



Analysis of the Differences between the Cambridge Curriculum and the Merdeka Curriculum at Islamic Primary School

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Abstract

The purpose of writing this article is to understand the different components of the Cambridge Curriculum and the Merdeka Learning Curriculum at Islamic Primary School so that it can make it easier for madrasas to be able to choose a curriculum that suits the needs of the Islamic Primary School. This research is qualitative research using a library study type of research. This research uses data collection techniques in the form of articles, books and notes from previous research results in both the Cambridge Curriculum and the Merdeka Belajar Curriculum. The data analysis technique in the research is analyzing the components, advantages and disadvantages of implementing the Cambridge Curriculum and the Merdeka Learning Curriculum in Islamic Primary School. The results of the research obtained by researchers are that the Merdeka Learning Curriculum and the Cambridge Curriculum have 12 (twelve) components, namely constituents, general & specific objectives, targets, learning approaches, focus, learning structure, teachers, students, emphasis, assessment, curriculum structure, language introduction, costs and recognition of the curriculum. The Cambridge Curriculum and the Merdeka Belajar Curriculum have their respective advantages and disadvantages. Therefore, a Islamic Primary School needs to consider the madrasah's vision & mission, student needs, existing resources and support from parents in selecting a curriculum that suits the Islamic Primary School's needs. The Cambridge Curriculum and the Merdeka Belajar Curriculum can be applied simultaneously at Islamic Primary School. The success of a curriculum is influenced by collaboration between teachers, parents and students.

Keywords: Cambridge Curriculum, Independent Learning Curriculum, Madrasah Ibtidaiyah

Introduction

The curriculum is a planning tool or educational regulation that is very important in the world of education, because the curriculum is used as the basic basis for implementing the learning process to achieve certain goals (Agus Yulianik, 2017). This is stated in Law No. 20 of 2003 Chapter I Article I paragraph 19 concerning the National Education System, namely the Curriculum is a tool that contains planning and arrangements regarding objectives, content, learning activity materials and methods applied as a guiding basis for implementing the learning process in order to achieve specific learning objectives (Ramadianti, 2023).

The curriculum is also a reflection of a nation's philosophy of life and is used as a tool to encourage the development of students to become individuals who are not only knowledgeable but also useful to many people. The curriculum plays an important role in the learning process of an educational institution (Sumarsih et al., 2022). Without the

existence of a curriculum in an institution, it is impossible for learning to be carried out well (Mu'arif et al., 2021). The curriculum is likened to the marrow of education, where the curriculum is the main component of education (Tianto et al., 2023).

The curriculum is tasked with organizing all madrasa activities to achieve educational goals (Surabaya, 2023). Therefore, the curriculum must be prepared and developed well so that it can improve national education and increase human resources (Rahayu & Rochmania, 2022).

Educational institutions in Indonesia are currently implementing the Independent Curriculum and International Curriculum, namely CIE (Cambridge International Examinations) or what is usually called the Cambridge Curriculum (Fitriana & Sutarna, 2021). The Independent Learning Curriculum is stated in the Minister of Education, Culture, Research and Technology Regulation No. 12 of 2024 concerning guidelines for implementing the National Curriculum in order to improve learning

activities at the early childhood education, primary and secondary school levels.(Firdaus et al., 2022). The Cambridge Curriculum is a curriculum based on the University of Cambridge, England(Hidayat et al., 2019). The Cambridge curriculum strives to provide world-class education excellence(Syafaati & Widodo, 2023).

Based on research conducted by Hutabarat regarding the analysis of the implementation of the Independent Learning Curriculum, it is stated that the Independent Curriculum is a driving school reference that produces students who are independent, have noble character, are creative, critical, innovative and have a sense of diversity.(Hutabarat et al., 2022). Meanwhile, based on research conducted by Adilah, it is stated that the implementation of the Cambridge Curriculum encourages students to have the ability to speak fluent English, be able to think and express opinions internationally.(Adilah et al., 2023), learning patterns that are more modern and always new and prepare students as leaders in the future(Sari, 2020).

