Lestari et al., 2019) Effective strategies improve teaching, tailor instruction to student needs, and create a positive learning environment. The curriculum aligns with objectives, enhances outcomes, and promotes flexibility. However, observations revealed a lack of student collaboration and opportunities for discussion, hindering the development of problem-solving skills. What are the strategies that can build the students to become more better in learning? Based on this interview question:

*“Teacher A answer that Depending on the circumstances, teachers can enhance the learning process by implementing various tactics including project-based learning, active learning, or just being involved in the classroom. To make sure students are*

*engaged in the classroom and can continue learning effectively, teachers should offer a variety of strategies and methods, such as employing demonstrations”*

*“Teacher B answer that schools must work together with teachers, as well as parents. Great teachers cannot make their students successful without the support of parents. So, we as a school must work together with teachers’ parents and students. Then there are also strategies, namely we as educators continue to provide motivation because we are an Islamic school, we also provide motivation with Islamic methods, then we bring in sources from outside, so they must maintain their behavior. So, we bring in for example from the police to open their insights about the dangers of cigarette drugs and the benefits of sports, making it easier for them to pursue their careers for the future”*

*“Teacher C answer that I will motivate them at the beginning and tell them what the purpose of learning is, and why they should learn so they will know that learning is a necessity not just going to school and getting the knowledge they need”.*

Despite good responses from the teachers, classroom observations show misalignment. Teacher A suggested project-based and active learning, but lack of collaboration indicates ineffective application. Teacher B emphasized collaboration, yet students' collaborative skills were underdeveloped. Teacher C focused on motivation and clear objectives, but the absence of idea exchange reveals incomplete implementation.

### **8. Strategies to Help Students Think and Learn**

"Strategies to Help Students Think and Learn" refers to the deliberate plans and approaches educators use to enhance students' critical thinking skills and overall learning abilities. These strategies encompass various instructional techniques and methodologies designed to promote higher-order thinking, problem-solving, and deep understanding among students. According to (R. P. Lestari et al., 2019) For teachers, implementing these strategies enhances teaching effectiveness, promotes higher-order thinking, and prepares students for real-world challenges. (R. P. Lestari et al., 2019) The curriculum benefits by ensuring alignment with learning objectives, enhancing learning outcomes, promoting lifelong learning, and preparing students for the future.

Based on the observations, teachers rarely provide students with challenges or creatively challenging problems. This leads to a lack of development of critical thinking and problem-solving skills among students. How can teachers implement the teaching planning that improve learners teaching progress? Based on this interview question:

*“Teacher A answer that a great teacher must establish clear learning objectives, use powerful media and tactics, and respond to inquiries on a frequent basis”*

*“Teacher B answer that for planning, usually before the start of the new school year, in July we teachers one month before that we have a gathering with fellow English teachers teaching English together with math teachers to discuss plans or modules and also strategies in future learning. so, there is such a thing as a daily plan monthly plan, per semester to annual planning”*

*“Teacher C answer that Implement the teaching plan well, the important thing is that there is an increase in students' willingness to learn and I do a variety of teaching models.”*

Despite good answers, there is a misalignment with observations. Teacher A's focus on clear objectives and methods lacks challenging problems and critical thinking. Teacher B's mention of collaborative planning doesn't address the lack of challenges or creativity. Teacher C's emphasis on diverse teaching models doesn't bridge the gap in critical thinking and problem-solving skills.

### **9. Student Awareness in Learning English**

"Student Awareness in Learning English" refers to students' understanding of their own learning process in English language acquisition. It encompasses students' awareness of their strengths, weaknesses, learning preferences, and the strategies they employ to improve their language skills. According to (Azhariah et al., 2023) For teachers, promoting student awareness enables tailored instruction, effective feedback, and the encouragement of self-regulated learning habits. (Azhariah et al., 2023) also said that for the curriculum, it promotes adaptability, alignment with learning objectives, and the promotion of lifelong learning habits.

