

# Curriculum Development and Teachers' and Students' Competence Improvement in The International Class Program Through Educational Collaboration

Fatchurrohman

Universitas Islam Negeri Salatiga, Indonesia

[fatchur@uinsalatiga.ac.id](mailto:fatchur@uinsalatiga.ac.id)

Uktam Shamsiev Baxriddinovich

Alfraganus University, Uzbekistan

[uktamshams75@mail.ru](mailto:uktamshams75@mail.ru)

## Abstract

This study aims to analyze curriculum development, strengthening teacher competencies, and students in the International Class Program (ICP) at SD Muhammadiyah Plus Salatiga through educational collaboration. This naturalistic qualitative study collected data through interviews, document study, and observation. Data were validated using technique and source triangulation. Participants were principals, managers, teaching teachers, other teachers, parents, and ICP collaborators. Data analysis was conducted by following the interactive flow of Miles and Huberman. The results showed that the ICP of SD Muhammadiyah Plus Salatiga integrates the 2013 national curriculum and the Cambridge curriculum. The collaboration of SD Muhammadiyah Plus Salatiga with other parties is also carried out to strengthen the competence of teachers and students in the pedagogical and professional fields, and English. The novelty of the findings in this study is that strengthening teacher competence is effectively done through teacher exchange and student exchange which has not been found in previous studies. The findings of this study contribute to ICP schools strengthening and expanding collaboration with other institutions. The detailed research results will be described in this paper.

**Keywords:** curriculum development; student-teacher competency; international class program; collaboration

## INTRODUCTION

Schools with an international class program (ICP) need educational collaboration to realize quality schools, especially international collaboration. Through international collaboration, schools gain additional resources to realize international school management standard.

ICPs in Indonesian schools constitute an effort to catch up with other countries. Educational institutions need to engage with internationalization to improve their quality and prepare graduates with global competitiveness.

Achieving such a quality would be difficult when they only utilize limited internal resources. Therefore, it is necessary for them to collaborate with various related parties. Collaboration is now a necessity for every institution to achieve their goals. Educational collaboration is proven to be able to improve student's academic competence, and participation in learning, increase innovation, and learning motivation, in addition to forming a collaborative learning climate (Nurdiana Ratna, Muhammad Nur Effendi Kori Puspita Ningsih, 2023), collaboration in education can improve intercultural understanding (de Hei et al., 2020). Collaboration is also highly effective for improving teacher and student competencies (Appiah-Kubi & Annan, 2020). Collaboration among educational

institutions may encourage the exchange of knowledge, allows educators to share pedagogical experiences, and adjust the curriculum development to the latest issues that need to be addressed (Nurdiana Ratna, Muhammad Nur Effendi Kori Puspita Ningsih, 2023).

The literature defines international school or ICP as an educational institution or educational organization that is oriented toward global perspectives and subjects. It is characterized by multinational students or staff, multilingual teaching, international curricula such as International Baccalaureate (IB), and international accreditation standards such as Application-Specific-Integrated-Circuits (ASIC) (Nagrath, 2022).

The design and development of the ICP curriculum must be carried out in a comprehensive, organized, and collaborative process with various stakeholders, including internal elements, parents, the school community, and the wider community (Peter Mortimore, Pamela Sammons, Louise Stoll, 1988; Sari Famularsih, Agus Nuryatin, Eko Handoyo, 2022). Curriculum development that is carried out collaboratively will generate full support from stakeholders so that the learning process becomes effective and efficient, suits students' needs, improve student participation while widening school cooperation network (Hartono et al., 2022). Collaborative curriculum development can also be done by integrating the school environment, family, community, and religious aspects (Dwi Noviatul Zahra, 2020).

There are two approaches to school curriculum planning and development: the administrative approach and the bottom-up approach

(Elbay, 2020). The former is carried out by implementing the curriculum by government instructions, while the bottom-up approach is carried out by accommodating various wishes and ideals of stakeholders and then organizing and formulating them in the form of a learning curriculum. ICP managers mostly use the bottom-up approach which provides flexibility in elaborating and integrating various curriculum models.

The successful implementation of the new curriculum in schools requires teachers who are competent in pedagogical, professional, social, and personal aspects. They should be able to develop lesson plans, and teaching modules, develop technology-based learning media, and develop learning that can increase student creativity and innovation.

Efforts that can be made include conducting socialization and technical guidance on curriculum implementation (Nurchayono, 2023). Strengthening teacher competence can be done by collaborating with other institutions in training and mentoring innovative learning and information technology so that teachers can present varied learning based on information technology (Hopkins, 2007; Lestari, 2023), mentoring can also be done by senior teachers to junior teachers (Sukatiman et al., 2020), internal coaching, training, seminars, internships, workshops, foreign language training, further studies, comparative studies, research, scientific publications, and ice-breaking training (Ishaq, 2020).

Meanwhile, strengthening student competencies can be done with the cooperation of various elements of society in assisting learning, including parents. (Ray, 2010; Yulliyanti, 2021), student exchanges can

improve competencies, and soft skills, and fulfill student needs (Ecca et al., 2022), improving the quality of learning processes and outcomes, religious tolerance, accepting differences, communication, and cooperation skills (Anggraini et al., 2022).