Based on the description above, the researcher wants to conduct research on "Analysis of the Differences between the Cambridge Curriculum and the Merdeka Learning Curriculum at Islamic Primary School". The aim of this research is to understand and analyze the differences both in terms of components, strengths and weaknesses between the Cambridge Curriculum and the Merdeka Belajar Curriculum to be implemented in Islamic Primary School so that school is able to combine the Cambridge Curriculum and the Merdeka Belajar Curriculum in school so that school will be of higher quality because not only prioritizing knowledge alone but also encouraging students to have good character and international standards.

Method

This research uses a type of qualitative descriptive research in the form of a library research method, which is a research method that carries out several stages, starting from reading, collecting library data, analyzing notes and then processing research materials.(Kusumatuti, 2019).

Sugiyono said that library studies are theoretical studies, literature and other work references(Sugiyono, 2021) which is related to the differences between the Cambridge Curriculum and the Merdeka Belajar Curriculum studied. Sugiyono said librarianship is a data

collection technique by carrying out research studies or analysis of books, notes, articles, literature and reports related to the problem the researcher wants to solve.(Sugiyono, 2021). This research has activity limitations, namely only analyzing library collection materials without carrying out field research.

Library study research has four main components, namely first, researchers who analyze the text directly(Sugiyono, 2021). Second, library data must be ready to use(Sugiyono, 2021). Third, using library data which is a secondary source (researchers do not obtain materials or data second hand(Sugiyono, 2021). Fourth, data from the field and library data do not have time and space limitations(Sugiyono, 2021).

This research has a problem formulation to determine the RQ (Research Question) to help search for literature to be studied. In this research, the researcher determined the RQ, namely:

- 1) How is the Cambridge Curriculum different from the Merdeka Learning Curriculum at Islamic Primary School h?
- 2) What are the advantages and disadvantages in implementing the Cambridge Curriculum and the Independent Learning Curriculum at Islamic Primary School?

Results and Discussion

The Cambridge Curriculum and the Merdeka Belajar Curriculum are two popular curriculum choices in Indonesia today. Each curriculum has a different approach, curriculum structure, assessment, language of instruction, fees and costs(Suri et al., 2024)V.

This first part describes the results of the analysis of the differences between the Cambridge Curriculum and the Merdeka Belajar Curriculum at Islamic Primary School. A discussion based on the results of this researcher's findings will be presented after the research results section.

1. Curriculum Compiler

a. Merdeka Curriculum

The Merdeka Learning Curriculum is listed in Permendikbudristek No.12 of 2024(Aulia et al., 2023). The Merdeka Curriculum was prepared by the Ministry of Education and Culture (Ministry of Education, Culture, Research and Technology) (Aulia et al., 2023).

b. Cambridge Curriculum

The Cambridge Curriculum is a curriculum based on the curriculum used at Cambridge University, England (Fitria et al., 2021). The Cambridge curriculum is prepared by an organization called Cambridge International Examination (CIE) (Fitria et al., 2021).

2. Curriculum Objectives

a. Merdeka Curriculum

The first goal of the Merdeka Curriculum is to build a Pancasila Student Profile. Focuses on developing character and noble values of Pancasila principles, such as noble character, citizenship, mutual cooperation, independence and diversity (Pratycia et al., 2023).

The second aim of the Merdeka Curriculum is to focus on Learning Achievements. Providing flexibility for schools to design learning activities that are student-centred, according to the needs, interests and talents of students (Pratycia et al., 2023).

The third aim of the Merdeka Curriculum is to develop critical thinking skills. Equip students with the skills to analyze information, solve problems and make decisions independently (Pratycia et al., 2023).

The fourth aim of the Merdeka Curriculum is to increase creativity and innovation. Provide space for students to explore new ideas and develop creative solutions to various problems (Pratycia et al., 2023).

The fifth goal of the Merdeka Curriculum is to foster collaboration skills. Apart from that, the Independent Curriculum also encourage students to collaborate with others in completing assignments and projects (Pratycia et al., 2023).