Based on the observations, It was found that students tend not to monitor their learning progress regularly and do not set clear goals in English learning. They lack an understanding of the steps they should take to improve their English language skills. How do you provide a clear learning objective for the students? Based on this interview question:

*“Teacher A answer that as a teacher with a strong foundation, you can enhance your knowledge to teach effectively and effectively in various levels, this includes understanding the objective nature of your teaching and the importance of understanding the material you are learning”.*

*“Teacher B answer that I personally as a teacher, after finishing the material, I will ask again which things are considered not understood”.*

*“Teacher C answer that the learning objectives are conveyed at the beginning, so that they will learn about new knowledge they will like interested, and said oh today I got new knowledge”.*

Despite good responses from the teachers, observations show misalignment. Teacher A stresses understanding the material, but lacks clear objectives and progress monitoring. Teacher B checks understanding but does not address the need for clear objectives. Teacher C introduces objectives but may not ensure they are measurable. Teachers must implement clear objectives and monitor progress to align with classroom needs.

### **10. Teaching Using Games in Their Teaching Process**

"Teacher Using Games in Their Teaching Process" refers to the integration of games and playful activities as instructional tools in the teaching and learning process. It involves the deliberate incorporation of various types of games, such as educational games, simulations, and interactive activities, to enhance student engagement, motivation, and learning outcomes. According to (Saputra et al., 2021) for teachers, using games promotes student engagement, facilitates learning, and fosters the development of critical thinking and problem-solving skills. (Saputra et al., 2021) also said that for the curriculum, integrating games aligns with learning objectives, enhances learning outcomes, and promotes the acquisition of essential 21st-century skills.

Based on the observations, it shows that the integration of games in the learning process is not done in a structured and planned manner. Some teachers only use games as additional entertainment, not as an effective learning tool. Have you ever used games in teaching English, and for what reasons and purposes? Based on this interview question:

*"Teacher A answer that playing games helps students concentrate and comprehend the information. They can pick up knowledge from their games and from the world around them. They play word games like guessing gestures and script language to increase their vocabulary".*

*"Teacher B answer that yes, I use it. But not too much, the worry is that if there are too many games, the main goal will not be achieved, and these games also can be used to motivate, for example in memorizing vocab, it is necessary to use games to be faster, which means that we connect the memorization of memory, visualization and we make it into a game".*

*"Teacher C answer that I've used roll the dice, for example, so they can immediately sort their own ideas. For example, mentioning five, five words in English immediately works so. The reason is so that they can be more interesting. In the dice, it's like if it's a number, it can be a theme, if it's a number, you can say five".*

Despite good answers, there's a misalignment between observations and responses. Teacher A highlights games for concentration and vocabulary, but they are not well integrated. Teacher B sees games as misaligned with objectives. Teacher C uses games to stimulate creativity but lacks a structured approach. A more purposeful integration of games is needed to improve engagement and learning outcomes. Therefore, based on the teachers' responses and 10 criteria such as student engagement, teaching strategies, motivation, and the use of games, there is a need for a more structured approach to integrating diverse teaching strategies into the curriculum. Despite positive attitudes towards games, the misalignment with classroom practices shows the need for a systematic approach. Games and interactive strategies should be guided by clear objectives to improve engagement, motivation, and learning outcomes.

## **Conclusion**

Based on the interview results with the three teachers, the researchers found three important points related to teaching and learning programs: engagement, variety of methods and adaptability.

### **1. Engagement**

Engagement, characterized by vigor, dedication, and absorption (Risma Koroh et al., 2021), is crucial for enhancing learning quality and academic success (Pope et al., 2023). Teacher-student engagement was generally good, with active participation from some students, though others remained passive.

Teacher A highlighted the importance of focusing on materials and the teacher's role in the learning process. Teacher B emphasized the significance of mindset and the purpose of attending school. Teacher C stressed the use of various methods, such as games and role-play, to enhance teaching.