Some research on collaboration in ICP, the first collaboration in improving 21st-century skills through quantum teaching type cooperative learning, show that the quantum teaching cooperative learning model is effective in improving students' thinking skills. (Nahar et al., 2022). Second, international school collaboration research in developing intercultural competence can improve intercultural competence in the form of cross-cultural understanding and verbal interaction between groups (de Hei et al., 2020). Third, teacher collaboration research on ICP on the impact of using the Google Classroom Environment Inventory and Evaluation Survey platform found that students easily access online resources, can communicate electronically with other students, are independent, choose flexible learning time, enjoy learning, are not boring, and achieve satisfactory learning outcomes (Gupta, A., Pathania, 2021). Fourth, research on Collaborative Online International Learning (COIL) ICP classes by providing experiences in diverse environments both inside and outside the classroom and bringing in international resources found that the approach was highly effective in improving the ICP students' cross-cultural competence skills and resulted in better performance (Appiah-Kubi & Annan, 2020). Research on ICP collaboration in curriculum development and strengthening teacher and student competencies as a whole has not

been found. This study focuses on the areas of curriculum development, and strengthening teacher and student competencies as a whole. These three areas are considered very important in the effort to realize good and quality education to produce graduates who are globally competitive. This study aims to describe school collaboration in ICP curriculum development, and strengthening teacher and student competencies at SD Muhammadiyah Plus Salatiga.

Introduction is to introduce the reader to the research topic, the research context, the problem and the purpose of research, the studies on related theories, the review of previous research, etc. Thus the introduction should not be described at length especially with contents unfocused or irrelevant to the research topic. Introduction is expected to be presented maximally in one third of the total body of articles.

## **METHODS**

This research used a naturalistic qualitative approach that describes in depth the existing situation without giving treatment to the subject. This research was conducted at SD Muhammadiyah Plus Salatiga, Central Java. The research data were collected through in-depth interviews, observations, and document studies.

Data collection instruments were developed regarding the main research issues, namely curriculum development, and strengthening student and teacher competencies at ICP. The data collection instruments included interviews, observation, and document study guidelines. The interview

guideline contains many research questions that reveal in detail the subject matter of the research, the observation guideline contains a reference for observing ICP activities, while the document study guideline contains a reference for searching documents related to the implementation of ICP cooperation with other institutions. The instrument drafts were validated by experts in the field of research and education management. Instruments were used after making the necessary improvements.

Structured in-depth interviews were conducted with the Head of SD Muhammadiyah Plus Salatiga, the Deputy Head of Curriculum, Student Affairs, parents, the Head of ICP management, and collaborators. \_ Non-participant observations were made of learning activities in ICP classes, English camps, online learning, outing class activities, and English courses. \_ Document study was conducted on ICP cooperation documents, namely the MoU of SD Plus Muhammadiyah Salatiga with partner institutions, ICP curriculum documents, lesson plans, teacher handbooks, photos of ICP teacher FGDs with Garlint, T2EDI, photos of student activities with Mountain view school, photos of FGD activities with SD Birrul Walidain. The research data collection was stopped after reaching the saturation point, the information was considered no longer developed.

Data validity checking was carried out through triangulation of techniques and sources during the process and after the research was carried out. Technique triangulation was done by comparing interview data to observations and document studies while source triangulation was done by comparing interview results between respondents with one another.

Data analysis was carried out by following the interactive flow developed by Miles and Huberman, namely data collection, data reduction, data display, and conclusion drawing. The process of collecting data through interviews, observations, and document studies was carried out simultaneously. The data sorting process was carried out since the data collection was carried out until it was completed. After sorting the data, the data were presented and analyzed by the sequence of the focus of the problem, so that the narrative flow is coherent and logical. Conclusions were drawn after data presentation and data analysis.

## DISCUSSION

The ICP program at SD Muhammadiyah Plus Salatiga began in early 2023. **The ICP participants were fifty students, twenty students from first class and thirty students from second class.** All participants have their parents' approval to join the program.

There are ten ICP teachers, six English teachers, and four classroom teachers. The ICP is managed by school principal, assisted by the deputy head of curriculum and one person in charge.

ICP activities are implemented through classical learning and enrichment outside the classroom such as outdoor learning, outbound, English camp, smart TV, and online learning. ICP subjects consist of Mathematics, Science, and English which are taught in English. The ICP



learning curriculum of SD Muhammadiyah Plus Salatiga City uses Cambridge standards and the 2013 Curriculum (W-P, 15/1/2024).

To support the management of the ICP, SD Muhammadiyah Plus Salatiga established partnerships with various parties, namely SD Muhammadiyah Birrul Walidain Sragen, Teacher Training and Education Development Institute (T2EDI) Malang, Mountainview Christian School Salatiga, Garlint Pare Kediri, Attadale Primary School Perth Australia, parents, teachers, and Azhar volunteers from India.

Table 1. Forms of ICP cooperation at SD Muhammadiyah Plus Salatiga in strengthening teacher and student competencies

| Collaborator   | Forms of cooperation  |
|--|---|
| SD Birrul Walidain, Sragen   | ICP management sharing, assistance in preparing curriculum documents, teacher and student training  |
| Teacher Training and Education Development Institute (T2EDI), Malang | Procurement of Cambridge standard textbooks, preparation of worksheets, deepening of teaching materials, development of learning strategies, and learning evaluation                      |
| Mountainview Christian School, Salatiga                              | Visiting teachers, visiting students, and online activities   |
| Garlint, Kediri  | Training, English Camp, ICP management seminars, learning workshops, curriculum development assistance, development of English learning strategies for children, and companion textbooks. |
| Attadale Primary School, Perth Australia                             | Online learning, teacher exchange for English and Indonesian subjects   |
| Parent   | Accompany children at home, for their daily activities and completion of assignments  |
| Teacher  | Assistance in school activities, such as prayer congregation, English camp, outbound, and outdoor learning  |

|                          |  |
|--------------------------|--|
| Volunteer (Azhar, India) | English tutorial, cross-cultural sharing, and motivational reinforcement |
|--------------------------|--|

### Curriculum Development

The curriculum was developed by integrating the 2013 Curriculum with the Cambridge curriculum in the subjects of Mathematics, Science, and English. The integration is done through mapping the existing thematic learning objective indicators with the Cambridge curriculum. If there is a mismatch between the learning objective indicators in the 2013 Curriculum and the Cambridge Curriculum, the teacher must add indicators so that both standards are achieved. The curriculum integration was carried out by the ICP manager of SD Muhammadiyah Plus Salatiga, the teachers, accompanied by the Teacher Training and Education Development Institute (T2EDI) and SD Birrul Walidain Sragen (K-P, 15/01/2024).

