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Managing Assessment Data and Dual Curriculum Integration in Indonesian Islamic Primary Education: A Case Study from Indonesia

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Abstract

This study aims to analyze the implementation of the dual curriculum policy in educational planning, focusing on assessment data management at Al Azhar Elementary School. This study is motivated by the complexity of assessment data management in a dual curriculum system that integrates the National Curriculum and the Cambridge Curriculum. The study used a qualitative approach with a case study method through in-depth interviews with various educational stakeholders, learning observations based on Cambridge International Standards, and dual curriculum documentation studies. Data were analyzed using thematic analysis techniques with a focus on the planning, implementation, and evaluation aspects of assessment data management. The results show that the dual curriculum assessment data management planning has been well integrated through a structured documentation system and a digital platform that facilitates tracking of student progress. Evaluations are conducted periodically with stakeholder involvement to ensure quality and accountability. However, several challenges were identified, such as the complexity of the assessment system, the need for teacher competency development, and harmonization of assessment standards. This study recommends the development of a more integrated assessment data management system, a teacher capacity building program in assessment literacy, and strengthening collaboration with Cambridge International to optimize the implementation of the dual curriculum.

KATA KUNCI:
Kurrikulum ganda, manajemen data asesmen, kurikulum Cambridge

Abstrak.

Penelitian ini bertujuan untuk menganalisis implementasi kebijakan dual curriculum dalam perencanaan pendidikan yang berfokus pada manajemen data assessment di SD Al Azhar. Studi ini dilatarbelakangi oleh kompleksitas pengelolaan data penilaian dalam sistem kurikulum ganda yang mengintegrasikan Kurikulum Nasional dan Cambridge Curriculum. Penelitian menggunakan pendekatan kualitatif dengan metode studi kasus melalui wawancara mendalam dengan berbagai stakeholder pendidikan, observasi pembelajaran berbasis Cambridge International Standards, dan studi dokumentasi kurikulum ganda. Data dianalisis menggunakan teknik analisis tematik dengan fokus pada aspek perencanaan, implementasi, dan evaluasi manajemen data assessment. Hasil penelitian menunjukkan bahwa perencanaan manajemen data asesment kurikulum ganda telah terintegrasi dengan baik melalui sistem dokumentasi terstruktur dan platform digital yang memudahkan tracking progress siswa. Evaluasi dilakukan secara berkala dengan melibatkan stakeholders untuk menjamin kualitas dan akuntabilitas. Meski demikian, ditemukan beberapa tantangan seperti kompleksitas sistem penilaian, kebutuhan pengembangan kompetensi guru, dan harmonisasi standar penilaian. Penelitian ini merekomendasikan pengembangan sistem manajemen data assessment yang lebih terintegrasi, program peningkatan kapasitas guru dalam assessment literacy, dan penguatan kolaborasi dengan Cambridge International untuk optimalisasi implementasi kurikulum ganda.

INTRODUCTION

The educational landscape in the 21st century has been significantly shaped by the dichotomy between national and international curricula, each serving distinct yet interrelated purposes in preparing students for an increasingly global world ((Drake and Reid 2020). National curricula represent the fundamental educational framework developed by each country to reflect its unique cultural values, historical narratives, linguistic heritage, and socio-economic priorities (Yulianti, Damayanti, and Nulhakim 2022). These curricula are designed to foster national identity, preserve cultural traditions, and address the specific development needs of the nation's workforce (Hakim and Darojat 2023). In contrast, international curricula transcend geographical boundaries and are designed to provide students with globally recognized qualifications, cross-cultural competencies, and standardized learning outcomes that facilitate international mobility and higher education opportunities (Adilah et al. 2023; Mahrus 2021).

The emergence of international curricula such as the International Baccalaureate (IB), Cambridge International Examinations, and various American- or British-based programs has revolutionized educational practices worldwide (Mardalena, Lasman, and Zahra 2022). These curricula emphasize critical thinking, inquiry-based learning, and internationalism, preparing students to navigate complex global challenges while maintaining rigorous and comparable academic standards across countries and education systems (Baccalaureate 2021; Wulandari, Alfiani, and Saputra 2024).