The final goal of the Merdeka Curriculum is to strengthen the Character and Profile of Pancasila Students. The Merdeka Curriculum focuses on character development and the noble values of Pancasila (Pratycia et al., 2023).

b. Cambridge Curriculum

The Cambridge curriculum aims to develop problem solving and critical

thinking skills. The Cambridge curriculum also equip students with the skills to analyze information, solve problems and make decisions independently (Widjanarko & Budiyo, 2018).

The second aim of the Cambridge Curriculum is to improve communication and language skills. Improve students' ability to communicate effectively in English, both orally and in writing (Widjanarko & Budiyo, 2018).

The third aim of the Cambridge Curriculum is to develop research and inquiry skills. Apart from that, the implementation of the Cambridge Curriculum makes students are accustomed to conducting research and investigations independently to find new information and knowledge (Widjanarko & Budiyo, 2018).

The fourth aim of implementing the Cambridge Curriculum is to prepare students for higher education and international careers. Preparing students to be able to compete and adapt to a competitive global world (Widjanarko & Budiyo, 2018).

The fifth Cambridge Curriculum aim is to develop 21st Century Skills. Equipping students with the skills needed in the 21st century, such as creativity, innovation, collaboration and adaptation (Widjanarko & Budiyo, 2018).

3. Learning approaches

a. Independent Curriculum

Independent Curriculum centered on students (student-centered learning). The Merdeka Curriculum emphasizes character development and the Pancasila Student Profile through student-centered learning (Jayawardana et al., 2022). This shows that students are encouraged to be active in the learning process and take responsibility during their own learning process. Teachers act as facilitators who help students achieve their potential (Jayawardana et al., 2022).

Merdeka Curriculum is flexible. The Merdeka Curriculum offers flexibility for schools to develop curriculum according to their regional needs and context (Rusmiati et al., 2023). This allows

schools to adapt learning to the unique characteristics and needs of their students (Rusmiati et al., 2023).

The Merdeka Curriculum does not only focus on academic aspects, but also on character, social and emotional development of students (Syahbana et al., 2024). This is important to prepare students to become complete individuals and ready to face various challenges in the future (Syahbana et al., 2024). The characteristics of the Merdeka Curriculum are:

- 1) Teachers serve as facilitators who help students learn independently (Syahbana et al., 2024).
- 2) Students are encouraged to be active in the learning process and take a leading role (Salsabilla et al., 2023).
- 3) Learning is more meaningful and relevant to students' lives (Cecilia & Imelda, 2023).

b. Cambridge Curriculum

The Cambridge curriculum focuses on mastery of material. The Cambridge curriculum emphasizes mastery of subject matter and development of critical thinking skills (Fajrina et al., 2023). Cambridge Curriculum learning is designed to help students understand concepts in depth and be able to apply their knowledge in a variety of situations (Fajrina et al., 2023).

The Cambridge curriculum has a standard and internationally standardized curriculum structure (Fajrina et al., 2023). This means that all schools implementing the Cambridge Curriculum must follow the same guidelines and standards (Fajrina et al., 2023).

The Cambridge curriculum emphasizes the development of academic skills. The Cambridge curriculum focuses on developing academic skills essential for advanced study, such as writing, analyzing and problem-solving abilities (Fajrina et al., 2023). The characteristics of the Cambridge Curriculum are as follows:

- 1) The teacher acts as a transmitter of knowledge and guide in completing assignments (Fajrina et al., 2023).

- 2) Students are required to follow the curriculum and standards set by Cambridge (Fajrina et al., 2023).
- 3) Learning focuses more on mastering material and preparing for exams (Fajrina et al., 2023).

4. Curriculum Structure

a. Merdeka Curriculum

The Merdeka Curriculum provides flexibility for madrasas in selecting and developing subjects that suit their needs and regional context (Andang Heryahya, 2022). This allows madrasas to offer subjects that are relevant to students' talents and interests (Andang Heryahya, 2022).

The Merdeka Curriculum Structure consists of three main domains: academic, vocational, and arts and culture (Andang Heryahya, 2022). Madrasas can choose subjects from these three domains to build learning programs that are implemented in accordance with the madrasa profile and student needs (Andang Heryahya, 2022).