**Table 2. Example of adjusting indicators in Curriculum 2013 and Cambridge standards**

| Curriculum 2013 |                      | Cambridge   |  | Description  |
|-----------------|----------------------|---|--|--|
| Theme           | Sub Theme            | Indicator   | Indicator  |  |
| myself          | Me and my new friend | 1.5 State the number of members of a set of objects with the correct number (1 to 10) *(given after | 1Nc.01 Count objects from 0 to 20 recognize, conservation of number and one- | Indicator content is covered in the learning objective |

|        |         |  |        |  |
|--------|---------|--|--------|--|
|        |         | recognizing the to-one number symbol) correspondence   |        |  |
|        |         | 4.1.5 Classify objects according to the given number (1 to 10)   | 1Ni.01 | Recite, read, and write names and whole numbers (from 0 to 20)   |
|        |         | 3.21 Read number names 1 to 10   |        |  |
|        |         | 4.2.1 Write number symbols 1 to 10 completely  |        |  |
| myself | My body | 3.1.5 Express the number of limbs of a set of objects with the right number (1 to 10) *(given after recognizing the number symbol) | 1Nc.01 | Count Indicator content is covered in the learning objective There is a learning objective about the number that is not in the indicator |
|        |         | 4.1.5 Classify objects according to the given numbers (1 to 10)  | Ini.01 | Recite, read, and write number names and whole numbers (from 0 to 20)  |
|        |         | 3.2.1 Identify number symbols 1 to 10  |        |  |
|        |         | 4.2.1 Write numbers (1 to 10) according to the number of   | 1Nc.02 | Recognise the number of objects presented in familiar  |

---

members of a given set of objects      patterns up to 10, without counting  
 1Np.01  
 Understand that zero represents none of something

---

**Source:** ICP Curriculum Document of SD Muhammadiyah Plus Salatiga

For learning guidance, ICP teachers also prepare lesson plans weekly, integrating the Cambridge curriculum with the learning themes that already exist in Curriculum 2013.

**Table 3. Example of the weekly lesson plan in ICP SD Muhammadiyah Plus Salatiga**

|   | Subject matter           | Theme   |
|---|--------------------------|---|
| Grade 1<br>Weekly planner<br>2 - 5 January 2024 | Islamic religion         | Purify  |
|   | Javanese language        | Fairy tale-making montage   |
|   | English                  | Preposition   |
|   | Mathematics              | Even and odd number   |
|   | Read and write Quranic   | Recognize the fat attain harakat  |
|   | Pancasila                | Recognize the identity of self and friends                                |
|   | Indonesian language      | Speaking politely at school, recognize daily activities                   |
|   | Arabic language          | Transportation tools  |
|   | Science.                 | Identify living things and things that have never been alive              |
|   | Art, culture, and skills | Two and three-dimensional works<br>Making a three-dimensional croquet box |

**Source:** ICP document of SD Muhammadiyah Plus Salatiga

Teachers were assisted by L2EDI in preparing learning worksheets on the ICP. These worksheets are developed by teachers based

on Cambridge standards to the achievement of international competency standards. Worksheets are made for English, Science, and Mathematics. Worksheets are upgraded by subject teachers through scientific developments. In the worksheet, there are student names, classes, subject matter, learning materials, and assignments.

### **Strengthening Teacher and Student Competencies**

The collaboration of the ICP is directed at strengthening teachers' pedagogical and professional competence, and students' learning motivation. According to S as the principal and W as the ICP manager (15/01/2024), ICP collaboration activities with partner institutions can improve teachers' skills and increase their confidence, better understanding of ICP classes, development of learning methods, and mastery of Cambridge standard materials. Learners experience increased motivation and ability in English.

Strengthening teachers' pedagogical and professional competencies is carried out through T2EDI assistance, visiting teacher or teacher exchange with Mountainview Christian School and Attadale Primary School, learning training from Garlint, and teacher exchange with Attadale Primary School Perth. Strengthening student motivation and competence is carried out through English camp by Garlint, exchange student with Mountainview Christian school, zoom learning with Attadale primary school, exchange student with SD Birrul Walidain, and English tutorial by Azhar volunteer India (S-KS, W-P, S-P, R-G, M-G, T-G, 15/01-2024).

Problems in ICP management are teachers who teach science and math subjects feel less confident in teaching because they feel their English skills are still lacking. Parents of ICP participants cannot fully supervise their children's activities at home because they are busy working and do not have sufficient academic skills. The ICP manager has difficulty in dividing time and work to take care of regular classes and ICP. The manager is just learning to understand the ICP technical guidelines, there are no other primary schools in Salatiga City that offer ICP. Issues related to the curriculum are the lack of synchronization between the learning objectives in the Cambridge book, so teachers need to review and make adjustments (S-KS, W-P).

The ICP manager's effort to overcome this problem is to conduct team teaching, this aims to strengthen learning and cover the shortcomings of one teacher to another, especially in the mastery of English. All ICP teachers are also required to improve their English language skills autodidactically and by attending English language improvement programs. Teachers and ICP managers are advised to always participate in activities with collaborative partners offline and online related to ICP management and strengthening teacher and student competencies (S-KS, W-P, 16/01/2024).