Dual curriculum integration represents an innovative educational approach that systematically combines elements of national and international curricula within a single institutional framework. (Alfianti, Riputri, and Hadiyanti 2024; Baccalaureate 2021). This pedagogical strategy recognizes the complementary strengths of both systems while addressing the limitations inherent in implementing either approach in isolation. (Kreijkes and Greatorex 2024). The dual curriculum model operates on the principle that students can simultaneously develop a national identity and a strong cultural foundation while acquiring internationally recognized competencies and qualifications. (Adilah et al. 2023). Implementing a dual curriculum requires sophisticated institutional management, involving careful alignment of the learning objectives, assessment standards, and pedagogical approaches of both curriculum frameworks. Educational institutions adopting this model must navigate complex challenges including resource allocation, teacher training, scheduling coordination, and maintaining quality assurance across both curriculum streams. (Hakim and Darojat 2023).

The adoption of a dual curriculum system has demonstrated a range of educational benefits that go beyond the traditional single-curriculum approach. Students enrolled in dual curriculum programs typically demonstrate increased cognitive flexibility, demonstrating a superior ability to adapt between different learning methodologies and assessment formats. (Ndari, Suyatno, and Patimah 2024). This adaptability translates into improved problem-solving skills and an increased capacity for creative thinking, as students learn to approach academic challenges from a variety of pedagogical perspectives. (Wianto et al. 2023). Furthermore, dual curriculum integration promotes comprehensive language development, as students frequently engage with instructional materials and assessments in multiple languages, thereby developing advanced multilingual competencies essential for global citizenship. (Khozin, Haris, and Asrori 2021). Exposure to diverse educational philosophies and cultural perspectives embedded within different curriculum frameworks fosters international-mindedness while maintaining an appreciation of local cultural values and traditions. (Ristanti 2025).

Academic outcomes in dual curriculum programs often surpass those of single curriculum institutions, with students achieving higher levels of performance on standardized assessments and demonstrating greater readiness for international higher education opportunities. (Sari, Eriawati, and Gusmaniarti 2020). Comprehensive skill development facilitated by dual curriculum preparation enables graduates to compete effectively in global academic and professional environments while maintaining a strong connection to their cultural heritage. (Camelia and Suryandari 2021).

The international adoption of dual curriculum frameworks has gained significant momentum across a variety of geographic and cultural contexts, with notable implementations spanning both developed and developing countries. (Kreijkes and Greatorex 2024; Tasrif et al. 2020). In Singapore, the integration of national curriculum standards with international programs has positioned the country as a global education hub, attracting international students while maintaining strong national education goals. (Adilah et al. 2023). The Singapore model demonstrates how a dual curriculum can enhance national competitiveness in the global knowledge economy while preserving cultural identity (Indrawati et al. 2024). European Union countries have extensively implemented a dual curriculum approach, especially in international schools and elite educational institutions. Countries such as Germany, France, and the Netherlands have developed sophisticated frameworks that combine national education requirements with internationally recognized programs, facilitating student mobility within the European education system while maintaining national academic standards (Alnoth 2024; Yudikati 2022).

In the Middle East, countries including the United Arab Emirates, Qatar, and Saudi Arabia have made significant investments in implementing dual curricula as part of their national development strategy (Khaeruddin and Hidayat 2020). This initiative reflects a broader effort to diversify the economy and prepare citizens to participate in the global market while preserving Islamic cultural values and Arabic language proficiency (Khaeruddin and Hidayat 2020; Nadia 2021). Latin American countries, particularly Chile, Colombia, and Mexico, have embraced dual curriculum models in both the public and private sectors, recognizing their potential for improving education quality and enhancing international competitiveness (Adilah et al. 2023). This implementation often focuses on a combination of national curriculum requirements with American or International Baccalaureate programs, creating pathways for students to access domestic and international higher education opportunities (Yulianti et al. 2022).

The Indonesian education landscape has witnessed a growing interest in the implementation of dual curricula, particularly in the private Islamic education sector (Asri, Abdi, and Bahrani 2020). Islamic elementary schools across the archipelago have begun integrating the national curriculum standards with an international education framework, creating a unique learning environment that respects Islamic educational traditions while preparing students for global citizenship (Asri et al. 2020). The Indonesian national curriculum, known as the Merdeka Curriculum, emphasizes character development, nationalism, and cultural preservation alongside academic achievement (Kurniati et al. 2022) (Ulum and Sholihah 2020). When combined with elements of an international curriculum, these institutions create a comprehensive educational experience that balances religious instruction, the formation of national identity, and international academic preparation. (Rini et al. 2023). The integration process requires careful consideration of Islamic educational principles, ensuring that elements of the international curriculum align with Islamic values and the Indonesian cultural context (Izzah 2020) (W 2024). Private Islamic schools that implement a dual curriculum face unique challenges related to resource management, teacher qualifications, and

assessment coordination (Widayana 2022). This institution must maintain excellence in Islamic studies and Arabic language instruction while offering internationally recognized academic programs in subjects such as mathematics, science, and English language arts (Linnaja 2024). The complexity of managing various assessment systems, maintaining quality standards across different curriculum frameworks, and ensuring seamless integration of learning outcomes presents significant institutional challenges (Mansur 2021) (Pratikno, Mardiyana, and Sumantri 2023).

