

Integration of the Cambridge International Examinations (CIE) Curriculum with the National Curriculum in Primary Schools

¹⁾Muhammad Naufal Zaki, ²⁾Nirva Diana, ³⁾Muhammad Muchsin Afriyadi

^{1,2,3)} Madrasah Ibtidaiyah Teacher Education, Raden Intan Lampung State Islamic University, Bandar Lampung, Indonesia
Email: mnaufalzaki347@gmail.com

Correspondence Author: mnaufalzaki347@gmail.com

Article Info

Keywords:

Curriculum
Integration;
Cambridge
International
Examinations
Curriculum;
National
Curriculum;
Elementary School.

ABSTRACT

The development of 21st-century education demands the integration of national education standards with global competencies. Although the integration of the Cambridge International Examinations (CIE) Curriculum with the National Curriculum has been implemented in several elementary schools in Indonesia, existing research is still partial and has not presented a comprehensive synthesis of the form of integration, advantages, disadvantages, and recommendations for its implementation. This study aims to describe the form of integration of the Cambridge International Examinations (CIE) Curriculum with the National Curriculum in elementary schools and analyze the advantages and disadvantages of its implementation based on the results of previous research. The study used the Systematic Literature Review method with reference to the PRISMA guidelines. Data sources came from scientific articles obtained through the Scopus and Semantic Scholar databases with a publication range of 2022-2026. Of the 602 identified, 7 articles met the inclusion criteria for analysis. Data analysis was conducted descriptively-thematically and supported by bibliometric analysis using VOSviewer software. The results showed that curriculum integration was carried out through curriculum mapping, alignment of learning outcomes, material integration, bilingual learning, and adjustments to the assessment system. The implementation of this integration contributes to improving students' critical thinking skills, literacy, numeracy, English language proficiency, and global competency without neglecting national values. However, its implementation still faces challenges in the form of limited teacher competency, learning suggestions, dual curriculum management, and learning time allocation. This study contributes in the form of a comprehensive synthesis of the forms, benefits, challenges, and recommendations for implementing the Cambridge International Examinations (CIE) Curriculum Integration with the National Curriculum as a reference for schools, educators, researchers, and policymakers in developing curriculum in elementary school.

Article Information

Keywords:

Curriculum Integration;
Cambridge International
Examinations Curriculum;
National Curriculum;
Ten Schools.

ABSTRACT

The development of education in the 21st century demands the integration of national education standards with global competence. Although the Integration of the Cambridge International Examinations (CIE) Curriculum with the National Curriculum has been implemented in several primary schools in Indonesia, the existing research is still partial and does not present a comprehensive synthesis of the forms of integration, advantages, disadvantages, and recommendations for its implementation. This study aims to describe the form of Integration of the Cambridge International Examinations (CIE) Curriculum with the National Curriculum in Elementary Schools and analyze the advantages and disadvantages of its application based on the results of previous research. The research uses the Systematic Literature Review method with reference to the PRISMA guidelines. The data source comes from scientific articles obtained through the Scopus and semantic scholar databases with a publication range of 2022-2026. Of the 602 identified, 7 articles were obtained that met the inclusion criteria for analysis. Data analysis was carried out in a descriptive-thematic manner and supported by bibliometric analysis using VOSviewer software. The results of the study show that curriculum integration is carried out through curriculum mapping, alignment of learning outcomes, integration of materials, bilingual learning, and adjustment of the assessment system. The implementation of this integration contributes to improving students' critical thinking skills, literacy, numeracy, English language proficiency, and global competence without neglecting national values. However, its implementation still faces challenges in the form of limited teacher competence, learning advice, dual curriculum management, and allocation of learning time. This research contributes in the form of a comprehensive synthesis of the form, benefits, challenges, and recommendations for the implementation of the Cambridge International Examinations (CIE) Curriculum Integration with the National Curriculum as a reference for schools, educators, researchers, and policy makers in developing the curriculum in elementary schools.