The principal of SD Muhammadiyah Plus Salatiga asks parents to assist their children's activities at home. Parents are asked to make a schedule of their ICP students' daily activities from morning to night (S-KS, W-P, 16/01/2024).

**Table 4. A proposed daily activity schedule for ICP students of SD Muhammadiyah Plus Salatiga to parents**

| No | Time          | Activity                          |
|----|---------------|-----------------------------------|
| 1  | 04.30 - 05.00 | Wake up early, pray Fajr          |
| 2  | 05.00 - 06.00 | Read holy Qur'an, morning study   |
| 3  | 06.00 - 07.00 | Preparation, leaving for school   |
| 4  | 07.00 - 13.00 | Learning at school                |
| 5  | 14.00 - 16.00 | Lunch break                       |
| 6  | 16.00 - 17.30 | Socialite, sport, play            |
| 7  | 17.30 - 19.30 | Pray Maghrib, read the holy Quran |
| 8  | 19.30 - 21.00 | Evening study assistance          |
| 9  | 21.00 - 04.30 | Rest                              |

**Source:** Principal's Document of SD Muhammadiyah Plus Salatiga

To solve the problems in the management of the ICP at SD Muhammadiyah Salatiga, the principal, and the managers hold a meeting every Saturday, the managers can convey the problems encountered, convey solutions, and convey the activity program (S-KS, 16/01/2024).

SD Muhammadiyah Plus Salatiga collaborates with SD Birrul Walidain Sragen, Teacher Training and Education Development Institute (T2EDI) Malang, Mountainview Christian School Salatiga, Garlint Pare Kediri, Attadale Primary School Perth Australia, parents, teachers, and Azhar volunteers from India. The collaboration aims to realize good ICP management and maximum output. Several studies have shown that, collaboration with institutions, groups, and individuals is needed to realize

good management of educational institutions Schools can solve many problems given the limited resources available in schools. Collaboration in education is very beneficial for students, teachers, and school management (Sergiovanni, 1994; Vangrieken et al., 2015).

**Table 5. Scope of ICP cooperation at SD Muhammadiyah Salatiga**

| Scope              | Form of activity   | Collaborator   |
|--------------------|--|--|
| Curriculum         | ICP management sharing   | SD Birrul Walidain<br>T2EDI                              |
|                    | Assistance in preparing curriculum documents                         | SD Birrul Walidain<br>T2EDI                              |
| Teacher competence | ICP management sharing   | SD Birrul Walidain<br>T2EDI                              |
|                    | English language training for teachers                               | Garlint  |
|                    | Procurement of Cambridge standard textbooks                          | T2EDI  |
|                    | Preparation of worksheets  | T2EDI  |
|                    | Deepening of teaching material                                       | T2EDI  |
|                    | Learning strategy development and evaluation                         | T2EDI<br>Garlint<br>Attadale, Perth<br>Mountainview Ch.S |
|                    | Preparation of companion textbooks                                   | T2EDI  |
| Student competence | English language training for students<br>motivational reinforcement | Garlint<br>Azhar, India                                  |
|                    | Procurement of Cambridge standard textbooks                          | T2EDI  |
|                    | English Camp   | Garlint  |
|                    | Learning assistance  | Parent   |
|                    | School activity assistance   | Teacher  |

The scope of school collaboration can be carried out starting from teacher selection, assisting student practicum in the laboratory, strengthening teachers' pedagogical and professional competencies,



handling children with special needs, literacy of general knowledge of teachers and students (Karen M. Potter, Mary L. Fahrenbruck, Cecilia M. Hernandez & Teresa C. Valenzuela, 2020; McDermott, 2008). Collaborative in the ICP at SD Muhammadiyah Plus Salatiga has not yet entered the scope of teacher selection because it can still be resolved at the school level, for children with special needs. After all, there are no students with special needs in the ICP.

There are advantages of school collaboration, namely, schools can exceed the target of student learning outcomes, encourage more learning productivity, and improve student memory. The disadvantages of school collaboration are the possibility of decreased motivation and productivity if the contribution between schools and other parties is not balanced (Andrews & Rapp, 2015).

In the ICP program at SD Muhammadiyah Plus Salatiga, collaboration was able to improve teachers' pedagogical and professional competencies, students experienced improvements in English language skills and learning motivation. However, these achievements have not been able to exceed the targets set because the ICP program at SD Muhammadiyah Plus Salatiga is still in its second year.

The curriculum used in the ICP at SD Muhammadiyah Salatiga is an integrated curriculum between the 2013 curriculum and the international curriculum, This curriculum integration is intended to make the learning and output standards relevant to international standards. In the Decree of the Minister of Education and Culture of the Republic of

Indonesia Number 719/19/P/2020, it is stated that schools can use a curriculum according to the learning needs of students, but still refer to the national curriculum. For schools that have an ICP, in Permendikbud No.31/2014 Chapter II Article 11 states that the international school curriculum is prepared and developed regarding the national curriculum which is enriched with the curriculum of other countries that have superior.

The integrative curriculum development model is carried out by ICP so that students have international standard competencies and noble character (Khotimah & Dodi, 2022). An international curriculum that is widely used in Indonesia is the Cambridge curriculum which is implemented in 10,000 schools in 160 countries (Dentatama, 2023; Sundari, 2021). The implementation of the Cambridge curriculum aims to produce graduates with international standards in Mathematics, Natural Sciences, and English.

