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Implementation of science education in secondary schools with the Cambridge Science Curriculum

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ABSTRACT

The development of education in Indonesia is currently marked by the increasing number of schools offering various learning methods. One method that can be applied is implementing the Cambridge Science Curriculum in schools. One school in Sidoarjo that implements this curriculum is MTs Muhammadiyah 1 Taman for science learning. This study aims to examine the implementation of the Cambridge Science Curriculum in science learning at MTs Muhammadiyah 1 Taman. This study uses a qualitative method with descriptive analysis. Data collection in this study uses observation, interviews, and documentation. Data are analyzed using the Miles and Huberman method, which includes the stages of data reduction, data presentation, and conclusion drawing/verification. The results of the study indicate that there are suboptimal aspects in the implementation of the Cambridge Science Curriculum, particularly in the facilities and infrastructure section. This integration demonstrates the institution's commitment to becoming a provider of holistic, globally relevant education, making it suitable for schools seeking internationalization. However, addressing infrastructure gaps, refining dual curriculum strategies, and improving teacher training in English and integrated pedagogy remain crucial to optimizing learning outcomes.

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ABSTRAK

Perkembangan pendidikan di Indonesia saat ini ditandai dengan semakin banyaknya sekolah yang menawarkan berbagai metode pembelajaran. Salah satu metode yang dapat diaplikasikan adalah penerapan Cambridge Science Curriculum di sekolah. Salah satu sekolah di Sidoarjo yang menerapkan kurikulum ini adalah MTs Muhammadiyah 1 Taman untuk pembelajaran IPA. Penelitian ini bertujuan untuk mengkaji penerapan Cambridge Science Curriculum dalam pembelajaran IPA di MTs Muhammadiyah 1 Taman. Penelitian ini menggunakan metode kualitatif dengan analisis deskriptif. Pengumpulan data dalam penelitian ini menggunakan observasi, wawancara dan dokumentasi. Data dianalisis menggunakan metode Miles dan Huberman yang meliputi tahap reduksi data, penyajian data, serta penarikan kesimpulan dan verifikasi. Hasil penelitian menunjukkan adanya aspek yang kurang optimal dalam penerapan Cambridge Science Curriculum, khususnya pada bagian sarana dan prasarana. Integrasi ini memperlihatkan komitmen institusi untuk menjadi institusi yang menyediakan pendidikan holistik dan relevan secara global, sehingga cocok bagi sekolah-sekolah yang ingin melakukan internasionalisasi. Namun, mengatasi kesenjangan infrastruktur, menyempurnakan strategi kurikulum ganda, serta meningkatkan pelatihan guru dalam bahasa Inggris dan pedagogi terpadu tetap penting untuk mengoptimalkan hasil pembelajaran.

Kata Kunci: *Cambridge Science; implementasi kurikulum; pembelajaran IPA; sekolah menengah pertama.*

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INTRODUCTION

In the 21st century, educational development in Indonesia is increasingly rapid. Technological advances have enabled innovations in education, making learning methods more relevant and flexible, thereby creating a more adaptive educational environment (Widayat et al., 2024). In the era of globalization, education has become a pillar and a hope for providing quality education (Fitria et al., 2021). One benchmark for educational activities is the curriculum. The curriculum provides direction for learning to align with educational goals. The Indonesian curriculum has been changed several times since Indonesia's independence. The foreign language produced is usually English, because English is still a foreign language in Indonesia (Oktavia et al., 2023). Various types of curricula implemented in Indonesia include the Cambridge curriculum. Some schools in Indonesia implement the Cambridge Curriculum (Cambridge Assessment International Education). This Curriculum has established educational excellence and high-quality learning through assessment (Shobikah et al., 2024). The aim is to improve teaching and learning standards and to prepare students for globalization (Qomariyah & Khasanah, 2023).