Although the implementation of dual curricula has been studied in various international contexts, there is limited research focusing on assessment data management in Islamic private schools in developing countries. This study addresses this gap by identifying several significant research gaps in the current academic literature. First, there is a lack of empirical research exploring how Islamic private schools in Indonesia manage the complexities of assessment data from dual curriculum systems, particularly in integrating national assessment standards with international assessment frameworks. Second, there is an insufficient understanding of the technical and administrative challenges faced by teachers and administrators in collecting, analyzing, and reporting assessment data from both curriculum systems simultaneously. Third, there is a gap in research on how private Islamic schools maintain the quality of Islamic education while meeting international academic standards, particularly in terms of assessment and measurement of learning achievement. Fourth, there is a lack of studies analyzing the effectiveness of assessment data management strategies in supporting pedagogical and administrative decision-making in Islamic educational settings that implement a dual curriculum.

Based on the novelty and contributions identified, this study aims to achieve several interrelated strategic objectives. The main objective of this research is to comprehensively analyze the assessment data management practices in private Islamic elementary schools in Indonesia that implement dual curricula, with a focus on identifying challenges, strategies, and outcomes of the implementation of an integrated assessment system. Specifically, this study aims to: (1) identify and analyze the assessment data management models applied by private Islamic elementary schools in integrating national and international curricula; (2) evaluate the effectiveness of assessment data management strategies in supporting the quality of learning and academic achievement of students in a dual curriculum environment; (3) exploring the technical, administrative, and pedagogical challenges faced by teachers and administrators in managing assessment data from different curriculum systems; (4) developing best practice recommendations for optimizing assessment data management in the context of Islamic education implementing a dual curriculum; and (5) formulating a theoretical and practical framework that can be adapted by other Islamic educational institutions to improve the effectiveness of assessment data management in the implementation of a dual curriculum.

This study offers several significant innovations in the field of educational management and the implementation of dual curricula. First, this study is a pioneering investigation that comprehensively analyzes the assessment data management system in the specific context of private Islamic elementary schools in Indonesia that implement a dual curriculum, providing a unique perspective on integrating Islamic values with international education standards. Second, this research develops a new theoretical framework for understanding the complexity of assessment data management in a dual curriculum system, taking into account the cultural, religious, and pedagogical dimensions unique to the context of Islamic education in Indonesia. Third, the study introduces a comprehensive analytical model that combines quantitative and qualitative approaches to evaluate the effectiveness of assessment data management practices in

Islamic schools implementing a dual curriculum. Fourth, this research contributes to the development of best practices for assessment data management that can be adapted by other Islamic educational institutions in developing countries facing similar challenges in the implementation of dual curricula. Fifth, this study provides empirical insights into how information technology and data management systems can be optimized to support data-driven decision-making in multicultural and multi-curriculum educational environments.

RESEARCH METHODS

The research method used in this study is a qualitative approach. The reason this study uses a qualitative approach is that it aligns with the goals of qualitative research, which are to explore and understand the issues of individuals or groups who are the subjects of the study, such as behavior, motivation, or other actions in a holistic manner. (Creswell and Creswell 2018). In this study, the behavior observed is the Implementation of the Dual Curriculum Policy in Education Planning: Analysis of Assessment Data Management at a private Islamic elementary school in South Jakarta, conducted by the Principal, Curriculum Team, Cambridge Coordinator, Cambridge Teacher, one parent representative, and a representative of one of the students. The form of qualitative research conducted by the researcher is a case study. The researcher decided to use the case study format because the study focuses on the implementation of a dual curriculum, which is a single research object. The case study approach is very suitable for investigating the management assessment data applied to this dual curriculum. This approach allows the researcher to develop an understanding of the phenomenon from the perspectives of the Curriculum Team, Principal, Teachers, Parents, and Students.