Article History

Received : 15/06/2026
Revised : 28/06/2026
Accepted : 21/07/2026

✉ **Corresponding Author:** (1) Muhammad Naufal Zaki, (2) Department of Teacher Education, (3) Institution of Raden Intan Lampung State Islamic University, (4) Bandar Lampung, Indonesia, (5) Email: mnaufalzaki347@gmail.com

1. Introduction

The development of 21st century education encourages schools to produce graduates who not only have academic competence according to national standards, but are also able to compete at a global level. This condition has prompted many elementary schools in Indonesia to adopt an international curriculum, one of which is the Cambridge International Examinations (CIE), which is integrated with the National Curriculum (Ningrum, 2025). Curriculum integration is defined as a developmental approach that combines two education systems to create a more comprehensive, contextual, and meaningful learning process (Indrawati, 2024).

The Cambridge curriculum is an international education system developed by *Cambridge Assessment International Education* (CAIE), with an orientation towards achieving measurable global competencies. This curriculum is designed to form students who are confident, responsible, reflective, innovative, and engaged (Arinda Firdianti et al., 2025). The Cambridge curriculum focuses on developing 21st century skills through inquiry approaches and competency-based assessments, while the national curriculum becomes the official guidelines that govern national education standards to achieve national educational goals (Suri et al., 2024). Meanwhile, the national curriculum is a strategic document that guides education in schools, including the content of lessons and pedagogical approaches. In Indonesia, the curriculum continues to be updated according to the times, such as the transition from the 2013 Curriculum to the Independent Curriculum, and the new curriculum plan for the 2025-2026 school year. This curriculum reflects the vision of national education to form a competent and characterful generation, while balancing knowledge-based and competency-based learning (Syafriaz Fuady & Rakan M Abiyani Rizaldi, 2024). Efforts to combine the two require systematic synchronization so that the curriculum components, which include learning objectives, content, methods, and evaluations, can run in harmony (Anwar Hidayat1, Agus Pahrudin, 2025).

The integration of the two curricula is expected to be able to develop critical thinking skills, creativity, communication, collaboration, and mastery of English without neglecting the formation of character and national values (Azza & Riski, 2026). Various studies show that the implementation of the integration of the Cambridge Curriculum with the National Curriculum has a positive impact on the quality of learning. Integration is carried out through *Curriculum Mapping*, alignment of learning outcomes, bilingual learning, and adjustment of the assessment system so as to be able to improve students' academic competence and 21st century skills (Bustanul Arifin & Abdul Mu'id, 2024). In addition, the implementation of the dual curriculum also encourages the improvement of students' critical thinking, literacy, numeracy, and English language skills (Sukarni et al., 2025).

Based on the analysis of previous research, there is still a research gap, namely there is no study that systematically collects, compares, and synthesizes research results regarding the integration of the Cambridge International Examinations (CIE) Curriculum with the National Curriculum in Elementary Schools. In fact, the synthesis is needed to gain a comprehensive

understanding of the integration model, supporting factors, implementation challenges, and its implications for improving the quality of basic education.

Therefore, this study uses the *Systematic Literature Review* (SLR) method with the guidelines of *Preferred Reporting Items for Systematic Reviews and Meta-Analyses* (PRISMA) to analyze relevant studies regarding the integration of the Cambridge International Examinations (CIE) Curriculum with the National Curriculum in Elementary Schools. This study aims to describe the form of curriculum integration and analyze the advantages and disadvantages of its application based on the results of previous research. The results of the research are expected to contribute in the form of a scientific synthesis that can be a reference for schools, educators, researchers, and policy makers in developing an effective curriculum integration model at the elementary school level.

2. Methods

The research method used in this study is systematic literature review (SLR). Systematic literature review is a study that aims to collect, evaluate and analyze various studies relevant to a certain topic. This method is used to identify, review, assess, and interpret all available research in a field of study related to a particular researcher's statement (Nata et al., 2025).