The quality of the Cambridge curriculum exceeds that of the national curriculum in terms of the material, textbook composition, and exam practice questions. When students learn to use this curriculum, their thinking is much more complex than when they only learn to use the Kurikulum 2013. The Cambridge curriculum is a school effort to develop quality and keep pace with international education standards, enabling it to produce high-quality graduates and be recognized internationally (Christiana et al., 2022). The Cambridge Curriculum can implement and develop innovative strategies that align with the learning objectives (Laili & Rizkiyah, 2024). Research conducted at SDIT Batul Izzah Nganjuk planning focuses on learning, goals, and Cambridge Curriculum challenges tailored to student needs (Islam & Fajaria, 2022). Students and teachers at the school find the Cambridge Curriculum more enjoyable because of its well-organized, concise material. Additional learning facilities and media, such as tablets, sound systems, and audio conversations, also support the learning process (Nazizah et al., 2024). Research conducted at MI Muslimat NU Pucang Sidoarjo revealed that the implementation policy for integrating international, national, and madrasah curricula has four stages: Planning, Organizing, Actuating, and Controlling (Solichati & Musfiqon, 2021).

The controlling process is carried out through periodic evaluations of learning processes and outcomes, the collection of feedback from various parties, and curriculum adjustments based on evaluation results to increase learning effectiveness. Teachers must prepare students psychologically and physically so that they can take part in the learning process, motivate learning in a contextually and usefully applicable way, and apply lessons (Winarsih, 2021). To achieve learning in schools using the Cambridge Curriculum, several preparations must be made by a teacher, including preparing learning administration, lesson plans, learning evaluations, and educators who have conducted workshops or training on the Cambridge Curriculum (Christiana et al., 2022). The integration and adoption of the Cambridge curriculum at MI NU Pucang Sidoarjo are in three subjects: math, English, and science. Research conducted at SD Islam Surabaya uses the Cambridge Curriculum. However, the learning process is still not fully implemented in class by teachers; this is evident after the lesson, when the teacher must prepare the learning tools (Rahayu & Rochmania, 2022).

Based on observations at MTs Muhammadiyah 1 Taman, the school has implemented two curricula since 2017: the Cambridge Science Curriculum and the Kurikulum 2013, resulting in an increase in student numbers. A study found that the Cambridge Curriculum increases students' self-confidence, effectiveness, and intellectual growth because it is taught by competent, professional teachers using an international curriculum aligned with Cambridge Assessment International Education (Yamin & Astutik, 2023). This curriculum also includes effective English and Arabic language instruction, as well as the

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facilitation of Islamic teaching methods. In another study, the Cambridge Curriculum significantly improved English academic achievement in grade VIII of SMP Islam Mlangi (Nazizah et al., 2024). Therefore, this study aims to examine the implementation of the Cambridge Science Curriculum in science education at MTs Muhammadiyah 1 Taman. The focus of this study is on the planning, implementation, and evaluation of the Cambridge Science Curriculum in science education.

LITERATURE REVIEW

Definition of the Cambridge Curriculum

The curriculum was considered a plan for several subjects that students must master to advance to the next level of education (Lestari et al., 2023). Curriculum is learning that is designed and implemented individually or in groups, both in school and outside of school. The curriculum is a series of integrated guiding components for implementing the educational process. Some educational institutions utilize the curriculum as the core and distinctive characteristic of their institution. Active learning is the key to curriculum development in Cambridge (Christiana et al., 2022). The Cambridge curriculum emphasizes flexibility across primary and secondary education. With the Cambridge curriculum, students will be instilled with five learner attributes to develop life skills and academic skills: 1) Confident, students are confident in working and able to communicate; 2) Responsible, students are responsible for themselves, responsive, and respectful to others; 3) Reflective, students develop their learning abilities; 4) Innovative, students are accustomed to adapting and being flexible to new situations that require new ways of thinking; and 5) Engaged, students are intellectually and socially engaged, students are accustomed to being involved and collaborating in groups or social environments to learn with a high level of curiosity (Ramadianti, 2021). Graduates with Cambridge qualifications have a greater chance of being accepted into international universities, and this curriculum helps students develop the skills needed to become global citizens (Faizah et al., 2024).

How is the Curriculum Evolving in the Current Era?

The Cambridge curriculum is a leading international education program that serves as a bridge between global and local needs, offering a range of benefits to schools and students worldwide. Gap analysis is conducted during Cambridge implementation and identifies knowledge and skill gaps (Alhusni & Deta, 2024). Cambridge provides a framework for every school level, where the Senior High School level uses Cambridge IGCSE/A level, the Junior High School level uses Cambridge Lower and Upper Secondary, and the Elementary School level uses Cambridge Primary. In Indonesia, research on the use of Cambridge Primary at the Elementary School level is limited to how schools manage the Cambridge Curriculum (Mustadi & Junaidi, 2024).

What Implementation can be applied?