The implementation of the integration of the 2013 curriculum and the Cambridge curriculum in several international schools has shown good results and has even become a role model. The advantages of the Cambridge curriculum are that it can improve students' cognitive, affective, and psychomotor (Mutmainnah et al., 2023), the competence of students' thinking power is higher, forming character, courage, and discipline; while the weakness is that many students are less able of English language skills (Anindya & Pamungkas, 2023; Fitria, Serifah Dini, Gatot Sujono, 2021). This situation is also found at ICP SD Muhammadiyah Salatiga. The

students in the ICP class of SD Muhammadiyah Salatiga have better attitudes and skills than the students in the regular class.

The implementation of the integrative curriculum in the ICP of SD Muhammadiyah Salatiga through collaboration with partners has improved teachers' academic performance and attitudes. Teachers in the ICP are more confident, creative, and knowledgeable. Teachers' skills in teaching and using information technology have improved. This is in line with the results of research by Elfrida, that the implementation of a foreign curriculum has a positive effect on teacher performance, motivation, and performance in schools (Elfrida, 2020).

The development of an integrative curriculum involves all stakeholders, internal and external. This stakeholder involvement is intended to ensure that the curriculum is to the needs of stakeholders in the planning, implementation, and evaluation of ICP (Sari Famularsih, Agus Nuryatin, Eko Handoyo, 2022).

Curriculum integration is organized by considering the situation of students, the potential of the school, the goals of the school, the situation of teachers, the relationship between teachers, the forum of subject teachers, and the role of the principal (Subarkah et al., 2020; Zamroni & Haryanto, 2020). Stakeholder involvement in curriculum implementation includes developing learning objectives, providing teaching materials, developing learning strategies, and evaluating learning. Stakeholder involvement in curriculum evaluation includes reviewing learning objectives, and learning materials, measuring the school goals, identifying the problems, and

reorganizing curriculum to local and global demands. All these processes were carried out in the ICP at SD Muhammadiyah Salatiga through the assistance of T2EDI, SD Birrul Walidain, and Garlint and the results were quite effective. Mentoring activities are one of the effective ways to implement the new curriculum in schools (Epstein, 2009; Wijayati., 2023).

Implementation of the integrative curriculum is carried out through several stages, namely integrative curriculum planning meetings, ensuring collaboration institutions, aligning the national curriculum with the international curriculum, providing teacher training and assistance, arranging supporting infrastructure and setting learning schedules (Dentatama, 2023). All of these stages were carried out by SD Muhammadiyah Plus Salatiga in the ICP through assistance from T2EDI, SD Birrul Walidain, and Garlint.

Efforts to improve teachers' pedagogical and professional competencies in ICP at Muhammadiyah primary schools in Salatiga are carried out through school collaboration with T2EDI, SD Birrul Walidain, Attadale Primary School, Mountainview Christian School, and Garlint. Collaborations between schools and partners can improve teacher competencies, professional and pedagogical, teacher teaching performance in the classroom, both personal exemplary, school management, as well as in educational services at school (Hauberer, 2010; Muckenthaler et al., 2020; Situmorang et al., 2018).

Collaboration to improve teachers' pedagogical and professional competencies through teacher exchange can add new knowledge for

teachers, improve teaching skills, increase self-confidence, and teachers increase their network. (Bern, 2004; Diem et al., 2023), online academic collaboration can also improve teachers' knowledge and English language skills (Kiesler et al., 2021). Strengthening student competencies in ICP at SD Muhammadiyah Plus Salatiga is done through student exchange with Attadale Primary School, and Mountainview Christian School, which can improve English language skills, increase students' self-confidence, (Suryanto et al., 2022), understand the culture of other regions, improve digital skills (de Hei et al., 2020; O'Dowd, 2021), gain in-depth insight into global perspectives (Priyanto & Andrianto, 2022), and students have international experience (MARCINIAK & WINNICKI, 2019).

Improving teacher competence in the era of revolution 4.0 can be done by improving the teacher recruitment system, optimizing teacher professional development programs on an ongoing basis, lesson studies, and literacy (Goodlad, 1984; Indira et al., 2020). The improvement of teacher competence in ICP at SD Muhammadiyah Plus Salatiga is done sustainably through literacy in the form of assistance in operating information technology for teachers and employees by information technology teachers. The improvement program through the recruitment system is not conducted because the recruitment of teachers at SD Muhammadiyah Plus Salatiga is done by the Foundation.

**Table 6. Collaboration of SD Muhammadiyah Plus Salatiga in Strengthening Teacher Competencies**

| Collaborator | Type of reinforcement |              | Form of activity |
|--------------|-----------------------|--------------|------------------|
|              | Pedagogics            | Professional |                  |
|              |                       |              |                  |

|                               |   |   |  |
|-------------------------------|---|---|--|
| T2EDI                         |   | √ | Procurement of Cambridge standard textbooks  |
|                               | √ |   | Preparation of worksheets,   |
|                               | √ | √ | Deepening of teaching materials, development of learning strategies and evaluation |
| Garlint                       |   | √ | Companion textbook development   |
|                               |   | √ | Training, English Camp,  |
|                               | √ |   | Innovative learning workshop   |
|                               | √ |   | Curriculum development assistance  |
|                               | √ |   | Development of English learning strategies for children                            |
| Mountainview Christian School | √ | √ | Teacher exchange (offline)   |
| Attadale Primary School       | √ | √ | Teacher exchange (online)  |

It was found that some schools that have ICPs still experience difficulties in learning foreign languages (Chien, 2023). The teachers who teach science and mathematics subjects cannot speak and write in English, and English teachers cannot teach science and math materials.