According to Higgins, Altman, Götzsche, Jüni, Moher & Oxman *Systematic Literature Review* (SLR) is a survey of questions formed using systematic and explicit methods to identify, select and critically evaluate relevant previous studies for the purpose of collecting and analysing data from those studies (Winarno et al., 2023). This study refers to the PRISMA stage, which can be used in the *Systematic Literature Review* (SLR), and was chosen because it provides systematic guidance in the process of the stages of searching, selection, and synthesis of literature carried out in a systematic, transparent, and replicable manner to be combined with bibliometric analysis (Norlita et al., 2023). In the first stage, articles that do not meet the inclusion criteria based on the title are eliminated. The second stage is carried out by examining abstracts to filter articles that do not meet the selection criteria. In the third stage, the researcher reads the entire article carefully to evaluate the suitability of the content with the predetermined criteria. The fourth stage or data inclusion stage is carried out by selecting articles that have passed the feasibility stage to be further analyzed according to the focus of the research (Dessy Az-Zahra Putri Riyanti, 2025) presented in Figure 1.

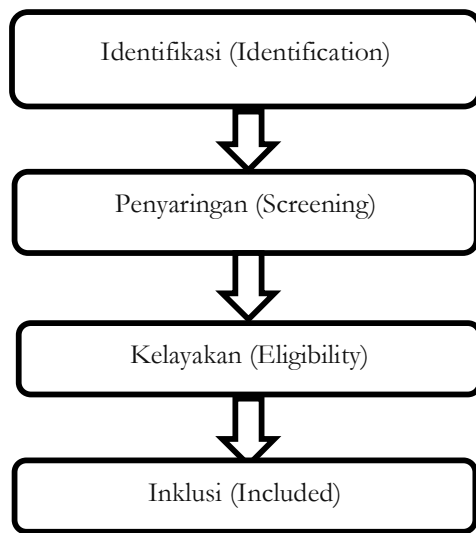


Figure 1. Stages of the PRISMA Model

In figure 1, the PRISMA stage aims to produce literature reviews that have high validity and reliability so that the research synthesis can be scientifically accounted for (Rahmawati et al., 2025). To support the analysis of the study results, this study also applies a bibliometric approach using VOSviewer software to map the progress of publications, identify research trends, relationships between keywords, and research network structure regarding the integration of the Cambridge International Examinations (CIE) curriculum with the National Curriculum in Elementary Schools (Sidabutar et al., 2023). This approach is expected to provide a comprehensive picture of the direction of research development while identifying research opportunities that are still open

The context of the research study is focused on the implementation of the integration of the Cambridge International Examinations (CIE) Curriculum with the National Curriculum at the elementary school level in Indonesia. The data source is in the form of scientific articles obtained from the Scopus and Semantic Scholar databases with a publication range of 2022–2026 and to obtain articles that are in accordance with the research focus, the researcher sets inclusion and exclusion criteria as the basis for the literature selection process. Details of the inclusion and exclusion criteria used in this study are presented in Table 1.

Table 1. Inclusion and Exclusion Criteria

Inclusion Criteria	Exclusion Criteria
The article discusses the integration of the Cambridge International Examinations (CIE) Curriculum with the National Curriculum.	The article only discusses the Cambridge Curriculum or the National Curriculum separately without discussing the integration of the two.
The research was conducted at the elementary school	The research was conducted at the junior high school/MTs, high school/MA level,

level (SD/MI) or equivalent basic education.	college, or other levels without the context of elementary school.
The article is the result of research published in a scientific journal (<i>peer-reviewed</i>).	Articles in the form of opinions, editorials, books, proceedings, blogs, news, school modules, or non-scientific documents.
The article was published in the range 2022–2026.	The article was published before 2022 .
Articles are written in Indonesian or English.	Articles are written in languages other than Indonesian and English.
Articles are available in full text so that data extraction and analysis can be done.	Articles are not available in full text or only abstracts are available.