Indonesian schools often use English as the primary language across subjects, with three main educational objectives: facilitating communication, promoting social interaction, and developing individual identity. Globalism and the status of English as a universal language have influenced this. However, not all Indonesian schools use the Cambridge curriculum. Despite being widely used in many countries, Indonesia has a significant number of schools using Cambridge, with 399,376 units in 2022-2023. Cambridge is considered the most popular curriculum worldwide, with different levels for different age groups (Laili & Rizkiyah, 2024). The integration of science education in schools with Cambridge University has significant implications, as it provides structured, international standards for science education, enabling students to develop critical thinking skills and stronger analytical abilities. This also emphasizes

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the importance of cultural sensitivity in education, promoting globalization, enhancing students' science skills, and preparing them for more advanced education.

METHODS

This study employs a qualitative case study approach to examine in depth the implementation of the Cambridge Science Curriculum. The research site selected was MTs Muhammadiyah 1 Taman. This school was chosen because it has implemented both the Cambridge Science Curriculum and the Kurikulum 2013 simultaneously. The informants in this study were the principal, the vice principal for curriculum, the vice principal for facilities and infrastructure, teachers, and students. The selection of informants used purposive sampling based on criteria related to the designers and implementers of the Cambridge Science Curriculum. Data collection was conducted through observation, interviews, and documentation. Observations were conducted to monitor the implementation of the Cambridge Science Curriculum. Furthermore, semi-structured interviews were conducted with the informants. Documentation involved reviewing documents related to the implementation of the Cambridge Science Curriculum. The data analysis technique adopted the Miles and Huberman model, which includes the following stages: data reduction, data presentation, concluding, and data verification. In the data reduction stage, data selection and simplification were performed. Next, data presentation involved organizing the data into tables and grouping it into three themes: planning, implementation, and evaluation. Data verification was conducted using source triangulation and other techniques to assess data validity, after which conclusions were drawn.

RESULTS AND DISCUSSION

This research explores how integrated learning is applied within the Cambridge Science Curriculum, focusing on three key indicators.

Planning

This involves the initial design and organization of the integrated learning approach. It includes setting objectives, selecting appropriate content, and determining the methods and resources needed to teach science effectively in an integrated manner.

Table 1. Planning Cambridge Curriculum

Aspect	Indicator	Data Source	Description
1. Curriculum	a. School vision and mission b. Cambridge curriculum administration c. Kurikulum 2013 administration	Headmaster/vice principal for curriculum	The results from the three techniques are credible.
2. Facilities and infrastructure	a. Studying room b. Literacy room c. Laboratory d. Supporting technology	Headmaster/vice principal for Facilities and infrastructure	The results from the three techniques are credible.
3. Teacher	a. Recruitment b. Workshop and training	Headmaster	Not Credible, no documentation

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Aspect	Indicator	Data Source	Description
4. Student	a. Student admission b. Ceiling	Head master	Credible results of the three techniques are suitable.

Source: Research Documentation 2025

Based on **Table 1**, data reduction was carried out to produce the results in Table 2.

Table 2. Results of Analysis and Reduction of Planning the Cambridge Curriculum

Indicator	Result
1. Curriculum	The Cambridge curriculum is implemented to achieve the school's vision: to create a generation of superior Muslims who are global-minded. Science and science are separate subjects, so they have different learning tools.
2. Facilities and infrastructure	Study room facilities are good. not supported with laboratory facilities to conduct a complex practicum.
3. Teacher	The school provides pedagogical training from the Cambridge Center and the State University of Malang, as well as English language skills, to support Science learning in the ICP class.
4. Students	The school provides pedagogic training from the Cambridge Center, State University of Malang, and English language skills to support science learning in International Class Programs (ICP).

Source: Research Documentation 2025; Adapted from (Najah & Setiati, 2020)

In planning the implementation of integrated natural science learning at MTs Muhammadiyah 1 Taman, 4 components were prepared: curriculum, sarpras, teachers, and students. This shows that Wijayanti's results are similar. Planning the Cambridge curriculum follows Prasetyo's research, which states that the purpose of the curriculum is to serve as a guide for the institution's or school's learning process to achieve the expected goals (Ramadianti, 2022). The curriculum indicators explain that one of the curriculum's achievements is evident in the school's vision, so that all goals can be achieved with direction and active, varied learning aligned with the Cambridge curriculum (Maudina, 2020).

