

**An EFL Teacher Perspective on Implementation of Dual
Curriculum (Cambridge and Indonesian K13 National Curriculum)
at Mutiara Persada School, Yogyakarta**

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ABSTRACT

The aim of this research is to find out the problems and the strategies of the EFL teacher on the implementation of Cambridge and national curriculum (k13) at Mutiara Persada school of Yogyakarta. This research is conducted based on the difficulties encountered by EFL teacher in the implementation of Cambridge and National Curriculum on fourth grade of Mutiara Persada Elementary School of Yogyakarta. This research adopted a qualitative research design. This type of problem was dealing with personal struggle of the EFL teacher when teaching using the two curricula in an international class. The result of this research found that the most common problem was not from the teacher's background of study which in this research is EFL teacher. However, the problem comes from how the teacher adapted to the both of curriculums. Instead, the EFL teacher has better understanding of English terms that are used in Cambridge textbook. Teacher with English background also has better understanding in viewing the students' skill which in turn the teacher knows how to adapt themselves with the student's capacity. EFL teacher also has benefit in teaching global mindset to the student which is part of Cambridge curriculum's goal. The researchers also find out the strategy that the teacher used which is once that the terms are understood then the problem was to make the students understand that the term in Indonesian and in English is similar in meaning, only different in language. Since teaching young learners only uses a simple terminology, not the complex one, the only adaptation that the teacher made was only in the terms used.

Keywords: dual curriculum, English as a medium of instruction

1. INTRODUCTION

Currently the improvement of the quality of education in Indonesia is going forward (Yudha, 2016., p. 1). With the advance of the progress of technology and science that cannot be stopped, the effort to increase the education quality in Indonesia is

undoubtedly very important. Without a good quality education, there would be a big problem in the long run that would be faced by our next generation such as; unemployment and unproductive fresh-graduate. According to Rahmat Raharjo (2012; as quoted in Yudha, 2016, p. 1), the education system should be developed according to needs and developments at the local, national, and global.

On the other side, the parents also have a high expectation for their children to be competent enough to survive this modern time. It becomes a trend nowadays in Indonesia for parents to take their children to an international standardized school (Noor, 2011 p 04). Internal school can be defined as a school that endorses international education by adopting international curriculum and assessment.

Related to the topic, which is a second language acquisition perspective, there is an international school in Yogyakarta that implemented English as a medium of instruction. Most of the international school in Indonesia use Cambridge and national curriculum in their school. Because of the purpose of international school is to be able to compete and to communicate interculturally with different nation, they use English as medium of instruction.

This research took place in Mutiara Persada School. It is a Cambridge standard primary school. Based on our observation, there are numbers of issues. Mostly the issues arise from the implementation of English as a medium of instruction. Considering that the school uses Cambridge as a one of the curriculum, they use English as a communication tool between teacher and student in classroom. The teacher uses English to teach every subject to the students, whether its maths, science, or any other subjects. Therefore, teachers are required to have fluent English speaking, reading, writing, and listening.

Cambridge curriculum is an international curriculum that is developed by Cambridge University. In Indonesia there are 166 schools that used Cambridge curriculum and more than 9000 schools that spread in 160 countries apply Cambridge curriculum. This curriculum ensure 4 things; fluency in English language, international perspective, modern education, and the opportunity to study in the world's best campus (Afriana, 2017). Cambridge curriculum is suitable for teaching English, because in Cambridge curriculum students would be asked to share their opinion and argument in social problem discussion, so the students would be more active.

Cambridge curriculum is the curriculum of the toughest in the world that cater for students aged 5-19 years and is composed of four levels. CIE (Cambridge International Examination) is part of the Cambridge Assessment Group, a nonprofit organization under the University of Cambridge. Network organizers curriculum system that has been used in schools in 150 countries. Cambridge curriculum emphasizes flexibility, from elementary to secondary education. Students are free to choose subjects according to their ability and interests, so that they can explore their abilities. Common curriculum system etched in schools in England, is also widely used in United States, Canada, India, New Zealand and other countries in the world premises some adjustments. Periodically syndication council and the University would monitor and direct the implementation of the Cambridge system in schools that using this system.