Based on Table 1, inclusion and exclusion criteria are compiled to ensure that the articles analyzed are in accordance with the research objectives, which are to examine the integration of the Cambridge International Examinations (CIE) Curriculum with the National Curriculum at the Elementary School level. The criteria limit articles based on the research topic, year range of publication, language, availability *Full text*, as well as relevance to the focus of the study. By applying these criteria consistently, the literature selection process produces articles that are valid, relevant, and able to provide comprehensive information about the form of curriculum integration, advantages, and challenges of its implementation (Jaharah et al., 2025).

Data collection is carried out through four stages of PRISMA, namely identification, screening, eligibility, and included (Page et al., 2021). The initial search resulted in 602 articles with 4 keywords, namely Curriculum Integration, Cambridge International examinations (CIE) Curriculum, National Curriculum and Elementary Schools, then duplicate articles were removed, filtered by title and abstract, feasibility assessment through reading the full text, until 7 articles were obtained that met all inclusion criteria as a source of research data. The selection process is presented in the PRISMA flowchart.

The research instrument is in the form of a data extraction sheet used to record the identity of the article, research objectives, methods, research subjects, focus of the study, and main findings. The data were analyzed using descriptive-thematic analysis to identify the forms of curriculum integration, advantages, disadvantages, and challenges of implementation. The analysis is then reinforced with bibliometric analysis using software *VOSviewer* to map the relevance of keywords, research trends, and dominant themes in the literature (Tungtawee & Chano, 2023). This study uses secondary data that has been published so that it does not involve participants directly and does not require ethical approval of the research.

3. Results and Discussion

The results of the research were compiled based on two main focuses, namely (1) the form of integration of the Cambridge International Examinations (CIE) Curriculum with the National Curriculum in Elementary Schools and (2) the advantages and disadvantages of the implementation of curriculum integration based on the results of literature synthesis. Article search and selection is carried out systematically using guidelines *Preferred Reporting Items for Systematic Reviews and Meta-Analyses* (PRISMA) to ensure that the articles analyzed are in accordance with the research objectives. This process includes the stage *identification, screening, eligibility, and included* (Sukmadiningsih & Herdi, 2025). The complete flow of the literature selection process is presented in Figure 2.

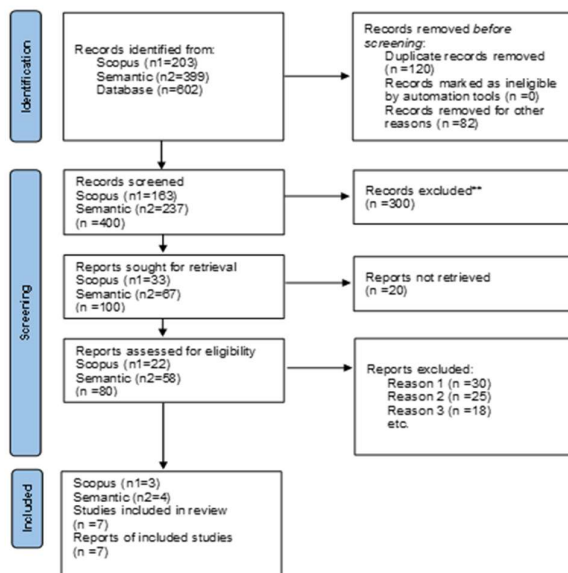


Figure 2. PRISMA Flowchart in the Literature Selection Process

Based on Figure 2, an initial search of the Scopus and Semantic Scholar databases yielded 602 articles. Furthermore, duplicate articles are eliminated, filtered by title and abstract, and feasibility assessment through reading the full text in accordance with the inclusion and exclusion criteria that have been set. The results of the process showed that only 7 articles met all the criteria and were used as a source of research data.

This selection process shows that although research on the curriculum is quite extensive, only a small number specifically

discuss the integration of the Cambridge International Examinations (CIE) Curriculum with the National Curriculum at the primary school level. Therefore, the seven selected articles are considered relevant to answer the research objectives, namely describing the form of curriculum integration and analyzing the advantages and disadvantages of its implementation based on the results of previous research.