In conclusion, this study underscores that flexible approaches, collaboration among stakeholders, and strong motivation are essential for improving student engagement and learning effectiveness (Risma Koroh et al., 2021) (Pope et al., 2023). These strategies help students understand the subject matter and build positive attitudes and behaviors that support their future success.

### **2. Variety of Methods**

Using a variety of teaching methods involves different techniques and tools to achieve learning objectives. These methods cater to various learning styles (visual, auditory, kinesthetic), enhance engagement and motivation, and improve understanding and retention by presenting material from different perspectives (Waseem Bari et al., 2022.). Diverse methods also develop critical skills like

thinking and teamwork.

The relationship between teachers and curriculum is crucial. Teachers implement the curriculum in the classroom, adapting it creatively to student needs. They also evaluate progress using varied methods, which informs curriculum development. Professional development supports dynamic curriculum implementation.

Classroom observations show that while various methods are used, they are often ineffective, leading to disengagement. Teacher B uses activities like videos, singing, and games to ease long study periods, but lengthy explanations remain an issue. Engaging, timed activities, shorter interactive explanations, and frequent changes can maintain interest and reduce disruptive behavior, aligning with findings by (Waseem Bari et al., 2022) and (Hang & Van, 2020). This approach creates a more dynamic learning environment.

### **3. Adaptability**

Adaptability in education means adjusting teaching methods, responding to curriculum changes, and managing unexpected situations. Adaptive teachers tailor methods to student needs and advancements, improving learning and job satisfaction. Adaptive curricula stay relevant and inclusive, catering to diverse student groups, including those with special needs. The relationship between teachers, curriculum, and adaptability is close; teachers implement and adapt the curriculum to student needs, while a good curriculum allows for these adjustments. Professional development in technology, teaching strategies, and classroom management helps teachers become more adaptive. A good curriculum includes teacher feedback for continuous improvement.

Adaptability creates a responsive and effective educational environment. Adaptive teaching ensures relevant instruction, while an adaptive curriculum stays current with student and societal needs. Both work dynamically to achieve educational goals (Marshall et al., 2022).

Despite adaptability, students may lack interest due to unengaging lessons. Teacher B suggests great teachers should establish clear objectives, use effective media, and respond to inquiries. Innovative approaches like multimedia tools, hands-on activities, and real-life applications can make lessons more engaging. Incorporating videos, simulations, interactive apps, group projects, field trips, and guest speakers can help maintain interest and make learning enjoyable.



## References

- Abrahamsen, E. B., Selvik, J. T., Moen, V., & Kvaløy, J. T. (2020). Om sammenheng mellom motivasjon, studentaktiv undervisning og konstruktive tilbakemeldinger. En studie fra Universitetet i Stavanger. *Uniped*, 43(4), 298–311. <https://doi.org/10.18261/issn.1893-8981-2020-04-03>
- Admiraal, W. (2020). A Typology of Student-Teachers' Coping with Stressful Classroom Events. 3(1).
- Azhariah, S., Lengkanawati, N. S., & Rodliyah, R. S. (2023). Teacher Roles in Fostering Learner Autonomy. *SALEE: Study of Applied Linguistics and English Education*, 4(2), 440–457. <https://doi.org/10.35961/salee.v4i2.829>
- Purwati, O., & Setiawan, S. (2022). Exploring teacher power use and student silence in an EFL classroom: Evidence from Indonesia. *Pegem Journal of Education and Instruction*, 12(2), 157-165.
- Cooper, J. J., & Ozansoy, K. (2022). issue 2] THE IMPACTS OF STRATEGIES IN TEACHING ON STUDENTS' PERFORMANCE IN SCHOOL. In *Near East University Journal of Education Faculty (NEUJE)* (Vol. 5).
- Dianovi, A., Siregar, D., Mawaddah, I., & Suryaningsih, S. (2022). Guidance and Counselling in Education. *World*, 1(2).
- Ginting, D. (2021). Student Engagement and Factors Affecting Active Learning in English Language Teaching. *VELES Voices of English Language Education Society*, 5(2), 215–228. <https://doi.org/10.29408/veles.v5i2.3968>
- Hang, L. T., & Van, V. H. (2020). Building strong teaching and learning strategies through teaching innovations and learners' creativity: A study of vietnam universities. *International Journal of Education and Practice*, 8(3), 498–510. <https://doi.org/10.18488/journal.61.2020.83.498.510>
- Hong, J. C., Ye, J. H., Chen, P. H., & Yu, Y. Y. (2020). A checklist development for meaningful learning in classroom observation. *International Journal of Information and Education Technology*, 10(10), 728–735. <https://doi.org/10.18178/ijiet.2020.10.10.1450>
- Huseinović, L. (2024). The effects of gamification on student motivation and achievement in learning English as a foreign language in higher education. *MAP Education and Humanities*, 4, 10-36.
- Husnaini, H. (2022). Development of Self Esteem-Oriented Micro Teaching Materials for IAIN Palopo English Education Students. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 10(1), 538-560.
- Iksan, M., Husnaini, H., & Masruddin, M. (2022). Implementation of weekly English Program with fun learning method for Pesantren students. *Ethical Lingua: Journal of Language Teaching and Literature*, 9(2), 872-879.
- Intan Hayati, C., Alue Naga Tibang Kecamatan Syiah Kuala, J., & Aceh Korespondensi