Incorporated with Cambridge Curriculum, the school simultaneously implement the Indonesian K13 National Curriculum. Several aspect that expected in this curriculum are to form productive, creative, innovative and competent human resources through strengthening competencies and attitudes domains both socially and spiritually, skill and Knowledge (kemendikbud RI, 2018). The 2013 curriculum aims to change the view of learning from teacher-centred approach to a student-based approach with competency-based assessment that are based on authentic curricula or authentic assessment. In the curriculum previously, the education system in Indonesia used a curriculum prepared at the school level or better known as the education unit level curriculum (KTSP). KTSP was implemented since July 2006 and it was developed by each school, according to school conditions, regional characteristics, socio-cultural characteristics, and students (Law No. 20 of 2003 concerning the national education system). Regarding the implementation of this curriculum, schools have full authority and responsibility to develop strategies and set priorities in education (Retnawati, Hadi, & Nugraha, 2016).

Along with the growth of international schools in Indonesia, however, there is increasing concern over the implementation of the promoted curriculum, Pratiwi (2018) for example, she discussed the implementation of dual curriculum in Kalam Kudus Primary School. the focus of the research is the classroom activities. She found that learning approaches followed the principle of metacognition and active learning in which a student-centre classroom was emphasized, while the teacher was autonomous to design the teaching approach.

Another recent research related to the implementation of Cambridge Curriculum in Indonesia is Sari (2020), She explored the implementation of class management in a bilingual Cambridge Primary Curriculum Framework. From the research she conducted, it can be concluded that the implementation of the Bilingual Program with the Cambridge curriculum is quite good. This can be seen from the initial planning between school managers and leaders, program development, planning implementation, and evaluation that runs systematically and continuously.

Previous studies of the implementation of dual curriculum in Indonesia have only been carried out in the process and the students, there is a paucity in the complex nature of teachers' perspective. Therefore, this study consider other explanations for the teachers' perspective. , This study aimed to address the following research questions: 1)What are the chalenges that the EFL teachers encounter in classroom activity when the school is implementing a combination of Cambridge and k13 as a curriculum (related in English as a medium of instruction) in Mutiara Persada grade 4 elementary school of Yogyakarta? 2) What are the teacher strategies to teach school subjects in English-medium to young learners as an EFL Teacher?

2. RESEARCH METHOD

Research Design

This is a qualitative case study research. The data are retrieved from teacher, students, school principal and other supporting documents such as observation field note and documentation. According to Bogdan and Taylor (1975) , qualitative methodology is defined as a research procedure that produces descriptive data in form of words written or spoken of people and behaviors that can be observed and directed at the background as a whole. In this type of research method, the data is analysed deeply without too many data that are covered, which differs from the quantitative method. Therefore, case study approach is relevant to answer the formulation of the problem in this research.

Research Site and Participants

This research was conducted at the fourth grade elementary in Mutiara Persada school of Yogyakarta. The location of the school is at Sumberan Baru Street, Sumberan, Ngestiharjo, district Kasihan, Bantul regency, Special Region of Yogyakarta 55182.

The participants in this research are teacher, student, and headmaster of elementary school of Mutiara Persada Yogyakarta, academic year of 2019.

1. EFL Teacher

Teacher who participated in this research is from Fourth grade of international class. In international class the EFL teacher is teaching using the combination of Cambridge and national (K13) curriculum. The teacher in this research is a perfect source of data, since he graduate from English major who teach in international class, the researchers recruited him as the only teacher who participated in this study.

2. Student of fourth grade international class

15 students were chosen. These students are introduced to the dual curriculum.

3. The headmaster of Mutiara Persada school of Yogyakarta

The headmaster participate in this research knows the background of the school, the teacher and the students. Her perspective was used for complimentary data source in this research.