Science and Natural Science are separate subjects with distinct learning tools, but in practice, both are taught simultaneously. So science and science at MTs Muhammadiyah 1 Taman are taught in an integrated manner using a shared model. At the facilities, there is no laboratory, which prevents students from completing a complex practicum. One person teaches Cambridge science and science teachers, or only specifically for ICP. Every year, science teachers attend training at the Cambridge Center. Students in ICP classes are parallel students who have participated in this program from grade VII to grade IX. Curriculum implementation planning includes 3 (three), namely (1) Availability of curriculum documents and completeness of instruments, for example, implementing regulations, guidelines, and Standard Operating Procedures (SOPs); (2) Socialization planning related to understanding the curriculum to be implemented; and (3) Planning of supporting systems such as infrastructure and human resources (Solichati & Musfiqon, 2021).

Improving the quality of the curriculum in Indonesia by integrating the Cambridge curriculum across subjects gives school principals the flexibility to adapt it to local cultural contexts, ethnic groups, and students' needs (Ramadianti, 2022). Improving students' quality of life can be supported by internal and external factors, especially positive factors and parenting patterns that provide children with stimuli at home (Fatimah & Fatayan, 2022). However, the role of parents is temporarily replaced when children go to school, and it is the teacher's obligation as an educator to provide direction and knowledge in the external environment, so the principal has the authority as an educator to improve the quality of teachers in educating at school (Latifah, 2022).

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Implementation

This refers to the actual execution of the planned integrated learning activities. It encompasses the teaching strategies used, the interaction between teachers and students, and the practical application of integrated learning techniques in the classroom.

Table 3. Implementation of the Cambridge Curriculum

Aspect	Indicator	Data Source
1. Learning media	a. Frame Book b. Lesson plan c. Assessment	Teacher and vice principal for curriculum
	d. Textbook e. Learning media	Teacher
2. Learning activities	a. Learning model b. outdoor learning	Teacher and student

Source: Research Documentation 2025

Based on **Table 3**, data reduction was carried out to produce the results in Table 4.

Table 4. Results of Analysis and Reduction of Implementation of the Cambridge Curriculum

Indicator	Result
1. Learning media	Learning tools, such as frame books, lesson plans, and science and social studies textbooks, are kept separately. In addition, there are also differences and similarities between the achievement indicators of the two subjects. Therefore, students in the ICP must achieve both indicators in these subjects; the same material will be taught once, while different material will be taught in both lessons. From this picture, it can be seen that Science Cambridge and Natural Science are the same subject under different curricula.
2. Learning activities	Learning activities that can facilitate understanding by providing students with direct experience. Students also admit that they are happy to study Science because it relates to everyday phenomena. Teachers like problem-based learning models that use a contextual approach to everyday phenomena. In addition, the learning activities in the Science book are presented as High-Order Thinking Skills (HOTS) questions that require higher-level thinking, thereby integrating learning with science process skills. It will be easy to follow the scientific process and get more value from using English as an instructional language.

Source: Research Documentation 2025; adapted from (Najah & Setiati, 2020)

Based on **Table 4**, learning tools are developed before learning activities to help choose the right learning approach. In addition, learning tools are structured to facilitate the achievement of educational goals. Since Science Cambridge and Natural Science are separate subjects, students in the ICP class must meet both indicators. This study also identified integrative learning activities. One of them is through a problem-based learning model, integrated with science skills such as observing, investigating, and others. Science learning should be integrative, combining disciplines of knowledge with attitudes and skills (Dinova & Mustika, 2025). The implementation of natural science learning at MTs Muhammadiyah 1 Taman also integrates with students' English skills.

In addition, the learning activities and questions in the natural science book are in the form of HOTS questions, so students are familiar with problem-solving questions that apply the scientific process. The learning carried out usually uses a contextual approach to everyday problems or phenomena. This is also

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done to overcome the limitations of the laboratory. However, this does not make learning outcomes decrease. Even students admit that it is easy to understand and enjoy natural science when it is taught with everyday examples that they can observe directly. So that learning is meaningful to students and is always remembered. Natural science learning can be developed with HOTS questions for students by using formative assessment. Formative assessments can measure students' thinking skills and provide teachers with opportunities to observe and analyze students' reasoning during natural science learning (Hidayat et al., 2019).