The Merdeka Curriculum emphasizes the Pancasila Student Profile. This curriculum integrates the development of the Pancasila Student Profile into all subjects (Salsabilla et al., 2023). This aims to instill the noble values of Pancasila and the character that students need to become complete and accomplished individuals (Cecilia & Imelda, 2023). The characteristics of the Merdeka Curriculum are as follows:

- 1) The curriculum consists of Learning Outcomes, Pancasila Student Profile, and intracurricular, co-curricular and extracurricular learning.
- 2) Schools can choose and develop compulsory and elective subjects according to student needs.
- 3) Teachers have freedom in compiling learning materials and strategies.

b. Cambridge Curriculum

The Cambridge curriculum has a standard and internationally standardized curriculum structure (Fatimah & Fatayan, 2022). This means that all schools implementing the Cambridge Curriculum must follow the same

guidelines and standards (Fatimah & Fatayan, 2022).

The Cambridge curriculum offers a wide range of academic subjects in areas such as science, mathematics, languages, humanities and arts (Fatimah & Fatayan, 2022). Each student can choose subjects that suit their talents and interests (Fatimah & Fatayan, 2022). The characteristics of the Cambridge curriculum are as follows:

- 1) The curriculum is structured with globally standardized stages and subjects (Pin & Rosli, 2022).
- 2) Schools must follow the study hours set by Cambridge (Pin & Rosli, 2022).
- 3) Teachers must follow the curriculum and assessment standards set by Cambridge (Pin & Rosli, 2022).

5. Assessment

a. Merdeka Curriculum

The Merdeka Curriculum uses a holistic assessment system. This assessment is divided into two, namely formative and summative assessment (Maulinda, 2022). Formative assessment is carried out on an ongoing basis to monitor student progress, while summative assessment is carried out at the end of the learning period to measure student achievement (Salsabilla et al., 2023).

The Merdeka Curriculum emphasizes the use of authentic assessments, namely assessments that measure students' ability to apply their knowledge and skills in real situations (Cecilia & Imelda, 2023).

Parent involvement in the assessment process to help them understand their child's learning progress and provide appropriate support within the Merdeka Curriculum (Tianto et al., 2023). The characteristics of the Merdeka Curriculum are:

- 1) Assessments are carried out comprehensively, not only focusing on academic aspects.
- 2) Teachers carry out regular assessments to monitor students' learning progress.

- 3) Students collect portfolios as evidence of their learning.
- 4) Emphasis on developing the character and profile of Pancasila Students.

b. Cambridge Curriculum

Assessments in the Cambridge Curriculum are carried out periodically and carried out at the end of the learning activity period to measure student achievement against international standards (external) (Ramadianti, 2023). The Cambridge curriculum focuses on written assessments, such as exams and written assignments (Ramadianti, 2023).

Learners who successfully complete the Cambridge program will receive an international certificate that is recognized globally (Ramadianti, 2023). The characteristics of the Cambridge Curriculum are as follows:

- 1) Assessment is carried out using Cambridge's internal and external assessment system.
- 2) Standardized written examinations are used as the primary means of assessment.
- 3) Emphasis on academic achievement in subjects.

6. Language of Instruction

a. Independent Curriculum

Merdeka Curriculum uses Indonesian as the main medium (Rusmiati et al., 2023). Apart from that, the Independent Curriculum also uses English which can be integrated (Tianto et al., 2023). In this way, the Merdeka Curriculum is able to strengthen national and cultural identity (Jayawardana et al., 2022).

b. Cambridge Curriculum

The Cambridge curriculum uses English as the main language of instruction (Ramadianti, 2023). Apart from that, the Cambridge Curriculum also uses Indonesian as an additional subject (Rahayu & Rochmania, 2022). By implementing English, it is hoped that students will be able to improve their English skills so that they are able to communicate or interact globally (Widjanarko & Budiyo, 2018).

5. Fees

a. Independent Curriculum

The Merdeka Curriculum requires more affordable costs (Wahdani, Firda Rizka Rachma, 2020). Education costs for implementing the Independent Curriculum also vary depending on school policy. So the application of the Independent Curriculum is generally more affordable than Cambridge. Apart from that, access to education that applies the Independent Curriculum is wider.

b. Cambridge Curriculum

The cost of implementing the Cambridge Curriculum is higher or more expensive because there are costs for external exams and international certification (Agus Yulianik, 2017). Access to education that applies the Cambridge Curriculum is still limited.