3. RESULTS AND DISCUSSION

This section explains the emergent themes that occur during the interview of the English teacher of fourth grade of Mutiara Persada Elementary School of Yogyakarta.

3.1. The Challenges

This section discusses the challenges in the implementation of dual curriculum, several sub themes are also discussed.

3.1.1. Need More Training

Excerpt 2

Interviewee: we cannot say that all of them do, we are still new, we have only opened it for only five years, so we are still adjusting as well, or it is said to have mastered, we have enough mastery. Just need more training. In addition, this yesterday also had training in Surabaya, there would also be more special training on the use of Cambridge books. Because actually the use of Cambridge books can be adjusted with students anyway. Therefore, students who have more ability can use books better too. Because there are different challenges; challenges 1, 2 and 3, and all three are designed for different types of students. So those who have been able to go up to the next challenge, if those who haven't, yes, they are still struggling in challenge 1, that's all.

Implementation of Cambridge curriculum from the teacher perspective there are a numbers of problem, but mostly only minor problems. As stated in the data above, the teacher says that the school has been only five years using this curriculum, so there are still adaptation process. The teachers in Mutiara Persada are already familiar with the Cambridge curriculum in general. They know what Cambridge Curriculum, the origin, the background is and so on. But, they lack in training such as how to maximize the usage of Cambridge books. That problem is not that significant. The advantage of using Cambridge books is that the teacher can adapt himself or herself to the skill they have with the levels in the books. That way, the teacher can maximize their skill according to the level they want to teach to the students.

The teacher of Mutiara Persada School has given what is necessary to teach International Mindedness according to (Hill, 2012): The principal elements of international mindedness is as following:

- a. *Interdependence* of global issues: in earlier times when interactions around the world for most of the populations were very restricted of non-existent the global issues of today were mostly unknown, unidentified of undiscovered such as; deforestation, fisheries depletion, fresh water shortage, preserving natural energy, the ozone layer, international terrorism, world economy and world commerce, international crime (particularly the drug trade), famine, human rights abuses, protection of intellectual property and the internet, woman's right, and so on *Elitism*: Until the 1980s access to international education was restricted mostly to private, international, fee-paying schools. In 2012, 57 per cent of all IB school are state (public). More state education systems are including an international perspective in their programmes as Carber (2009: 100) notes: 'public schools in many (US) states and countries are taking a keep interest in nurturing globally minded students'. The democratization of international education is taking place.
- b. *International school = education for international mindedness*: defining international education has moved from associating it with the *nature* of the institutions which teach it to the *process* of education taking place inside those institutions, whatever the type. The IB, for example has changed from

being a programme for international schools to an international programme for all schools (Halicioglu 2008; visser 2010).

- c. *Academic rigour*: for the IB the introduction of the MYP and pyp opened up international education for all abilities. The IB Career-related Certificate (IBCC), offered from 2012, provides an alternative internationally minded track for students at the end of secondary schooling; it consists of two IB diploma subjects, approacher sto learning (life-long learning, thinking critically and ethically), language development (other than first language), community service, reflective project (analyse, critically discuss an issue based on their vocational studies)
- d. *Access for speakers of languages other than English*: the vast majority of international schools teach in English; IB is currently providing all international education programmes in English, French, Spanish, and MYP/PYP in one or more of Chinese, Russian, Turkish, Arabic, Indonesian, with a strategic plan to increase these language of instruction over time. The evolution of the concept of international-mindedness benefits, of course, from different linguistic perspectives.
- e. *From students only, to the whole school community*: the IB learner Profile, for example, applies to teachers, school administrators, parents and others; one school had magnets made of the 10 learning outcomes for families to put on their refrigerator doors with an encouragement to discuss the attributes, ont at a time, over evening meals. Thompson (1998 p286) speaks of the importance of ‘interstitial learning’ (learning outside the formal curriculum) whereby all members of a school should exhibit behaviours in line with international-mindedness.
- f. *Adaptability*: in comparison with earlier times when innovation was much slower (but significant), flexibility to changes across the world which affect local populations in so many ways is now an essential competence.