The efforts made by SD Muhammadiyah Plus Salatiga in overcoming this problem by encouraging teachers to learn English independently, this method is effective and efficient. The involvement of Math and Science teachers in ICP slowly improves their English language skills, and confidence (Baa, 2018). To overcome the division of learning time, schools need to reschedule activities so that the use of time and other resources can be done effectively. Regular weekly meetings are effective in solving problems.

## CONCLUSION

The curriculum used in the International Class Program (ICP) at SD Muhammadiyah Plus Salatiga City is an integration between the 2013 curriculum and the Cambridge curriculum developed by involving internal and external collaborators. The development of the integrative curriculum is done by adjusting the learning objectives, learning material structure, learning methods, and learning evaluation. The results of this research strengthen the study conducted by Mutmainnah (2023) on the effectiveness of the implementation of the Cambridge integrative curriculum.

SD Muhammadiyah Plus Salatiga City collaborates with other parties to strengthen teacher and student competencies. The strengthening of teacher competence is done mainly in the pedagogical and professional fields through material deepening assistance, learning strategy training, and teacher exchange; while strengthening student competence in cognitive, affective, and psychomotor aspects through English camp, strengthening motivation, mentoring activities at home and school, student exchange, and procurement of Cambridge standard textbooks.

The results of this study contribute to ICP schools to strengthen and expand collaboration with other institutions. The novelty of the findings in this study is the strengthening of teacher competence through teacher exchange and student exchange with Attadale Primary School and Mountainview Christian School, which has not been found in previous studies. Further research can be conducted to examine the collaboration of

ICP organizers with other institutions in the fields of education financing, funding, and finance.

## REFERENCES

- Andrews, J. J., & Rapp, D. N. (2015). Benefits, costs, and challenges of collaboration for learning and memory. *Translational Issues in Psychological Science*, 1(2), 182–191. <https://doi.org/10.1037/tps0000025>
- Anggraini, S., Palupi, A., Hadi, K., & Arsyad, A. T. (2022). Analisis Dampak Program Pertukaran Pelajar 2013 Belajar Kampus 2013 Terhadap Mahasiswa Internal. *Jurnal Al Azhar Indonesia Seri Ilmu Sosial*, 3(2), 62. <https://doi.org/10.36722/jaiss.v3i2.1025>
- Anindya, R., & Pamungkas, H. P. (2023). Analysis of Cambridge Curriculum Implementation in Character Education Aspects in Economic Learning (Case Study at Singapore Intercultural School Semarang). *International Journal of Emerging Research and Review*, 1(2), 000012. <https://doi.org/10.56707/ijoerar.v1i2.12>
- Appiah-Kubi, P., & Annan, E. (2020). A Review of a Collaborative Online International Learning. *International Journal of Engineering Pedagogy (iJEP)*, 10(1), 109. <https://doi.org/10.3991/ijep.v10i1.11678>
- Baa, S. (2018). Lecturer Perceptions toward the Teaching of Mathematics using English as a Medium of Instruction at the International Class Program (ICP) of the Mathematics Department of the State University of Makassar. *Journal of Physics: Conference Series*, 1028,



012131. <https://doi.org/10.1088/1742-6596/1028/1/012131>
- Bern, R. M. (2004). *Child, Family, School, Community*. Belmont: Thomson Learning, Inc
- Chien, C.-W. (2023). Three Taiwanese elementary school English teachers' pedagogical and collaborative practice of glocalization in CLIL lessons. *Pedagogies: An International Journal*, 1-19. <https://doi.org/10.1080/1554480X.2023.2286656>
- de Hei, M., Tabacaru, C., Sjoer, E., Rippe, R., & Walenkamp, J. (2020). Developing Intercultural Competence Through Collaborative Learning in International Higher Education. *Journal of Studies in International Education*, 24(2), 190-211. <https://doi.org/10.1177/1028315319826226>
- Dentatama, P. O. C. S. (2023). Strategi Kepala Sekolah Dalam Pengelolaan Kurikulum Integratif pada International Class Program (ICP) di SD Labschool Unesa 1 Surabaya. *EDU LEARNING Journal of education and learning*, 2(1), 14-26. <https://internationalinstituteofresearch.org/journal/index.php/EL/article/view/29>
- Diem, H. T. T., Thinh, M. P., & Mung, T. T. (2023). An Investigation into the Benefits and Challenges of International Student Exchange Programs: Perspectives from Student Teachers. *International Journal of Learning, Teaching and Educational Research*, 22(7), 258-280. <https://doi.org/10.26803/ijlter.22.7.14>
- Dwi Noviatul Zahra. (2020). Pengembangan Kurikulum Pendidikan

- Agama Islam di SMA IT Abu Bakar Yogyakarta. *At Tajdid*, 4(1).  
<https://ojs.ummetro.ac.id/index.php/attajdid/article/view/1214>
- Ecce, S., Mustanir, A., Ahmad, J., Ramlan, P., Adri, K., Mardhatillah, M., & Sulaiman, Z. (2022). Peran Program Pertukaran Pelajar MBKM dalam Pengembangan Kompetensi Lulusan. *SAP (Susunan Artikel Pendidikan)*, 6(3). <https://doi.org/10.30998/sap.v6i3.11713>
- Elbay, S. (2020). A Foundational Perspective for Spatial Thinking concerning Social Studies Curriculum and Middle-School Textbooks in Turkey. *Review of International Geographical Education Online*. <https://doi.org/10.33403/rigeo.616984>
- Elfrida, D. (2020). Pengaruh Kompetensi Guru dan Implementasi Kurikulum Asing Terhadap Kinerja Guru di Sekolah Internasional Jakarta Utara. *TADBIR Studi Manajemen Pendidikan*, 4(1), 53–66. <http://journal.iaincurup.ac.id/index.php/JSMPI>
- Epstein, J. L. (2009). *School, Family, and Community Partnership*. California: A SAGE Company
- Fitria, Serifah Dini, Gatot Sujono, M. R. (2021). IMPLEMENTASI KURIKULUM CAMBRIDGE DI SDI KREATIF MUTIARA ANAK SHOLEH SUKODONO SIDOARJO. *IRSYADUNA: Jurnal*, 1(2), 188–198.  
<https://doi.org/10.54437/irsyaduna.v1i2.300>
- Goodlad, J. I. (1984). *A Place called school*.
- Gupta, A., Pathania, P. (2021). To study the impact of Google Classroom as a platform of learning and collaboration at the teacher

education level. *Educ Inf Technol*, 26, 843–857.