- Penulis, B. (2022). INOVASI KURIKULUM PENDIDIKAN AGAMA ISLAM (PAI) DALAM RANGKA PENANAMAN NILAI-NILAI KEARIFAN LOKAL. *Journal of Education Science (JES)*, 8(2), 2022.
- Lamba, N., Van Tonder, A., & Raghavan, A. (2022). Unpacking qualitative methodology to explore experiences of mothers with children with autism spectrum disorder in the UAE: A thematic analysis inquiry. *International Journal of Qualitative Methods*, 21, 16094069221110295.
- Lestari, I. B., Wahyudin, D., & Dewi, L. (2023). Analysis of Managerial Procedures for Developing the Cambridge Curriculum in Junior High Schools. *Indonesian Journal of Curriculum and Educational Technology Studies*, 11(1). <https://doi.org/10.15294/ijcets.v11i1.69361>
- Lestari, R. P., Asrori, M., & Sulistyawati, H. (2019). THE ENGLISH TEACHING STRATEGIES FOR YOUNG LEARNERS IN AN INTERNATIONAL PRIMARY SCHOOL IN SURAKARTA.
- Li, K. C., Wong, B. T., Kwan, R., Chan, H. T., Wu, M. M., & Cheung, S. K. (2023). Evaluation of hybrid learning and teaching practices: The perspective of academics. *Sustainability*, 15(8), 6780.
- Mahmudah, M., & Kholis, A. (2023). THE IMPLEMENTATION OF ENGLISH BRIDGING PROGRAM ADAPTING CAMBRIDGE CURRICULUM FOR PRIMARY SCHOOL. *Prominent: Journal of English Studies*, 6(2), p-ISSN.
- Pope, A. M., Finney, S. J., & Crewe, M. (2023). Evaluating the Effectiveness of an Academic Success Program: Showcasing the Importance of Theory to Practice. In *Journal of Student Affairs Inquiry | (Vol. 6, Issue 1)*.
- Prasetyono, H., Abdillah, A., Djuhartono, T., Ramdayana, I. P., & Desnaranti, L. (2021). Improvement of Teacher's Professional Competency in Strengthening Learning Methods to Maximize Curriculum Implementation. *International Journal of Evaluation and Research in Education*, 10(2), 720-727.
- Prastiwi, Y., & Sutopo, A. (2023). Exploring the Implementation of Cambridge Curriculum in Early Elementary English Education: A Case Study. 7(3). <https://doi.org/10.29408/velesv7i3.24094>
- Qomariyah, D. N., & Khasanah, N. (2023). The Application of Cambridge Curriculum in English as Second Language Teaching Learning at Secondary School. *Journal of Language Intelligence and Culture*, 5(1), 1-8. <https://doi.org/10.35719/jlic.v5i1.115>
- Rahayu, P., Salsabila, A., Tohmi, N., Suksawai, P., Universitas, ), Pangaraian, P., Batam, U. I., Tambusai, J. T., Raya Kumu, J., Ladi, B.-S., Gajah Mada, J., Riau, K., & Corresponding, I. \*. (2022). Identifying Student Speaking Anxiety at English Language Education. *International Journal of Language Pedagogy*, 02(01), 21-26. <https://doi.org/10.24036/ijolp.v2i1.27>