B. 3.1.2. Medium of Instruction

Excerpt 3

Resource person: in our class, international class, it has been very effective because of the children's daily language, yes, English. Children learn to use Indonesian only in special lessons, such as: Indonesian language lessons, SPDP

lessons, and lessons where the teacher is not proficient in using English so they use Indonesian. But for daily communication we still use English as the language of instruction.

Interviewee: For me there are no significant problems. Because yes, the specifics are already in English. And also just study Cambridge material, so there are no significant problems. Perhaps, the problem is only in the difficult terminology that in Cambridge about science or math, others are quite able to adjust.

As stated previously, the Mutiara Persada school of Yogyakarta uses English as a medium of instruction (EMI). The school uses English as the first language to use in classroom. The teacher gives a presentation of the subjects using English whether it is math, science, or sport. The subject such as Indonesian language, SPDP, and the subject that the teacher does not fluent using English.

Nevertheless, teacher and the student in Mutiara Persada school of Yogyakarta communicate daily using English. There are certain teacher that teach certain subject that does not speak well enough in English who use Indonesian language when they teach their subject. The school does not insist the teacher and the student to use English all the time. Therefore, when the teacher is teaching in front of the class and does not know what is the term to use in English he/she could use Indonesian term instead. That way the communication is going well without any problem.

We have studied the pros and the cons of the usage of EMI in school. Among those pros there are also the cons that we found in the observation at Mutiara Persada school of Yogyakarta. what we already got from the interview is that some of the teachers in Mutiara Persada do not have a good English fluency in speaking or reading. It could have some problem if the teacher fails to understand the material that is given to the student, and it is added with the failure to explain it using the wrong term to the students. The students do not know the mistake that the teacher makes if the material that is given makes sense. But if the teacher explanations do not make sense the critical student may ask what the teacher is trying to explain.

Academically, teachers' and students' low proficiency may lead to inefficient and ineffective teaching and learning processes. Teachers who cannot speak English fluently and accurately would probably be rendered incompetent to perform one of their chief traditional roles, lecturing. Pauses, hesitations, circumlocutions, wordiness, and grammatical, lexical, and pronunciation inaccuracies may characterize much of their

explanation, and this certainly would slow down or even hamper their student's grasp of textbooks, an essential source of information for them, may cause them a lack of understanding or even a misunderstanding, which in turn may result in misinformation, an effect damaging to students' academic development. On the other hand, student who lack listening comprehension skill are likely to miss the points their teacher deliver in their lectures; those incompetent in reading would not be able to retrieve the loss and get the details from their textbooks; those poor oral proficiency would not have courage to ask questions to clarify their confusion.

Besides potentially causing academic problems, a lack of proficiency in English may inflict a social cost. Teachers who have a large vocabulary and good grammar competence may be able to convey their thoughts and emotion expressively, but this does not follow that they can do it communicatively. Language is not simply a matter of form but also of function, whose meaning depends largely on factors like participants (addressor and addressee), setting, purpose, and topic (Holmes,1998). Thus, language serves social functions too. Since a classroom is also a community, various language functions can be expected to occur there. Teachers are likely to perform not only giving information (transactional) but also soliciting answers, checking comprehension, encouraging, suggesting, stirring, persuading, etc. (interactional) all of which are essential to create a lively class and establish a good rapport with students. On the other hand, students who have difficulty in expressing themselves would be reluctant not only to ask questions (academic) but also to initiate and develop interpersonal relationship with their teachers and friends (social). In this situation, a classroom is a place only for 'studying' not for 'learning' too; a place for developing only cognitive skills, not social skill too.