Furthermore, the characteristics of the seven articles are summarized in Table 2 which contains the author, year of publication, research title, research subject, focus of study, and main findings. The results of the review showed that most of the studies used a case study approach and qualitative research with research locations in primary schools that implemented the integration of the Cambridge Curriculum with the National Curriculum.

Table 2. Review Results

Yes	Author and Year	Research Title	Research Subject	Research Focus	Research Results
1	Nurjannah, Andi Prastowo (2025)	Managing Assessment Data and Dual Curriculum Integration in Indonesian Islamic Primary Education:	Al Azhar Elementary School	Implementation of dual curriculum and assessment data management	Integrated assessment data management through documentation and digital platforms; constraints on teacher competence, harmonization of standards,

		A Case Study from Indonesia			and complexity of assessment.
2	Chairina, Happy Indira Dewi (2025)	Integration of the Cambridge Curriculum and the 2013 Curriculum in Grade 4 Elementary School Mathematics	Teachers and students of grade IV of SD Khalifa IMS	Cambridge Integration and Curriculum 2013	Facilitates the delivery of material, reduces repetition, and requires English training for teachers.
3	Muhammad Iqbal Al Ghozali, Firmansyah (2025)	Socialization of the Results of Benchmarking the Implementation of the Cambridge Curriculum and Education Best Practices at SD Budi Mulia Dua Panjen to Elementary / MI Teachers in Cirebon Regency	Elementary School Teacher in Cirebon Regency	Cambridge best practice benchmarking	Teachers understand the concept of Cambridge and are motivated to implement learning innovations.
4	Riadhotus Sholikha, Muhammad Arif Syihabuddin (2026)	Integration of the Cambridge Curriculum and the National Curriculum in the Development of Islamic Education (Theoretical Studies)	Literature review	Integration concept	Produce academic balance, Islamic character, and global competence.
5	Erika Ramadhani Salma, Hibatillah Hasanah, Salwa Az Zahrah, Arum Fatayan (2026)	Integrated Curriculum in the Era of Globalization: A Qualitative Study of the Implementation of the Independent Curriculum, Ismuba, UMI, and Cambridge at SD Muhammadiyah 6 Jakarta	SD Muhammadiyah 6 Jakarta	Multi-curricular implementation	Forming holistic education; challenges on time, teacher training, and value integration.
6	Savira Arivia Ahmada, Syahlaul Khanayah, Cyndika Galih P. P. (2025)	Implementation of the Cambridge Curriculum at the Laboratory Elementary School of Universitas Negeri Malang: A Case Study of International Curriculum Application in Elementary Schools	Elementary School Laboratory, State University of Malang	Cambridge Curriculum Implementation	Shows that the implementation of the Cambridge Curriculum supports the development of students' global competencies, but faces challenges in teacher readiness, curriculum adjustment, and provision of learning resources.
7	Himawan Aufaql Azza, Shabrina Yudhitia, Dinda Dwi Riski (2025)	Integration of the National Curriculum and Cambridge Primary at UM Laboratory Elementary School: Curriculum Document Analysis and Its Implementation	Elementary School Laboratory, State University of Malang	Curriculum integration	Improve English, numeracy, and science skills; obstacles to teacher readiness and teaching materials.

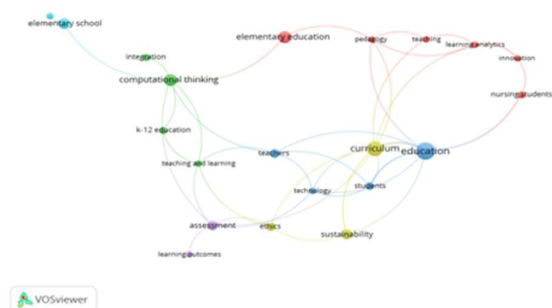
Based on Table 1, the seven articles show that research on the integration of the Cambridge International Examinations (CIE) Curriculum with the National Curriculum is dominated by qualitative approaches and case studies in primary schools that implement a dual curriculum. The research focus includes the implementation of curriculum integration, bilingual learning, 21st century competency development, assessment systems, and curriculum

management strategies. These findings are the basis for identifying the form of curriculum integration and the advantages and disadvantages of its implementation in accordance with the research objectives.