8. Confession

a. Independent Curriculum

Diplomas obtained from schools that implement the Merdeka Curriculum are recognized nationally by the Indonesian government (Aulia et al., 2023). However, admission abroad may require verification and adjustment of the diploma (Salsabilla et al., 2023).

b. Cambridge Curriculum

Diplomas from madrasas that use the Cambridge Curriculum are internationally recognized and provide an advantage for students in continuing their further studies abroad (Ramadianti, 2023).

9. Subject Focus

a. Independent Curriculum

Merdeka Curriculum more flexible. So school can choose compulsory and elective subjects according to student needs and interests (Aiman Faiz, 2020). Learning with the Independent Curriculum usually uses the Project Based Learning

method. So that more project-based learning is implemented which encourages collaboration and creativity (Rusmiati et al., 2023). Apart from that, the Independent Curriculum emphasizes strong basic literacy and numeracy skills (Marisa, 2021). The characteristics of the Merdeka Curriculum are as follows:

- 1) Schools can choose compulsory subjects from groups A, B and C, as well as elective subjects.
- 2) Project-based learning is implemented to encourage students to learn actively and creatively.
- 3) Literacy and numeracy are important foundations in the learning process.

b. Cambridge Curriculum

The Cambridge curriculum has compulsory and optional subjects have been determined by Cambridge in a structured manner (Indrawati, nd). The Cambridge curriculum emphasizes academic ability. The Cambridge curriculum focuses on mastering knowledge and skills in science, mathematics, languages and humanities subjects (Fitria et al., 2021). The Cambridge curriculum uses the same standardized assessments throughout the world (Fajrina et al., 2023). The characteristics of the Cambridge Curriculum are as follows

- 1) Compulsory and optional subjects have been determined by Cambridge.
- 2) Learning focuses on mastering knowledge and skills in science, mathematics, language and humanities subjects.
- 3) Curriculum and assessment standards are the same throughout the world, allowing for comparison and transferability.

Based on the description above, the researcher draws several conclusions regarding the differences in components between the Cambridge Curriculum and the Merdeka Learning Curriculum in the following table:

Table 1. Differences between the Cambridge Curriculum and the Merdeka Learning Curriculum at Islamic Primary School

No.	Difference	Merdeka Curriculum	Cambridge Curriculum
1.	Compiler	<ul style="list-style-type: none"> Ministry of Education, Culture, Research and Technology (Kemendikbudristek). 	<ul style="list-style-type: none"> Cambridge Assessment International Education (CAIE), part of the University of Cambridge.
2.	General purpose	<ul style="list-style-type: none"> Pancasila Student Profile. Compete in the global era. 	<ul style="list-style-type: none"> Think critically, solve problems, communicate effectively.
3.	Special purpose	<ul style="list-style-type: none"> Improving the quality of education, learning outcomes, character, profile of Pancasila Students, preparation for the future. 	<ul style="list-style-type: none"> Improving science, mathematics, language, humanities skills, international exam performance, preparation of leaders and critical thinkers.
4.	Target	<ul style="list-style-type: none"> Students throughout Indonesia. 	<ul style="list-style-type: none"> Students all over the world.
5.	Learning approaches	<ul style="list-style-type: none"> Learner-centered, Flexible, Holistic. 	<ul style="list-style-type: none"> Curriculum Centered, Structured, Academic Emphasis.
6.	Focus	<ul style="list-style-type: none"> Students' needs, interests and talents. 	<ul style="list-style-type: none"> Mastery of academic knowledge and skills.
7.	Learning Structure	<ul style="list-style-type: none"> Flexible. 	<ul style="list-style-type: none"> Structured and systematic.
8.	Teacher	<ul style="list-style-type: none"> Facilitator. 	<ul style="list-style-type: none"> Conveyor of knowledge and guide.
9.	Learners	<ul style="list-style-type: none"> Active and taking a leading role. 	<ul style="list-style-type: none"> Follows curriculum and standards.
10.	Emphasis	<ul style="list-style-type: none"> Character, Pancasila Student profile, soft skills. 	<ul style="list-style-type: none"> Academic ability, exam preparation.
11.	Evaluation	<ul style="list-style-type: none"> Holistic, sustainable, portfolio. 	<ul style="list-style-type: none"> Standardized, final exam, academic achievement.
12.	Curriculum Structure	<ul style="list-style-type: none"> Simple, flexible learning hours, differentiated learning. 	<ul style="list-style-type: none"> Complex, strict study hours, centralized assessment.
13.	Language of instruction	<ul style="list-style-type: none"> Indonesian. 	<ul style="list-style-type: none"> English.
14.	Cost	<ul style="list-style-type: none"> More affordable. 	<ul style="list-style-type: none"> Requires a lot of costs.
15.	Confession	<ul style="list-style-type: none"> Indonesian government. 	<ul style="list-style-type: none"> International, making it easy to continue your education abroad.