In this study, the researcher aims to observe, understand, and analyze the implementation of the dual curriculum, as well as analyze the management assessment data conducted by the research subjects, namely the curriculum team, Cambridge coordinator, principal, and teachers, on the grounds that they are the actors or stakeholders who play a role in determining, developing, and implementing the dual curriculum. Teachers are the implementers of the curriculum in learning activities, while the curriculum team, Cambridge coordinator, and principal are the parties who play a major role in managing teachers to apply or implement the curriculum in schools. In general, the data collection procedures used by the researchers in this study are focused group discussions, in-depth interviews, observation, and document studies. Since the data collected is qualitative in nature, the research results are in the form of descriptions in words or images (Rifa'i 2023). The research began in the even semester of the 2024/2025 academic year at one of the Islamic Private Elementary Schools in South Jakarta. The informants in this study are as follows :

Table 1. Research Informants List

No	Code	Status	Gender	Age
1	A1	Principal	Man	38 y.o
2	A2	Curriculum Team	Woman	39 y.o
3	A3	Cambridge Coordinator	Woman	46 y.o
4	A4	Cambridge Teacher	Woman	34 y.o
5	A5	Parent / Guardian	Woman	32 y.o
6	A6	Students	Man	10 y.o

This study uses data analysis techniques including data condensation, data display, and drawing conclusions. Data condensation is the process of selecting and focusing on the data that

emerges from interviews. Data display is a collection of information that helps to understand what is happening and to carry out further analysis by taking action based on that understanding. Finally, verifying the conclusions occurs after the data collection is completed. (Romdona, Junista, and Gunawan 2025). Data analysis is conducted both in the field and after it has been collected. The process of analyzing data begins with reviewing it, then reducing it through abstraction. Next, the data is organized into units which are then categorized. After categorization, the validity of the data is checked. Finally, the data is interpreted into substantive theory using certain methods. (Waruwu 2024)

This research has obtained ethical approval through a comprehensive and rigorous evaluation process to ensure that all aspects of the research implementation comply with international and national research ethics standards. The ethical approval process is conducted through an institutional ethics committee that has the authority and competence to evaluate research involving subjects, particularly in the context of education involving children as research subjects. The privacy protection and confidentiality of research subjects' data are a top priority in the implementation of this study. All data collected, including students' academic records, personal information, and institutional data, are handled with strict security protocols in accordance with international data protection standards. The identities of research subjects are kept confidential through a coding system that separates personal identity information from research data. In presenting research findings, the identities of research subjects and institutions are protected by using pseudonyms and removing any information that could identify individuals or research locations. The data presented in publications have undergone a rigorous de-identification process to ensure that the published information cannot be traced back to individual research subjects or the institutions involved.

The research design has been developed with consideration of the principle of risk minimization to ensure that participants' involvement in the study does not negatively affect their physical, psychological, academic, or social well-being. Data collection is conducted using non-invasive methods that do not disrupt students' normal learning activities at school. The timing of data collection is aligned with the school's academic schedule to avoid interfering with students' learning processes. The duration of each data collection session is limited to prevent fatigue or boredom, particularly for elementary school students who have a limited attention span. All data collection activities are carried out in an environment familiar to the students to reduce potential stress or anxiety.

RESULTS AND DISCUSSION

Results

Planning and Implementation of Dual Curriculum Policy

The results of the interview with the principal revealed the strategic motivation behind the adoption of a dual curriculum. As stated by the principal, "This school adopts the Cambridge curriculum to prepare students to face the global challenges of the 21st century. The Cambridge curriculum provides a strong framework for developing critical thinking, problem-solving, and communication skills in English." As an Islamic educational institution established in 1952, the school sees the importance of integrating Islamic values with international education standards. The Cambridge curriculum provides a strong framework for developing critical thinking, problem-solving, and communication skills in English, which are highly needed by students to compete in the era of globalization.

The decision-making process in the implementation of the dual curriculum involves various key stakeholders. Mr. A1, the Principal, explained that, "This process involves the Al Azhar Islamic Boarding School Foundation (YPI), school management, and the academic team. The implementation decision is not made arbitrarily, but through a 6-month feasibility study that includes consultation with Cambridge International Education, assessment of students' and parents' needs, and analysis of human resource readiness. The final decision is made through a plenary meeting of the foundation, taking into account the school's vision and mission and the needs of future education."

Mrs. A2, as part of the curriculum team, explained that "The process of integrating the Cambridge curriculum with the national curriculum is carried out through competency mapping between the two curricula. The team identifies overlapping areas and complementary subjects to ensure there is no detrimental overlap. For subjects like Math and Science, the school uses the Cambridge framework with content adjusted to the Indonesian context and Islamic values."

The development of dual curriculum learning tools has become the main focus in this implementation. Mrs. A2 explained that "The development of learning tools involves adapting Cambridge textbooks, creating lesson plans that integrate Islamic values, developing assessment rubrics that meet the standards of both curricula, and formulating measurable and achievable learning outcomes. Coordination between the national curriculum team and Cambridge is carried out through weekly meetings, resource and best practice sharing, joint professional development sessions, and collaborative curriculum reviews each semester to ensure alignment and effectiveness."