3.1.3. Dealing with Children

Excerpt 4

Interviewee: adaptation for children is only choice of diction, words, good vocabulary selection. Choose simple words, children have not mastered advance grammar such as compounds, sentences and everything. In fact, there are some children whose parents are not foreign parents who cannot speak English well, especially the grammar is not good. So, it is very helpful when PBI students teach in elementary school, because we know the level of development and important stages where we need to know when we need to use more difficult diction.

Resource person: in our class, international class, it has been very effective because of the children's daily language, yes, English. Children learn to use Indonesian only in special lessons, such as: Indonesian language lessons, SPDP lessons, and lessons where the teacher is not proficient in using English so they

use Indonesian. But for daily communication we still use English as the language of instruction.

Interviewee: to teach non-English material such as mathematics and science the problem is only in the different terminology when we used to learn to use terminology in Indonesian, when teaching in English then using different terminology. And it was quite confusing at first but because it was already fairly well trained, so yes, it's easier to adjust

The respondent a teacher who has English education study program as his background. He was graduated from a campus with a knowledge to teach English to all age. That means that he does not have specialty in teaching a young learner, that we already discuss, it is quite different from adult. In his class, which is an international class, the teacher does not have to have a PGSD background. PGSD background teacher is required only for the regular class in Mutiara Persada School of Yogyakarta because teacher should capable teaching using thematic method.

In the respondent's experience in teaching in international class, he said that there was not so many troubles that he has faced. He said that the only problem is in the terms in Cambridge curriculum. Once that the terms are understood then the problem is to make the students understand that the term in Bahasa Indonesia and in English is similar in meaning, only different in language. The only adaptation that the teacher makes was only in the terms that he uses. Because he teach a young learner, he only use a simple terminology instead of the complex one. The children does not have a wide vocabulary of terms yet and they still think a simple concept in their head.

We can see from the data provided above that PBI student have more advantages than PGSD students because they are specialized in English language which in turn makes them very capable to know what is necessary to be given to children and what is not. They are able to identify whether the children already master the stage that they are in or not. If they already master it the teacher would then give more difficult stage.

The teacher in this research is quite aware that teaching to young learner is different to adult. He is able to differentiate of how the children learn and how the adult learn by saying that the student in his class are easier to understand a concrete explanation than the abstract explanation. It also supported by the Cambridge curriculum that the school uses. Almost all material in Cambridge curriculum is already suitable to teach to young learners by giving them a concrete knowledge.

Although the informant said that there is no significant problem in teaching to young learners, the researchers quite disagree with that because teaching to young learners is not that simple. Not everybody has a intelligent to know how to handle a children with the right method. The teacher in this research might feel that there is no problem in teaching to young learners but as seen from the literature study in chapter two, the psychological factor in teaching to young learners play a big role.

3.1.4. Adjustment to Dual Curriculum

Excerpt 5

Interviewee: in Mutiara Persada, do you mean the international class? if in the international class we apply two curricula. The first curriculum is Cambridge, the second curriculum is k13. Well, we take the K13 curriculum in slices. So we take the k13 material slices taught at Cambridge that are not taught. So what we only take is not taught. For example, such as in fifth grade there is no scale and also discharge so we get the material of discharge and scale from the thematic material and we put it into sliced material. Even then, if there are two different hours, for example in the acc, the first is Mathematics for Thematic and Mathematics for Cambridge, that's the difference.

Interviewee: For the time being the assessment is merged and averaged, but later there would be adjustments again, because the weights are different. It is planned that in fifth grade there would be a separation, so it would be separated between Cambridge material and K13 material itself. The assessment would also be different.

As we discuss earlier that there are many pros of combining two curriculum but there are also the cons of using two curriculum in a classroom. The teacher in Mutiara persada school of Yogyakarta are challenged by the combined application of Cambridge and National curriculum in their class. One of the most common problem is the assessment application. It is quite confusing because two curriculum means two ways to assess the student's competents. The problem-solving of this case by the teacher in mutiara persada is by merging and averaged the result of assessment. However, there comes another problem in the weight of two assessment. The teacher said that there would be adjustment in the fifth grade.