Table 2. Advantages and Disadvantages of the Cambridge Curriculum and Merdeka Learning Curriculum at Islamic Primary School

No.	Curriculum	Profit	Lack
1.	Merdeka Curriculum	<ul style="list-style-type: none"> Flexibility Schools and teachers can adapt the curriculum to the needs and interests of students. Student-Centered Learning Developing creativity, independence and character of students. Development of Pancasila Student Profiles Instilling the noble values of the Indonesian nation. 	<ul style="list-style-type: none"> New Curriculum It's still in the development stage, so there aren't many references and experiences yet. Teacher Burden Teachers are required to be more creative and innovative in compiling learning materials. Graduation Standards

	<ul style="list-style-type: none"> • Holistic Assessment See student development as a whole (academic and non-academic). 	<p>Graduation standards with a more flexible curriculum are not yet clear.</p> <ul style="list-style-type: none"> • Global Comparison It is difficult to compare student achievement with schools that use other curricula.
<p>2 Cambridge Curriculum</p>	<ul style="list-style-type: none"> • Global standard Internationally recognized, making it easier to move schools abroad. • Emphasis on academic ability Preparing students for international exams and higher education. • Clear curriculum structure Teachers have clear guidance in the learning process. • Standardized assessment Enables global comparison of student achievement. 	<ul style="list-style-type: none"> • Less flexible Schools do not have much freedom in adapting the curriculum. • High study load The strict structure and focus on exams can create stress on students. • Cost School fees that apply the cambridge curriculum are generally higher. • Less emphasis on character Less focus on character development and local values.

Based on the description of the differences between the components of the Cambridge Curriculum and the Merdeka Belajar Curriculum as well as the advantages and disadvantages of the Cambridge Curriculum and the Merdeka Belajar Curriculum above, researchers can conclude that the implementation of the Cambridge Curriculum and the Merdeka Belajar Curriculum has a significant impact on the learning and development of students in elementary schools. The following is an explanation regarding the application of the Cambridge Curriculum and the Merdeka Learning Curriculum at Islamic Primary School:

1. Merdeka Curriculum

a. Positive Impact

The first positive impact of the Merdeka curriculum is improving critical and creative thinking skills. A learning approach that is student-centered and encourages students to be more active, independent and creative in solving problems and finding solutions.

The second positive impact of the Merdeka curriculum is developing communication and collaboration skills. Students learn to work together with peers in various projects and activities, thereby improving students' communication and collaboration skills.

The third positive impact of the Merdeka curriculum is to strengthen character and noble values. The emphasis on the Pancasila Student Profile helps students to develop noble characters, such as honesty, responsibility and mutual cooperation.

The fourth positive impact of the Merdeka curriculum is increasing learning motivation. Learning that is more flexible and tailored to students' interests can increase their motivation to learn and reach their best potential.

b. Negative Impact

The first negative impact of the Merdeka curriculum is that it becomes a workload for teachers. Teachers need to be more creative and innovative in compiling learning materials and designing activities that suit students' needs.