Ms. A4, as a Cambridge teacher, explained that "Preparation to become a Cambridge teacher requires a comprehensive process, including Cambridge teacher certification training, intensive English proficiency development, Cambridge teaching methodology workshops, and mentoring from experienced Cambridge teachers, which takes 6-12 months with continuous professional development. The Cambridge Coordinator added that the teacher development program is managed through structured training programs, mentoring systems, collaborative learning communities, and continuous assessment of teaching effectiveness."

Assessment and Quality Assurance Data Management System

Ms. A4 explained that "The strategy for integrating both curricula in learning includes the use of inquiry-based learning with an Islamic context, project-based learning that incorporates moral values, differentiated instruction to accommodate diverse learning styles, and technology integration to enhance the learning experience. Student representatives confirmed that learning with the dual curriculum is very interesting and challenging, with more interactive methods, many group discussions, presentations, and hands-on activities that make learning more engaging and not monotonous."

The assessment system becomes a crucial aspect in the implementation of the dual curriculum. Mrs. A3, as the Cambridge Curriculum coordinator, explained that "The assessment system uses a dual assessment approach where the Cambridge assessment is used to measure international standards achievement, while the national assessment is to meet the requirements of the Indonesian curriculum. The school uses a comprehensive and holistic portfolio-based assessment."

Mrs. A4, who serves as a Cambridge teacher, added that "The Cambridge assessment process uses criterion-based assessment, formative and summative evaluation, peer assessment

and self-reflection, as well as portfolio development designed to measure critical thinking and practical application skills." Mrs. A3, as the Cambridge Coordinator, explained that "The Cambridge Progression Test is implemented as a diagnostic tool, a progress monitoring instrument, and preparation for international assessment. The tests are conducted online with immediate feedback for improvement, allowing real-time monitoring of students' academic progress."

Mother A3 further explained that "The Cambridge quality assurance system is implemented through regular quality audits, teacher performance monitoring, student progress tracking, curriculum alignment review, and external moderation by Cambridge International. Coordination with Cambridge International is carried out through regular communication with the regional team, participation in the annual Cambridge conference, implementation of Cambridge guidelines and standards, and periodic reporting of student progress."

Mr. A1 explained that "The monitoring system for the quality of dual curriculum learning is carried out through the Cambridge Progression Test conducted periodically, learning supervision by the Cambridge coordinator, monthly evaluation of student progress, and monitoring the quality of teaching through classroom observation. The school also uses analytical data from Cambridge International to track students' progress individually."

The Cambridge Coordinator explained that the management of learning resources includes the procurement of Cambridge materials, maintenance of digital learning platforms, development of supplementary resources, and ensuring access to updated curriculum materials. Program evaluation is carried out through comprehensive data analysis, stakeholder feedback collection, benchmark comparison with other Cambridge schools, and continuous improvement planning.

Impact, Challenges, and Program Evaluation

The Principal presented measurable positive impacts of implementing the dual curriculum, including a 40% improvement in students' English proficiency, increased competitiveness of graduates in international secondary schools, and recognition from Cambridge International as a center of excellence. Students' achievements in the Cambridge Assessment also show a positive trend, with 85% of students achieving grade B or above.

Mother A4 confirmed the positive impact seen in improved student engagement, better critical thinking skills, enhanced English proficiency, and increased confidence in public speaking and presentation skills. This is supported by the students' experiences who felt benefits such as significantly improved English proficiency, confidence in public speaking, better analytical skills, and broader knowledge about global issues while still understanding Islamic values.

Parents also observed positive impacts on their children's development, where the children became more confident in using English, more independent in learning, gained a broader perspective of the world, and developed strong analytical skills. Mrs. A5 expressed their hope that, "May these children be able to master English well, possess strong critical thinking skills, be ready to compete at the international level, yet still uphold noble character and morals according to Islamic teachings."

Mr. A1, as the Principal, identified the biggest challenge in implementing the dual curriculum as integrating both curricula without diminishing the Islamic values that are the school's identity. The school must ensure that the Cambridge curriculum does not conflict with religious values. Other challenges include preparing teachers who are competent in English, students' adaptation to different teaching methods, and providing adequate learning facilities.

Mrs. A2, as part of the Curriculum Team, also revealed that the main challenges in developing an integrated curriculum include differences in teaching philosophies between the two curricula, limited time to teach a broader content, the need for greater resources, and the challenge of maintaining consistency across various teaching approaches.