Formative assessment in developing critical thinking in solving HOTS questions aligns with the Cambridge Curriculum, making HOTS very important for natural science learning so that students can reason and think scientifically. Efforts to create the best graduate output from education in the form of a safe, comfortable, orderly, disciplined, and diligent environment in learning, so that the learning atmosphere is calm and fun (joyful learning), students get provision for English language skills, technology, and international insight (Aryaningsih, 2022). Learning resources that can support the Cambridge curriculum include the internet and books with related teaching materials. The internet is considered a means of fast communication and knowledge acquisition that can be accessed at any time during the learning process (Christiana et al., 2022).

Research conducted at SD Pelita Hati Jember revealed that the Cambridge curriculum emphasizes daily English communication to increase students' enthusiasm for learning and to foster habits of achievement in the quality of education (Winarsih, 2021). The competencies that support English in the Cambridge curriculum are reading, writing, listening, and speaking (Simanjuntak, 2020). The Cambridge curriculum is an inquiry-based approach that aims to develop further learners' confidence in meeting the demands of the 21st century, an increasingly advanced era, making it very important to learn English (Rahayu & Rochmania, 2022). In addition to students who are required to communicate in English, teachers play a primary role in implementation, and there are many difficulties in implementing English, one of which is that educators are hindered by age (Nugroho & Narawaty, 2022).

Evaluation

This involves assessing the effectiveness of the integrated learning approach. It includes measuring student outcomes, gathering feedback, and analyzing data to determine how well the integrated learning objectives are being met and identifying areas for improvement.

Table 5. Evaluation of the Cambridge Curriculum

Aspect	Indicator	Data Source	Description
1. Assessment	a. Student learning outcomes measurement.	Teacher	The results from the three techniques are credible.
	b. Student achievement.	Student	
2. Program evaluation	a. Obstacles. b. Evaluation activities.	Headmaster and teacher	The results from the three techniques are credible.

Source: Research Documentation 2025

Based on **Table 5**, data reduction was performed to produce the results in **Table 6**.

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Table 6. Results of Analysis and Reduction of Evaluation of the Cambridge Curriculum

Indicator	Result
1. Assessment	Science Cambridge and Natural Science have different evaluations of learning. Science questions and assessment results are provided directly by Cambridge. In contrast, science questions can be obtained from the work forum of natural science subject teachers or created by teachers at the school concerned. The teacher still processes science scores. Thus, ICP students will take two exams at once.
2. Program evaluation	The obstacle to implementing integrated science learning in natural science is the COVID-19 pandemic that occurred over the last 2 years. In addition, the interview results provided supporting evidence: natural science learning can be achieved through teachers' pedagogical ability, so schools should include natural science teachers in English language training and development.

Source: Research Documentation 2025; adapted from (Najah & Setiati, 2020)

At MTs Muhammadiyah 1 Taman, evaluations of science and science learning are conducted through different exams, and students in the ICP class must take both. Cambridge certificates are issued only by the International General Certificate of Secondary Education (IGCSE) through Check Point Test (CPT) and International Progressive Test (IPT). In its implementation, some aspects become the basis for evaluating school principals and teachers. This is also related to the research, which stated that evaluation is an activity to obtain information on the implementation and success of programs, serving as a control, guarantee, and quality-determination mechanism (Sinaga et al., 2021). Therefore, an evaluation program was carried out. The evaluation program is carried out at the beginning of the academic year, monthly, and at the end of the semester. The obstacle to implementing integrated science learning in Science is the pandemic that occurred over the last 2 years.

Factors that support learning include teachers' pedagogical ability and their involvement in Cambridge training and development of English language skills. The implementation of the Cambridge curriculum to support teachers in developing human resources by improving teacher abilities, holding In-House Training (IHT) for all teachers to enhance learning quality, and having teachers attend training held by the Ministry of Education and Culture (Sinaga et al., 2021). The research conducted by SMPS Golden Christian Palangkaraya (SMPS CGS) on the Cambridge curriculum focuses on the distribution of teachers' teaching schedules, the assignment of teachers, and the organization of classes within the Cambridge learning process. In the teaching division, SMPS GCS strives to ensure that teachers who have attended training and subject teachers are following the subjects they teach.