The second negative impact of the Merdeka curriculum is limited resources. Madrasah may require additional resources such as trained teachers, textbooks, and technology to implement the Merdeka Curriculum effectively.

The third negative impact of the Merdeka curriculum is the lack of standardization. The more flexible Merdeka Curriculum can cause

difficulties in comparing student achievement between schools.

The final negative impact of the Merdeka curriculum is that it takes time to change the mindset of teachers and parents in accepting new learning approaches.

2. Cambridge Curriculum

a. Positive Impact

The first positive impact of the Cambridge curriculum is improving academic abilities. The structured structure of the Cambridge curriculum and its focus on international examinations helps students to master the subject matter in depth and prepares them to continue their education to a higher level.

The second positive impact of the Cambridge curriculum is developing English language skills. Students are required to study English intensively, thereby improving their language skills.

The third positive impact of the Cambridge curriculum is preparing students for global exams. Students are familiar with the format and standards of international exams, so they are more prepared and confident when taking the exam.

The fourth positive impact of the Cambridge curriculum is that it opens up international opportunities. The Cambridge curriculum is internationally recognized, thus opening up opportunities for students to continue their education or work abroad.

b. Negative Impact

The first negative impact of the Cambridge curriculum is high study pressure. Cambridge's strict curriculum structure and focus on exams can put pressure on students, making them feel stressed and anxious.

The second negative impact of the Cambridge curriculum is that it places less emphasis on character. The Cambridge curriculum focuses more on academic abilities and places less emphasis on character development and local values.

The third negative impact of the Cambridge curriculum is that

implementing the Cambridge curriculum requires quite a lot of money. Those that apply the Cambridge Curriculum generally have higher costs compared to schools that apply other curricula.

The second negative impact of the Cambridge curriculum is that the implementation of the Cambridge curriculum is less flexible. Madrasah do not have much freedom in adapting the curriculum to the needs and interests of students.

Based on the positive and negative impacts of implementing the Cambridge Curriculum and the Merdeka Learning Curriculum at MI, it can be seen that the implementation of the Cambridge Curriculum and the Merdeka Learning Curriculum is able to encourage the school to become a school that not only instills the typical character of the Indonesian nation, but also encourages students' knowledge in class. world. Apart from that, the implementation of the Cambridge Curriculum and the Merdeka Learning Curriculum at MI is also the first step in preparing students with international competitiveness so that they can bring a good name to the Indonesian nation.

The selection of the appropriate curriculum for MI is influenced by several factors, such as the school's vision and mission, student needs, and available resources. The Merdeka Curriculum can be the right choice if schools want to improve students' critical thinking, creative and character skills. The Cambridge curriculum can be the right choice if schools want to improve academic abilities and prepare students for global exams.

Conclusion

Islamic Primary School can apply the Cambridge Curriculum and the Merdeka Learning Curriculum at MI simultaneously. The implementation of the Merdeka Learning Curriculum is able to increase learning flexibility, develop the character and profile of Pancasila Students and increase students' learning motivation. However, the Merdeka Curriculum has several weaknesses, namely increasing teacher workload, limited resources, lack of standardization and requiring a change in mindset. Merdeka Curriculum Suitable for madrasah that focus on developing character and learning flexibility.

The implementation of the Cambridge Curriculum is able to improve academic and English skills, preparing students for global exams and international opportunities. The disadvantages of the Cambridge Curriculum are that it has high learning pressure and less emphasis on character, higher costs and less flexibility. The Cambridge curriculum is suitable for madrasas that focus on improving academic and international achievement.

The Cambridge Curriculum and the Merdeka Belajar Curriculum have their respective advantages and disadvantages and there is no perfect curriculum for all madrasas. However, madrasas need to consider various factors before choosing the right curriculum according to their vision, mission, student needs and available resources. The key to successful implementation of a curriculum is good collaboration between madrasas, teachers, parents and students. A madrasa can also implement the Cambridge Curriculum and the Merdeka Belajar Curriculum together so that the implementation will be considered very good because it not only focuses on increasing students' knowledge at an international standard but also instilling the unique character of the Indonesian nation.

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curriculum vitae

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