Ms. A4, who acts as a Cambridge teacher, explained the challenges of teaching with a dual curriculum, including language barriers for some students, adapting from teacher-centered to student-centered learning, managing a larger curriculum scope, and balancing Islamic values with an international teaching approach. This aligns with what the student representative expressed, revealing difficulties such as initial language barriers, adapting to different learning styles, time management for completing assignments from both curricula, and sometimes feeling pressured by high academic expectations. Mrs. A5, as a parent, identified the challenges her child faces, including adapting to a more challenging learning method, the pressure to master two curriculum systems, and sometimes feeling overwhelmed by a heavier academic load.

Mrs. A2 explained that the evaluation of the effectiveness of dual curriculum implementation is carried out through student performance analysis, teacher feedback surveys, parent satisfaction surveys, and external evaluations from Cambridge International. This data is analyzed both quantitatively and qualitatively for continuous improvement. Mr. A1 outlined, "The future development plan for the dual curriculum program includes expanding the program to higher levels, developing a teacher training center for Cambridge teachers, collaborating with international universities for program pathways, and developing a digital learning platform that seamlessly integrates both curricula."

Based on input from various stakeholders, there are several suggestions for the development of the dual curriculum program. Mrs. A5 suggested, "The need for more support for students who struggle with the transition, more communication with parents about curriculum expectations, and a balance between academic pressure and character development."

Ananda A6, as a representative of the 5th-grade students, gave the suggestion, "Actually, some of our friends need more support, especially for those who have difficulty using English. Maybe there could be more extracurricular activities that integrate both curricula, and a balance between academic load and recreational activities to avoid burnout. Students also stated that their favorite learning activities are: "I really enjoy science experiments, group projects, presentations, and field trips because they are very related to real-world applications and contain interactive learning that makes subjects more interesting and memorable."

Overall, the implementation of the dual curriculum policy at SDI Al Azhar shows positive results with various challenges that still need to be addressed through continuous improvement and ongoing stakeholder collaboration.

Discussion

Based on the interview results above, this study illustrates the approaches of glocalization, distributed leadership, adaptive management, and holistic assessment, which are the unique characteristics of the dual curriculum implementation at this private Islamic elementary school in the following concept map.

Figure 2 Research Concept Map

Planning and Implementation of Dual Curriculum Policy

The implementation of a dual curriculum at SDI Al Azhar demonstrates the application of comprehensive educational policy theory in accordance with the Mazmanian and Sabatier implementation model. The decision-making process, which involved a 6-month feasibility study and consultations with various stakeholders, reflects a rational approach to policy making. (Mazmanian and Sabatier 1983; Rahawarin n.d.). The involvement of the Al Azhar Islamic Boarding School Foundation (YPI), school management, and the academic team demonstrates the implementation of a participatory governance model. Research by Kumar & Patel (2024) emphasizing the importance of sustainability and acceptance. This is also in line with the concept of collaborative governance in modern educational management (Saleh et al. 2021). The consultation process with Cambridge International Education conducted by the school also demonstrates a commitment to international quality standards.

The background of adopting the Cambridge curriculum, based on the vision of facing the global challenges of the 21st century, indicates the application of the educational globalization theory proposed by Hasanah et al. (2024). However, the effort to uphold Islamic values as the school's identity demonstrates a glocalization strategy, where the educational institution adopts global standards while maintaining local and religious contexts (Khomsinnudin et al. 2024). Other research findings indicate that the motivation for adopting the Cambridge curriculum is based on the need to prepare students to face global challenges while maintaining the identity of Islamic values. This aligns with the concept of 'glocalization' in education proposed by Zhang et al. (2023), where educational institutions need to integrate global standards with the local context to create a competitive advantage.

The competency mapping strategy between the Cambridge and national curricula carried out by the curriculum team reflects the application of curriculum integration theory. The identification of overlapping areas and complementary subjects by the curriculum team aligns with the curriculum alignment framework developed by Rodriguez & Chen (2023), which emphasizes the importance of coherence and continuity in dual curriculum implementation. This also demonstrates a deep understanding of the principles of effective curriculum design (Salabi 2020). The adaptation of the Cambridge framework with content tailored to the Indonesian context and Islamic values indicates the implementation of a curriculum contextualization model that is responsive to local needs. (Khomsinnudin et al. 2024; Simanjuntak et al. 2022). This demonstrates the school's ability to perform contextual adaptation without compromising international standards. The development of learning materials, which includes adaptations of textbooks, integrated lesson plans, and assessment rubrics, shows a comprehensive approach to curriculum development. According to Thompson et al. (2022), The development of learning resources that are contextually relevant is the key to success in dual curriculum implementation. Coordination between the national curriculum team and Cambridge through weekly meetings and collaborative sessions reflects a continuous improvement mindset that is essential in educational innovation.