The results of the synthesis of the seven articles show that the integration of the Cambridge International Examinations (CIE) Curriculum with the National Curriculum in Elementary Schools is carried out through the alignment of learning

outcomes (*curriculum mapping*), integration of teaching materials, the application of bilingual learning, the adjustment of the assessment system, and the development of 21st century skills-based learning. The strategy aims to integrate national competency standards with global competencies so that students gain a more comprehensive learning experience. In addition, the results of the study show that the implementation of curriculum integration provides various benefits, such as improving critical thinking skills, literacy, numeracy, English language skills, and students' global competence. However, several studies also identified challenges in its implementation, including the limitations of teachers' competence in bilingual learning, the complexity of dual curriculum management, limited facilities and infrastructure, and adjustments to the allocation of learning time.

To complete the results of the literature synthesis, a bibliometric analysis was carried out using the VOSviewer software. A visualization of the analyzed keyword network is shown in Figure 3.



Based on Figure 3, the keywords *education*, *curriculum*, and *elementary education* are the most dominant themes and have a strong relationship with the keywords *students*, *teachers*, *assessment*, *technology*, and *computational thinking*. These findings show that research on the integration of the Cambridge International Examinations (CIE) Curriculum with the National Curriculum focuses not only on curriculum alignment, but also on the development of learning, assessment, technology utilization, and 21st century competency improvement in primary schools.

This research reveals that the integration of the *Cambridge International Examinations* (CIE) Curriculum with the National Curriculum in primary schools is not just an administrative merger, but a strategic pedagogic transformation. Based on the synthesis of the seven selected articles, it was found that the main forms of integration include *curriculum mapping* to align learning outcomes, the application of bilingual learning, and the adjustment of assessment systems supported by digital platforms. This practice has proven to be effective in combining international standard academic excellence with national character values, as reflected in studies in various schools that have succeeded in improving students' literacy, numeracy, critical thinking, and English proficiency. This success cannot be separated

from the school's efforts to reduce the repetition of material and optimize learning efficiency, which also triggers teacher innovation in implementing educational best practices.

The results of the study show that this integration has proven to be effective in improving students' literacy, numeracy, and critical thinking skills because schools are able to adopt the rigour or sharpness of the material from CIE without stripping away the values of national character. Then the application of bilingual learning and adjustment of the assessment system emerged as key elements that distinguish schools with integrated curricula from conventional schools. This is in line with the needs of students for mastery of English as a global communication tool. However, the success of this practice is highly dependent on how the school manages the educator's workload and the allocation of learning time. The challenges identified, such as the limitations of teacher competence and the complexity of dual curriculum management, suggest that curriculum integration demands institutional readiness that goes beyond document updates, requires ongoing training and adequate infrastructure support.

Bibliometric analysis using VOSviewer reinforces these findings by showing a close relationship between curriculum concepts and *technology*, *computational thinking*, and *assessment*. This shows that the direction of research development is no longer focused on the "what" (curriculum content), but has shifted to the "how" (technology-based pedagogical implementation). These findings provide a new theoretical contribution that curriculum integration is effective if schools are able to combine pedagogic innovation with digital and systematic assessment management, as seen in case studies in schools that apply digital platforms in assessment data management.

Conceptually, this research emphasizes that the success of integration lies in the balance between global demands and local needs. The implementation challenges found, especially related to the burden of teachers, are an important signal for policy makers at the school level to restructure time and develop teacher capacity intensively. Thus, this integration not only becomes an international label, but completely transforms into a holistic educational model that is able to prepare students to compete at the global level without losing their national identity.