The teacher's approach to teaching, in several ways, follows the prepared lesson plan and produces a high-quality learning process for students. If students do not understand, the educator will repeat using synonyms that are not understood and explain more easily to those students who do not understand (Abdulloh & Makruf, 2023). Student achievement can be seen in learning that emphasizes a competency-based curriculum, encompassing knowledge or cognitive skills, soft skills, independence, creativity, noble character, and students' devotion (Maudina, 2020). Learning that integrates knowledge can reveal students' sensitivity to solving problems from the perspectives of the knowledge they have, such as spiritual or faith-based, social, and scientific (Sofanudin, 2019).

Discussion

The findings of this study reveal significant insights into the planning, implementation, and evaluation of the Cambridge Science curriculum at MTs Muhammadiyah 1 Taman. During the planning phase, the alignment between the Cambridge curriculum and the school's vision highlights a strategic approach to integrating global and Islamic values. The absence of a laboratory, however, presents a notable challenge

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in facilitating complex scientific practicals, underscoring the need for infrastructural development to enhance learning outcomes. Teacher competency is reinforced through regular pedagogical training and workshops, thereby enhancing the effectiveness of the integrated curriculum. Meanwhile, the student-centric approach ensures that learners are well-prepared for both the Cambridge and National Science curriculum standards. In the implementation phase, the use of integrative learning models, such as problem-based learning and contextual teaching, proves effective in engaging students.

These approaches not only align with HOTS but also bridge the gap caused by infrastructural limitations by using everyday phenomena as learning contexts. The parallel teaching of Cambridge and National Science subjects requires innovative strategies to avoid redundancy and ensure content synergy, which is critical for maintaining student interest and achieving curriculum goals. The evaluation phase highlights the dual-assessment system for students in the ICP, which reflects the rigorous demands of both curricula. The challenge of managing these dual evaluations, particularly during disruptions such as the COVID-19 pandemic, underscores the need for adaptive strategies and enhanced digital tools to support assessment. Despite these challenges, the school's structured evaluation processes conducted at various intervals throughout the academic year serve as a robust mechanism for identifying areas of improvement and ensuring curriculum quality.

Overall, the integration of the Cambridge Science curriculum at MTs Muhammadiyah 1 Taman demonstrates the institution's commitment to providing a holistic, globally relevant education. However, addressing infrastructure gaps, refining dual-curriculum strategies, and enhancing teacher training in English and integrated pedagogy remain pivotal for optimizing learning outcomes. The research on the implementation of the Cambridge curriculum conducted by researchers at Mts Muhammadiyah 1 Taman follows a planning, organizing, implementing, and evaluating strategy. The planning process aims to determine whether the institution's academic subject teachers are competent. The implementation process aims to ensure that learning and materials align with their fields and to analyze the obstacles that arise in those fields. The evaluation process aims to determine whether the Cambridge curriculum implementation has included the specified components and to identify shortcomings in teacher and student achievement.

In the standards and policies of each Cambridge curriculum, progressive exams are implemented through assessment questions administered by the UK-based Cambridge International Examination, with the school serving only as the exam organizer (Purnomo, 2015). The exam is conducted four times, with two semester exams and two final semester exams in one year. The implementation of the international curriculum in schools is expected to support the provision of students in the 4.0 era. This has been researched in high schools through the implementation of an international curriculum and by leveraging expertise from research, the Olympics, and students (Irmita et al., 2022). The Cambridge curriculum has been widely used in schools from elementary to junior high, making it suitable for schools seeking internationalization. Student achievements can also support the Cambridge curriculum, both academically and non-academically (Christiana et al., 2022).

CONCLUSION

Based on the data and analysis of the findings, planning the implementation of the Cambridge curriculum includes 4 aspects: curriculum, facilities and infrastructure, teachers, and students. Of the four aspects, three aspects, namely curriculum, teachers, and students, have been prepared optimally. Only one aspect, namely the facilities and infrastructure, has not been fully realized due to inadequate laboratory availability. The implementation of science and science learning includes learning tools and learning activities, both aspects have been carried out to the maximum, and both lessons are taught in an integrated manner, using a shared model, and the activities use a contextual approach. There are two aspects of learning evaluation: assessment and evaluation of the implementation process. Both aspects are fulfilled to the

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fullest extent when student assessments are carried out in full, both in science and in science lessons. Evaluation of the implementation process is a form of supervision carried out by the principal and teachers, based on the school environment. Future research is expected to make facilities and infrastructure the primary capital to implement the Science Cambridge-based curriculum, thereby strengthening the learning process.

AUTHOR'S NOTE

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