The 6-12 month Cambridge teacher preparation process, with various stages of training, demonstrates an understanding of the importance of professional development in the implementation of educational innovation (Mirela and Santosa 2022). This aligns with Kotter's change management theory, which emphasizes the importance of capacity building in the organizational transformation process (Pratama 2022). The mentoring system and collaborative learning communities implemented reflect the application of a professional learning community (PLC) model that has been proven effective in improving the quality of learning. (Lutfia et al. 2022).

Assessment and Quality Assurance Data Management System

The implementation of a dual assessment approach using Cambridge assessment to measure international standards and national assessment to meet the requirements of the Indonesian curriculum demonstrates the application of a comprehensive assessment for learning theory (Adilah et al. 2023; Fajrina et al. 2023). The use of holistic portfolio-based assessment reflects an understanding of authentic assessment that can measure learning achievements in depth (Zebua and Zebua 2024). The application of criterion-referenced assessment, formative and summative evaluation, as well as peer assessment demonstrates the implementation of the assessment literacy theory proposed by Zulaiha et al. (2020). This indicates that the school understands the various functions of assessment in supporting effective learning (Demusti, 2024 ; Monita, 2024).

The implementation of regular quality audits, teacher performance monitoring, and external moderation by Cambridge International demonstrates the application of the Total Quality Management (TQM) model in the education context (Fahruddin 2020; Mawardi 2020). A monitoring system that uses analytic data from Cambridge International to track students' individual progress reflects the application of data-driven decision making, which is a characteristic of an effective school (Hasanah et al. 2024). The Cambridge Progression Test, implemented as a diagnostic tool with immediate feedback, demonstrates an understanding of the importance of assessment as learning in improving students' academic achievement (Nissa et al. 2024). This aligns

with the theory of formative assessment proposed by Black and Wiliam regarding the importance of feedback in the learning process (Rahmawati, Hartono, and Nugroho 2015).

The use of digital learning platforms and online testing systems demonstrates the application of technology-enhanced assessment theory, which allows for real-time monitoring and personalized learning. The integration of technology into assessment systems reflects an understanding of the importance of digital literacy in 21st-century education (Hawa 2021).

Stakeholder Engagement and Quality Assurance

Stakeholder involvement in the implementation of the dual curriculum at this school demonstrates positive engagement with more interactive and challenging learning. Students' experiences with inquiry-based learning, project-based learning, and technology integration reflect a student-centered approach that aligns with 21st-century learning principles. Research by Kim & Lopez (2023) shows that student engagement is a key predictor of success in dual curriculum programs. The role of parents as education partners demonstrates essential home-school collaboration in supporting student learning. Parents' observations of their child's development in terms of confidence, independence, and analytical skills show the positive impact of dual curriculum implementation. A study by Parker & Moore (2024) emphasizing the importance of parental involvement in dual curriculum programs to ensure continuity between home and school learning environments (Ferdi Hasan, 2024).

Coordination among stakeholders through regular meetings, sharing resources, and collaborative planning demonstrates an effective communication system. Joint professional development sessions and collaborative curriculum review reflect a commitment to continuous improvement. Research by Nelson & White (2023) shows that effective stakeholder coordination is a significant predictor of the sustainability of educational innovations. Active involvement of parents in supporting learning and constructive feedback from students highlights the importance of stakeholder engagement in the successful implementation of educational policies. (Prasetyo 2018; Restianingati 2024). Suggestions for more communication with parents and support for students facing difficulties indicate the need to strengthen the support system in the implementation of the dual curriculum (Hasibuan 2023). Students' demand for a balance between academic load and recreational activities shows the importance of a holistic approach in education that not only focuses on academic achievement but also on students' well-being (Fadly and Islawati 2024). This is in line with the theory of positive education, which emphasizes the importance of balance in student development (Ramadhanti 2023).