The teacher who has been interviewed teaches the international class. In international class, two curriculums are implemented in classroom. The curriculum are Cambridge and national curriculum (K13). The type combination of the two curriculums is "slices". The teacher take what is not exist in one curriculum and add it to the other one, so that the combination of curriculum consists of slices of each curriculum. That way the students get best of both curriculums in a classroom.

From the research that has been done about the difficulties in implementation of Cambridge and national curriculum (K13) faced by the EFL teacher of Mutiara Persada school of Yogyakarta, the researchers concludes that:

1. The teacher said that there are no significant problems that EFL Teacher of Mutiara Persada of Yogyakarta has in teaching using Cambridge and national curriculum. Most of the problem can be handled well enough by the teacher of international class in Mutiara Persada school of Yogyakarta. However, the researchers have slightly different view on this. After all the problems that have been said by the interviewee the researchers concludes that the problems are mostly dealing with how the teacher understand what is the inside of Cambridge textbook. This problem is crucial because once the teacher fails to understand the textbook, the understanding that the students have would be further away from the source. The interviewed teacher also admit the fact that most of the teacher is not perfectly trained in Cambridge curriculum application that which leads to numbers of problems even though they are not that significant.
2. The second problem is how the teacher teaches the material from the National curriculum using English terminology. In the international class, the National curriculum is given to the student in couple of occasions or subjects by the interviewed teacher. That is when the EFL teacher get some difficulties such as: what is the correct term to use, and how to make the student understand that some terms are similar in meaning (whether in English or Bahasa) but only different in language used. Because one of the keys to teach student is how the teacher makes the student grab the meaning of terms that teacher gives to them.
3. The result of this research found that the most common problem that arise is not from the teacher background study, which in this research is EFL teacher. However, the problem comes from how the teacher adapt to the curriculums being used. Instead, the EFL teacher has better understanding of English terms that are used in Cambridge textbook. Teacher with English background also has better understanding the student English skill which in turn the teacher knows how to adapt themselves with the student's ability. EFL teacher also

has benefit in teaching global mindset to the student which is part of Cambridge curriculum's goal.

4. The strategy that being used by the teacher of fourth grade in Mutiara Persada school of Yogyakarta to teach international mindedness or global perspective is through asking the student opinion about what happen in the world. By asking what happen in this world the students are forced to think about global perspective and the realization that we are living in this big world as as one. By asking that kind of question the student feel that they are part of a big group of people in this world and by giving their opinion they feel like they can give something to a bigger community. Of course, before they are asked with such a

question they are already given the background theory of the question's theme. So, the children's opinion is still legit and inside the frame of logic.

5. The strategy to encounter the EMI problem from the teacher in Mutiara Persada is by not forcing the teacher to use English if the material is too complex to explain it to the students. The reason is that the first language that the students have is better to understand complex theory or explanation than the second language that they have. The percentage of the complex material is not as big as the simple one, so the usage of EMI is still effective at Mutiara Persada school of Yogyakarta
6. The teacher who has been interviewed teaches the international class. In international class, two curriculums are implemented in classroom. The curriculum are Cambridge and national curriculum (K13). The type combination of the two curriculums is "slices". The teacher takes what is not exist in one curriculum and add it to the other one, so that the combination of curriculum consists of slices of each curriculum. That way the students get best of both curriculums in a classroom.
7. In the informant's experience in teaching in international class, he said that there were not so many troubles that he has faced. He said that the only problem is in the terms in Cambridge curriculum. Once that the terms are understood then the problem is to make the students understand that the term in Bahasa and in English is similar in meaning, only different in language.

The only adaptation that the teacher makes was only in the terms that he uses. Since he teaches a young learner, he only uses a simple terminology instead of the complex one. The children do not have a wide vocabulary of terms yet and they still think a simple concept in their head.