<https://doi.org/0.1007/s10639-020-10294-1>

Hartono, H., Indra Putri, R. I., Inderawati, R., & Ariska, M. (2022). The Strategy of Science Learning in Curriculum 2013 to Increase the Value of Science's Program for International Student Assessment (PISA). *Jurnal Penelitian Pendidikan IPA*, 8(1), 79–85.

<https://doi.org/10.29303/jppipa.v8i1.1185>

Hauberer, J. (2010). *Social Capital Theory*. heidelberg: Springer Fachmedien

Hopkins, D. (2007). *Every school is a great school: Realizing the potential of system leadership*.

Indira, E. W. M., Hermanto, A., & Pramono, S. E. (2020). Improvement of Teacher Competence in the Industrial Revolution Era 4.0.

*Proceedings of the International Conference on Science and Education and Technology (ISET 2019)*.

<https://doi.org/10.2991/assehr.k.200620.068>

Ishaq, M. (2020). Development of Teacher Competence And The Role of School Chairman Leadership Towards Islamic Education Teachers At Athirah Islamic High School In South Sulawesi. *International Journal of Social Sciences*, 86(1), 23–37.

Karen M. Potter, Mary L. Fahrenbruck, Cecilia M. Hernandez, B. A., & Teresa C. Valenzuela, and L. L. (2020). Strengthening Collaborative Relationships in Teacher Education. *International Journal of Collaborative-Dialogic Practices*, 10(1), 1–15.

[https://www.researchgate.net/profile/Leanna-Lucero/publication/346955538\\_Strengthening\\_Collaborative\\_Relationships\\_in\\_Teacher\\_Education/links/5fd3bf82299bf1408800b59b/Strengthening-Collaborative-Relationships-in-Teacher-Education.pdf](https://www.researchgate.net/profile/Leanna-Lucero/publication/346955538_Strengthening_Collaborative_Relationships_in_Teacher_Education/links/5fd3bf82299bf1408800b59b/Strengthening-Collaborative-Relationships-in-Teacher-Education.pdf)

Khotimah, A.K. & Dodi, L. (2022). Manajemen Integrasi Kurikulum Madrasah Dan Pesantren Di MTs Hidayatus Sholihin Kediri. *Al Makrifat*, 7(1). Retrieved from <https://ejournal.kopertais4.or.id/tapalkuda/index.php/makrifat/article/view/4613>

Kiesler, N., Dresing, K., Faber, S., Lizarazo, L., Nierste, W., & Volz, J. (2021). International Virtual Academic Collaboration Amid Pandemic Conditions - *An Evaluation Of The Virtual International Programme At Justus Liebig University Giessen*. 2125–2132. <https://doi.org/10.21125/edulearn.2021.0480>

Lestari, D. I. K. (2023). IMPLEMENTASI MODEL PEMBELAJARAN INOVATIF UNTUK MENINGKATKAN KOMPETENSI PROFESIONAL GURU DI ERA DIGITAL. *Jurnal Pendidikan Guru*, 4(3). <https://ejournal.uika-bogor.ac.id/index.php/jpg/article/view/14252>

Marciniak, D., & Winnicki, M. (2019). International Student Exchange – Motives, Benefits And Barriers Of Participation. *Scientific Papers of Silesian University of Technology. Organization and Management Series*, 2019(133), 93–105.

<https://doi.org/10.29119/1641-3466.2019.133.8>

McDermott, D. (2008). *Developing Caring Relationships Among Parents, Children, Schools, and Communities*. London: SAGE Publication Ltd

Muckenthaler, M., Tillmann, T., Weiß, S., & Kiel, E. (2020). *Teacher collaboration as a core objective of school development*. *School Effectiveness and School Improvement*, 31(3), 486–504.

<https://doi.org/10.1080/09243453.2020.1747501>

Mutmainnah, I., Yasin, A. F., & Irawan, W. H. (2023). *Implementasi Adopsi Cambridge Curriculum Dalam Meningkatkan Kompetensi Siswa Sd Laboratorium Universitas Negeri Malang*. *Journal of Islamic Education*, 9(1), 14–29. <https://doi.org/10.18860/jie.v9i1.22806>

Nagrath, C. (2022). *What Makes a School International? The International Educator*. <https://www.tieonline.com/article/87/what-makes-a-school-international>

Nahar, S., Suhendri, S., Zailani, Z., & Hardivizon, H. (2022). *Improving Students' Collaboration Thinking Skills Under the Implementation of the Quantum Teaching Model*. *International Journal of Instruction*, 15(3), 451–464. <https://doi.org/10.29333/iji.2022.15325a>

Nurcahyono, N. A. (2023). *Strategi Pengembangan Kompetensi Calon Guru SD terhadap Penerapan Kurikulum 2013*. *Journal of Contemporary Issues in Elementary Education*, 1(1), 1–10.