4. Conclusion

This study concludes that the integration of the Cambridge International Examinations (CIE) Curriculum with the National Curriculum in elementary schools is carried out through curriculum mapping strategies, alignment of learning outcomes, implementation of bilingual learning, and adjustment of an integrated assessment system. This model has been proven to make a positive contribution to improving students' literacy, numeracy, critical thinking skills, and global competencies without neglecting the cultivation of national character values. This integration successfully transformed the learning process into a more comprehensive one, where international and national standards were combined to enrich the learning experience of students.

Despite offering academic excellence, the implementation of curriculum integration still faces real challenges related to the limitations of teacher competence in bilingual learning, the complexity of dual curriculum management, and the limited allocation of time and learning facilities. Therefore, the success of this integration is highly dependent on institutional readiness to provide continuous teacher training, infrastructure strengthening, and systematic curriculum management arrangements. As a recommendation, schools and policymakers need to prioritize technical and managerial support so that this integration model can be implemented optimally without burdening educators' workloads.

6. Reference List

1. Anwar Hidayat1, Agus Pahrudin, S. R. (2025). Structure and procedures for organizing the curriculum for quality learning. *Scientific Journal of Basic Education*, 10(2).
2. Arinda Firdianti, Shoby Any Cahya, & Ruly Nadian Sari. (2025). The Synergy of the Cambridge Curriculum and Islamic Education in Character Development. *Journal of Islamic Ethics*, 3(5), 92–108. <https://doi.org/10.61132/jbpai.v3i5.1492>
3. Azza, H. A., & Riski, D. D. (2026). *Integration of the National and Cambridge Primary Curriculum in UM Laboratory Elementary School: Analysis of curriculum documents and their implementation*. 4, 67–72, <https://doi.org/10.36989/didaktik.v1i04.9442>
4. Bustanul Arifin, & Abdul Mu'id. (2024). Development of a Skills-Based Curriculum in Facing the Demands of 21st Century Competencies. *DAARUS TSAQOFAH Journal of Postgraduate Education*, Qomaruddin University, 1(2), 118–128. <https://doi.org/10.62740/jppuqg.v1i2.23>
5. Dessy Az-Zahra Putri Riyanti, A. S. (2025). *Mathematical Problem-Solving Skills of Elementary School Students: Systematic Literature Review (SLR)*. 8(3), <https://doi.org/10.20961/shes.v8i3.107252>
6. Indrawati, W. (2024). Implementation of the Integration of the Cambridge Curriculum and the National Curriculum in Junior High School. *Proceedings International Conference on Lesson Study*, 1(1), 620–627.
7. Jaharah, N., Gunawan, I., Yanti, Y., & Maharani, A. (2025). Systematic Literature Review: The Effectiveness of the Flipped Classroom Model in Elementary School Learning. *SENTRI: Journal of Scientific Research*, 4(11), 3201–3217. <https://doi.org/10.55681/sentri.v4i11.4866>
8. Nata, D. P., Budiyo, B., Wirdiarti, N., & Yuwono, A. (2025). Systematic Literature Review (SLR): An analysis of learning strategies to improve initial reading skills. *Al-Madrasah Journal of Education Madrasah Ibtidaiyah*, 9(3), 1224. <https://doi.org/10.35931/am.v9i3.5063>
9. Ningrum, I. A. K. (2025). Analysis of Cambridge Curriculum Implementation in Indonesia: Challenges and Opportunities in the Context of National Education. *Pedagogy: Scientific Journal of Education*, 12(1), 64–71.
10. Norlita, D., Wanda Nageta, P., Ayu Faradhila, S., Putri Aryanti, M., Fakhriyah, F., & Aditia Ismayam, E. A. (2023). Systematic Literature Review (SLR): Character Education in Elementary Schools. *Journal of Social Sciences, Education and Humanities*, 2(1).
11. Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., Shamseer, L., Tetzlaff, J. M., Akl, E. A., Brennan, S. E., Chou, R., Glanville, J., Grimshaw, J. M., Hróbjartsson, A., Lalu, M. M., Li, T., Loder, E. W., Mayo-Wilson, E., McDonald, S., ... Moher, D. (2021). The PRISMA 2020 statement: An updated guideline for reporting systematic reviews. *PLoS Medicine*, 18(3), 1–15. <https://doi.org/10.1371/JOURNAL.PMED.1003583>
12. Rahmawati, P. M., Rosidah, N. N. I. K., Mubarak, M. Y., Hadi, S., & Zahroh, U. (2025). Systematic Literature Review (SLR): A comparative study of the philosophical foundations of the mathematics curriculum in Indonesia and Singapore. *Pedagogy: Journal of Mathematics Education*, 10(4), 2608–2624. <https://doi.org/10.30605/pedagogy.v10i4.7711>
13. Sidabutar, D., Ningrum, S. S., & Nuryadin, A. (2023). Bibliometric Analysis of Learning Media in Elementary School Using VOSViewer. *Educatio*, 17(2), 165–177. <https://doi.org/10.29408/edc.v17i2.9435>
14. Sukarni, S., Bahrani, B., Fatimah, S., & Kamaruddin, K. (2025). Analysis of the Implementation of the Independent Curriculum in Improving Students' Literacy and Numeracy Competencies. *Journal of Instructional and Development Researches*, 5(6), 704–712. <https://doi.org/10.53621/jider.v5i6.685>
15. Sukmadiningsih, R., & Herdi. (2025). Analysis of Student Needs for the Development of BK Programs in High School: A Systematic Literature Review (SLR) Approach. *G-Couns: Journal of Guidance and Counseling*, 9(2), 1372–1383. <https://doi.org/10.31316/g-couns.v9i2.7228>
16. Suri, S., Sholeh, M., & Roesminingsih, E. (2024). Evaluation of Cambridge Curriculum Implementation with the CIPP Model. *Cetta: Journal of Educational*