3.2. Teacher's Strategies

The teacher strategy to solve the problem of implementation of the Cambridge curriculum is by trying to understand what the general idea about Cambridge curriculum and the instructions that are included in the teacher's guide given by Cambridge association. Because most of the teacher problem in teaching using this curriculum is a lack of information and also a good training about Cambridge curriculum and its implementation.

In case of the use of English as a medium of instruction, the teacher's strategy is by not forcing the teacher to use English if the material is too complex to explain it to the students. The reason is that the first language that the students have is better to understand complex theory or explanation than the second language that they have. The percentage of the complex material is not as big as the simple one, so the usage of EMI is still effective at Mutiara Persada school of Yogyakarta.

The strategy to teach international mindedness or global perspective is through asking the student opinion about what happen in the world. By asking what happen in this world the students are forced to think about global perspective and the realization that we are living in this big world as as one. By asking that kind of question the student feel that they are part of a big group of people in this world and by giving their opinion they feel like they can give something to a bigger community. Of course, before they are asked with such a question they are already given the background theory of the question's theme. So, the children's opinion is still legit and inside the frame of logic. It can be seen in the following excerpt.

Excerpt 1

Interviewee: The Cambridge curriculum is as far as I know it is an internationally accepted curriculum. So if we have a Cambridge certificate, we can enroll in any school. Well, the advantage of Cambridge is that Cambridge is structured in such a way as to teach students globally. So, the students would have global knowledge. Having global knowledge is why it's called an

international curriculum. Now, for its strengths, as far as I know as long as I teach here, Cambridge is for the primary or basic level, it is quite significant, because what is taught is concrete, so there is no abstract material. That is the difference with K13.

As see from the data above that, the school is using an international curriculum. That means that the teacher should implements a global knowledge in the learning process of the classroom. This is not an easy task for the teacher. First, the teacher must have a enough amount of global knowledge and also global perspective in order to share it to the students. The second problem is how to implement it to the learning process.

International schools are more desirable for parents because they use International accepted curriculum. Furthermore, the using of this curriculum would make the student more aware of what is going around in this world and have a bigger perspective. By having a bigger perspective, it means that the students would have more knowledge about this world. The teacher who teach about international mindedness is trying to make their student think globally. The students are given some global issues such as global warming and should give opinion and solution about it. Using this method the student would naturally interested and care of what is going around in this world.

Teaching using Cambridge curriculum for young learner has a ton of benefits; one of them is international mindedness. It is a new term for people from this era of globalization that means having an international mind-set in life. International mindedness is very broad and covering wide aspect of life such as politics, economics, culture as well as intercultural relationship. “International” means “between nations”. Nations are political entities whose borders are prescribed by governments. Solutions to world problems are highly political, and rely on an enlightened view of interdependence whereby the notions of territoriality, national supremacy and economic advantage are replaced with complementarity, collaborations and compromise. Hence, very few, if any, national leaders and their advisers have progressed to this level of international mindedness; hence most solutions to global problems advance slowly or not at all. Let alone the inherent political dimension of the concept of “international:”, it also comprises *intercultural* understanding when it is related to education. Appreciating cultural diversity within and between nations, and the multiple perspectives that arise from it, is fundamental to international mindedness (Yudha, 2016).

4. CONCLUSION

The result of this research found that the most common challenge was not from the teacher's background of study which in this research is EFL teacher. However, the problem comes from how the teacher adapted to the both of curriculums. Instead, the EFL teacher has better understanding of English terms that are used in Cambridge textbook. Teacher with English background also has better understanding in viewing the students' skill which in turn the teacher knows how to adapt themselves with the student's capacity. EFL teacher also has benefit in teaching global mindset to the student which is part of Cambridge curriculum's goal. The researchers also find out the strategy that the teacher used which is once that the terms are understood then the problem was to make the students understand that the term in Indonesian and in English is similar in meaning, only different in language. Since teaching young learners only uses a simple terminology, not the complex one, the only adaptation that the teacher made was only in the terms used.

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