<https://doi.org/10.33830/jciee.v1i1.5308>

Nurdiana Ratna, Muhammad Nur Effendi Kori Puspita Ningsih, M. I. A. (2023). *Collaborative Partnerships For Digital Education To Improve*

- Students' Learning Achievement At The Institute Of Islamic Religion Of Sultan Muhammad Syafiuddin Sambas, Indonesia. International Journal of Teaching and Learning (INJOTEL), 1(1), 1–15.*  
<https://injotel.org/index.php/12/article/view/1/10>
- O'Dowd, R. (2021). *Virtual exchange: moving forward into the next decade. Computer Assisted Language Learning, 34(3), 209–224.*  
<https://doi.org/10.1080/09588221.2021.1902201>
- Peter Mortimore, Pamela Sammons, Louise Stoll, D. L. and R. E. (1988). *School Matter. somerset: Open Book Publishing Ltd*
- Prasetyono, H., Abdillah, A., Djuhartono, T., Ramdayana, I. P., & Desnaranti, L. (2021). *Improvement of teacher's professional competency in strengthening learning methods to maximize curriculum implementation. International Journal of Evaluation and Research in Education (IJERE), 10(2), 720.*  
<https://doi.org/10.11591/ijere.v10i2.21010>
- Priyanto, Y. A. U., & Andrianto, T. (2022). *Long-term Impacts of Tourism Student Exchange Program. Journal of Tourism Sustainability, 2(1), 11–18.* <https://doi.org/10.35313/jtospolban.v2i1.19>
- Ray, K. B. G. and J. R. (2010). *Home, School, and Community Collaboration. London: SAGE Publication*
- Sari Famularsih, Agus Nuryatin, Eko Handoyo, S. W. F. (2022). *Curriculum Development Management of International Class Program (ICP) in Islamic Higher Education in Indonesia. Eurasian Journal of Educational Research, 158–173.*  
<https://ejer.com.tr/manuscript/index.php/journal/article/view/9>

- Sergiovanni, T. J. (1994). *Building Community in School*.
- Situmorang, M., Gultom, S., Hamid K, A., Panjaitan, A. M., & Ritonga, W. (2018). University-government collaboration model to improve school teacher competence in North Sumatra, Indonesia. *International Journal of Training Research*, 16(3), 249–266. <https://doi.org/10.1080/14480220.2018.1576324>
- Subarkah, A. F., Slamet, S. Y., & Indriayu, M. (2020). Curriculum Management in Education Era 4.0 at International Islamic Elementary School Al-Abidin Surakarta (SDII Al-Abidin). *Proceedings of the 3rd International Conference on Learning Innovation and Quality Education (ICLIQE 2019)*. <https://doi.org/10.2991/assehr.k.200129.072>
- Sukatiman, S., Roemintoyo, R., H, C., Akhyar, M., Sutikno, S., & Suwarno, S. (2020). Kolaborasi Guru-Dosen Dalam Penelitian Tindakan Kelas Untuk Meningkatkan Hasil Belajar Siswa. *SCAFFOLDING: Jurnal Pendidikan Islam dan Multikulturalisme*, 2(02), 82–92. <https://doi.org/10.37680/scaffolding.v2i02.477>
- Sukma, S. A. D. P. Y. (2023). Hasil PISA 2022, Refleksi Mutu Pendidikan Nasional 2023. [https://mediaindonesia.com/opini/638003/hasil-pisa-2022-refleksi-mutu-pendidikan-nasional-2023#:~:text=HASIL penelitian Program for International,%2C dan membaca \(371\)](https://mediaindonesia.com/opini/638003/hasil-pisa-2022-refleksi-mutu-pendidikan-nasional-2023#:~:text=HASIL%20penelitian%20Program%20for%20International,%2C%20dan%20membaca%20(371)).
- Sundari, A. (2021). Manajemen Kegiatan Ekstrakurikuler Dalam Meningkatkan Prestasi Non Akademik Siswa. *Munaddhomah*:

- Jurnal Manajemen Pendidikan Islam, 2(1), 1–8.  
<https://doi.org/10.31538/munaddhomah.v2i1.45>
- Suryanto, S., Ayuza, B. L., & Othman, N. A. (2022). Learning English through International Student Exchange Programs: English Education Department Students' Voices. *Journal of Foreign Language Teaching and Learning*, 7(1), PRESS.  
<https://doi.org/10.18196/ftl.v7i1.13717>
- Vangrieken, K., Dochy, F., Raes, E., & Kyndt, E. (2015). Teacher collaboration: A systematic review. *Educational Research Review*, 15, 17–40. <https://doi.org/10.1016/j.edurev.2015.04.002>
- Wijayati., H. G. W. (2023). Peningkatan Kualitas Pendidikan Indonesia Melalui Penguatan Kurikulum Sekolah Berdaya Saing Global. *Community Development Journal : Jurnal Pengabdian Masyarakat*, 4(2), 3598–3605. <https://doi.org/10.31004/cdj.v4i2.15381>
- Yulliyanti, L. (2021). Peningkatan Kompetensi Belajar Siswa Melalui Strategi Kolaborasi Komunitas dengan Pemanfaatkan Aplikasi Google Meet untuk Pembelajaran Daring yang Interaktif dan Komunikatif. *JIRA: Jurnal Inovasi dan Riset Akademik*, 2(8), 1298–1308. <https://doi.org/10.47387/jira.v2i8.211>
- Zamroni, Y. S., & Haryanto. (2020). School Curriculum Planning in Integrating National and International Curriculum: A Case Study at Kesatuan Bangsa High School Yogyakarta. *Proceedings of the 2nd Yogyakarta International Conference on Educational*



*Management/Administration and Pedagogy (YICEMAP 2019).*

<https://doi.org/10.2991/assehr.k.201221.054>