

ABSTRACT

Deri Supriatna, Enacting Cambridge English Curriculum in Local Context (A Case Study at Darul Hikam Integrated School Secondary Lembang, Bandung)

The increasing adoption of international curricula in non-English-speaking countries reflects the growing influence of educational globalization. Among these curricula, the Cambridge English Curriculum has gained significant recognition for its emphasis on communicative competence, global standards, and internationally benchmarked assessment. However, implementing an international curriculum in local educational settings often presents challenges related to cultural relevance, contextual adaptation, and alignment with institutional values. This study aimed to investigate the enactment of the Cambridge English Curriculum at DHIS Secondary Lembang and examine how the curriculum bridges global educational standards with local context. This study employed a qualitative case study design. Data were collected through in-depth document analysis and semi-structured interviews involving English teachers, students, and a school administrator. The collected data were analyzed using thematic analysis to identify patterns related to curriculum enactment, stakeholder perceptions, and localization practices.

The findings revealed that the enactment of the Cambridge English Curriculum at DHIS Secondary Lembang consistently aligned with communicative language teaching principles and student-centered pedagogy. Teachers employed various interactive teaching strategies, including collaborative learning, discussion-based activities, and project-based tasks, to enhance students' communicative competence. The study also found that effective curriculum enactment required substantial localization efforts, including adaptation of instructional materials, integration of Indonesian contexts, and incorporation of Islamic institutional values. Teachers and students perceived the curriculum positively due to its global relevance and contribution to English proficiency development, although challenges related to language difficulty, cultural accessibility, and balancing international standards with local educational needs remained evident. The study concludes that the Cambridge English Curriculum can effectively bridge global educational standards with local context when supported by teacher autonomy, institutional support, and flexible curriculum adaptation strategies.

Keywords: Cambridge English Curriculum, curriculum enactment, curriculum localization, global educational standards, local context, English language teaching