Challenges and Strategies for Overcoming in the Implementation of Dual Curriculum

An improvement in students' English proficiency by 40% and 85% of students achieving grade B or higher in the Cambridge Assessment demonstrates the effectiveness of implementing a dual curriculum. These results are in line with Sinaga's et al. research (2021) and Muthmainnah et al. (2023) about the positive impact of the Cambridge curriculum on students' academic achievement. The improvement of critical thinking skills and confidence in public speaking indicates the achievement of 21st-century skills, which are the focus of modern education. (Kuntoro et al. 2022; Mashudi et al. 2021). Recognition as a center of excellence by Cambridge International shows that the program implementation has reached international standards (Hasanah et al. 2024). This indicates success in achieving a competitive advantage in the context of educational globalization. The challenge of integrating the two curricula without diminishing

Islamic values highlights the complexity of managing cultural integration in the context of educational globalization. This aligns with the theory of cultural resistance in change management proposed by Schein (2023). The language barrier and the adaptation from teacher-centered to student-centered learning reflect the challenges in a paradigm shift that requires a systematic change management approach. (Firmansyah and Jiwandono 2022).

The difference in learning philosophy between the two curricula indicates the importance of philosophical alignment in the implementation of a dual curriculum (Rahman and Robandi 2024). Limited time and greater resources indicate the trade-offs that must be faced in the implementation of comprehensive educational innovations (Amelia and Rostika 2022). The development plan, which includes expansion to higher levels, a teacher training center, and collaboration with international universities, demonstrates strategic thinking in ensuring program sustainability. This aligns with the theory of organizational learning, which emphasizes the importance of continuous adaptation in responding to environmental changes (Jubaedah 2010). The evaluation system that uses comprehensive data analysis and stakeholder feedback shows the implementation of a continuous quality improvement model that is essential for long-term success. The use of benchmark comparison with other Cambridge schools reflects best practice sharing, which is a characteristic of a learning organization (Dian NF and Sari 2021; Fauzan 2009).

The implementation of a dual curriculum at SDI Al Azhar contributes to the development of curriculum integration theory in the context of Islamic education. An integration model that successfully maintains religious values while adopting international standards can serve as a reference for other Islamic educational institutions facing similar challenges (Khomsinnudin et al. 2024). Practically, an integrated assessment data management system and comprehensive quality assurance can serve as a best practice model for schools implementing a dual curriculum (Sumuel, Tini, and Moga 2021). Experience in overcoming various challenges and obstacles provides valuable lessons for similar implementations in different contexts (Tamam et al. 2023). The findings of this study confirm the importance of a systematic approach, stakeholder engagement, and continuous improvement in the implementation of complex educational policies. The implementation model developed by SDI Al Azhar can contribute to the development of a more effective and sustainable dual curriculum implementation framework.

CONCLUSION

Based on the research results and discussion regarding the implementation of the dual curriculum policy in educational planning at one private Islamic school in Jakarta, several significant key findings can be concluded. First, the implementation of the dual curriculum at this school has been successfully carried out through a systematic and comprehensive planning approach. The decision-making process, which involved a six-month feasibility study, consultation with Cambridge International Education, and the involvement of various stakeholders, demonstrates the application of a participatory governance model. The integration of the Cambridge curriculum with the national curriculum was carried out through careful competency mapping, identifying overlapping areas and complementary subjects to ensure there is no detrimental overlap in the learning process. Secondly, the assessment data management system developed by the school uses an effective dual assessment approach. The use of Cambridge assessment to measure international standards and national assessments to meet Indonesian curriculum requirements, combined with a comprehensive portfolio-based assessment, has provided a holistic view of students' learning achievements. An integrated quality assurance system

through regular quality audits, Cambridge Progression Tests, and real-time data analytics enables continuous monitoring and evaluation. Thirdly, the implementation of a dual curriculum has resulted in a significantly measurable positive impact. An increase of students' English proficiency by 40%, 85% of students achieving grade B or higher in the Cambridge Assessment, and recognition as a center of excellence by Cambridge International demonstrate the success of the program in improving the quality of education. In addition, the improvement of critical thinking skills, confidence in public speaking, and the development of 21st century skills among students indicate that educational goals relevant to the needs of the globalization era have been achieved.

This study has several limitations that need to be acknowledged. First, the research was conducted at a single educational institution, so generalizing the findings to a broader context requires caution. Second, this study focuses on aspects of implementation and short-term impacts, so the long-term effects on academic achievement and student character development cannot yet be comprehensively evaluated. Third, this study did not make comparisons with other schools that implement a dual curriculum, so the comparative context remains limited.

Further research is recommended to conduct longitudinal studies to evaluate the long-term impact of a dual curriculum on students' academic achievement and character development. Comparative studies between various schools that implement a dual curriculum will provide richer insights into the factors influencing the success of its implementation. Research on the cost-benefit analysis of implementing a dual curriculum also needs to be conducted to provide a comprehensive perspective on the economics of education.

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