-
- Sciences*, 7(1), 55–68.
<https://doi.org/10.37329/cetta.v7i1.3040>
17. Syafrizal Fuady, & Friend M Abiyan Rizaldi. (2024). The Relevance of Learning Theory in the Preparation of the National Curriculum: A Literature Review. *Tarbiyatul Misbah (Journal of Education Studies)*, 17(02), 168–176.
<https://doi.org/10.70688/tarbiyatulmisbah.v17i02.458>
18. Tungtawee, C., & Chano, J. (2023). Bibliometric Analysis using VOSviewer with Publish or Perish of Curriculum Evaluation using the CIPP Model. *Indonesian Journal of Multidisciplinary Research*, 4(1), 163–170.
<https://doi.org/10.17509/ijomr.v4i1.69011>
19. Winarno, W. W., Purwanti, A., Kristiana, D. R., & Wahyuni, E. S. (2023). *Qualitative research using Systematic Literature Review*. UPP STIM YK PN.

-
- Sciences*, 7(1), 55–68.
<https://doi.org/10.37329/cetta.v7i1.3040>
17. Syafrizal Fuady, & Friend M Abiyan Rizaldi. (2024). The Relevance of Learning Theory in the Preparation of the National Curriculum: A Literature Review. *Tarbiyatul Misbah (Journal of Education Studies)*, 17(02), 168–176.
<https://doi.org/10.70688/tarbiyatulmisbah.v17i02.458>
18. Tungtawee, C., & Chano, J. (2023). Bibliometric Analysis using VOSviewer with Publish or Perish of Curriculum Evaluation using the CIPP Model. *Indonesian Journal of Multidisciplinary Research*, 4(1), 163–170.
<https://doi.org/10.17509/ijomr.v4i1.69011>
19. Winarno, W. W., Purwanti, A., Kristiana, D. R., & Wahyuni, E. S. (2023). *Qualitative research using Systematic Literature Review*. UPP STIM YK PN.