- Rahman, D. M., & Febria, D. (2023). Diana Merliana Rahman/ Students' Perception of Learning English with E-Learning During Covid-19 Pandemic Students' Perception of Learning English with E-Learning During Covid-19 Pandemic. *Issues in Applied Linguistics & Language Teaching*, 05, 204–209. <https://doi.org/10.23887/jear.v6i1>
- Ramadianti, A. A. (2022). Studi Literatur: Analisis Implementasi Kurikulum Cambridge Pada Pembelajaran di Sekolah Dasar. 10(1), 28–45. <https://doi.org/10.23960/pdg.v10i1.25550>
- Risma Koroh, T., Abdi Keraf, M., & Damayanti, Y. (2021). Relationship between Affective Commitment and Work Engagement in Employees of Savings and Loans Cooperatives in Kupang City. In *Fakultas Kesehatan Masyarakat Universitas Nusa Cendana* (Vol. 3, Issue 1).
- Saputra, A. D., Septiani, L., Adriani, R., & Sundari, H. (2021). Game-Based English Learning for Young Learners: A Systematic Review. *J Edu: Journal of English Education*, 1(3), 109–122. <https://doi.org/10.30998/jedu.v1i3.4752>
- Simanjuntak, M. B., Suseno, M., Setiadi, S., Lustyantje, N., & Barus, I. R. G. R. G. (2022). Integration of curricula (curriculum 2013 and cambridge curriculum for junior high school level in three subjects) in pandemic situation. *Ideas: Jurnal Pendidikan, Sosial, dan Budaya*, 8(1), 77-86.
- Smaldino, P. E., Moser, C., Pérez Velilla, A., & Werling, M. (2024). Maintaining Transient Diversity Is a General Principle for Improving Collective Problem Solving. *Perspectives on Psychological Science*, 19(2), 454–464. <https://doi.org/10.1177/17456916231180100>
- Snow, M. E. (2022). John Creswell and Johanna Creswell Báez. (2020). 30 Essential Skills for the Qualitative Researcher, 2nd edition. Thousand Oaks, CA: Sage. eBook, 338 pages. (ISBN 978-1-5443-5570-2) . *Canadian Journal of Program Evaluation*, 37(2), 294–296. <https://doi.org/10.3138/cjpe.75739>
- Sutrisno, S., Hayati, H., Saputra, N., Arifin, S., & Kartiko, A. (2023). The Influence of The Head of Madrasah and Infrastructure Facilities on The Quality of Education Through Teacher Competence. *Tafkir: Interdisciplinary Journal of Islamic Education*, 4(2), 274–288. <https://doi.org/10.31538/tijie.v4i2.423>
- Ulum, M., & Mun'im, A. (2023). Curriculum Development, Guidance, and Innovation in Schools. 1(1). <https://sunanbonang.org/index.php/arif>
- Yahya, A., Husnaini, H., & Putri, N. I. W. (2024). Developing Common Expressions Book in Indonesian Traditional Market in Three Languages (English-Indonesian-Mandarin). *Language Circle: Journal of Language and Literature*, 18(2), 288-295.
- Waseem Bari, M., Ying-Fei, Y., University, S., Korea, S., Saqib, S., Hu, J., Tang, Y., & Carey, W. P. (2022). OPEN ACCESS EDITED BY The impact of teacher attitude and teaching approaches on student demotivation: Disappointment as a mediator.