

INTEGRATING NATIONAL IDENTITY AND GLOBAL COMPETENCE IN INDONESIA'S HYBRID CURRICULUM: A SYSTEMATIC LITERATURE REVIEW

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ABSTRACT

The adoption of an international curriculum in Indonesian schools creates a conceptual tension between the formation of national identity and the need for global competency development. Although the practice of hybrid curriculum is becoming more widespread, research findings are still fragmented and have not provided an adequate theoretical foundation to reconcile the two orientations. This study uses a Systematic Literature Review (SLR) with a thematic-conceptual synthesis approach to analyze the integration of national and international curricula. The search was conducted on Google Scholar, with a limit of 2016–2025. Out of a total of 127 initial recordings, 18 peer-reviewed articles met the eligibility criteria and were analyzed to map the pattern of curriculum integration and value orientation brought. The analysis identified three main integration models: additive (9 studies), subtractive (5 studies), and transformational (4 studies). The additive model shows the dominance of the practice of adding international curricula without recontextualizing grades, resulting in the fragmentation of learning objectives. The subtractive model shows the dominance of global epistemology that weakens the space for the articulation of national values. Meanwhile, transformational models, although at least quantitatively, show the highest level of coherence through the reconstruction of global competencies based on national values. A systematic review of 18 studies shows that the most sustainable curriculum integration practice and in line with the mandate of national identity formation, is a transformational model, as it links global competencies to the foundation of national values epistemologically and pedagogically. Follow-up studies are recommended to test the application of this model in the context of classroom learning and integrated assessment design.

Keywords: Curriculum Integration, Global Competence, Hybrid Curriculum, National Identity, Systematic Literature Review

INTRODUCTION

The increasingly intensive development of globalization has changed the direction of education policies in various countries, so that the education system is required to negotiate national interests with internationally recognized global standards (Fahruddiana, 2025; Kawakip, 2020; Pang & Wang, 2016). In many contexts, this national curriculum is used with

an international framework such as the International Baccalaureate (IB) and Cambridge International Education (Abdul et al., 2025; Anindya & Pamungkas, 2023; Maire & Windle, 2022; Wright et al., 2022). This kind of model has been implemented in various regions, including East and Southeast Asia, the Middle East, and Europe, as a strategy to improve global competitiveness and academic mobility (Galigao, 2024) ; Wright et al., 2022 ; Yang, 2022)

However, international studies show that the adoption of an international curriculum is not a neutral pedagogical process (Jindarat & Chaiyawat, 2023). The international curriculum carries a certain set of values, epistemologies, and global orientations that have the potential to clash with national educational goals (Yang, 2022). Several studies in the last decade confirm that although international curricula encourage 21st-century competence and global literacy, their implementation without recontextualization risks homogenizing educational values and weakening local and national identities (Kabanda, 2021; Mcgrane & Hopfenbeck, 2023). Thus, the curriculum becomes an ideological arena where global and national values are negotiated.

In this global context, Indonesia is an important case to be studied (Noer et al., 2025). Zainuddin, (2022) Indonesia's national education policy explicitly places the formation of national character and identity through the Pancasila Student Profile as the main goal of education, while encouraging the improvement of global competitiveness (Hikmah & Wiharja, 2025). In response to this dual demand, many schools in Indonesia are adopting a hybrid curriculum that combines the National Curriculum with an international curriculum (Mustafidin et al., 2024). Similar phenomena are also found in other countries such as Malaysia, China, and the United Arab Emirates (Galigao, 2024; Wright et al., 2022; Yang, 2022). However, comparative studies show that this practice often raises new problems, such as the burden of a dual curriculum, duplication of assessments, and inequality of access to education.

Although research on international and hybrid curricula is constantly evolving, most studies are still fragmented. Many studies focus on the technical aspects of implementation or report results descriptively, without critically examining the philosophical tension between the formation of national identity and the development of global competencies. As a result, the existing literature does not provide a coherent theoretical framework for understanding the integration of hybrid curricula on a sustainable basis.

This research aims to fill this gap by offering a conceptual synthesis through the Systematic Literature Review (SLR) approach. The main theoretical contribution of this research lies in the reinterpretation of the hybrid curriculum as a matter of epistemological integration, not just the technical arrangement of the two curricula. Through a critical synthesis of international and national studies, the study identifies three main integration models additive, subtractive, and Transformational Models that represent different responses to the globalization of education.

The SLR approach was chosen not only to guarantee methodological accuracy but also because of its ability to generate analytical generalizations and cross-contextual conceptual comparisons. The novelty of this research lies in the development of an integrative theoretical framework that places the Transformational Model as an epistemological

alternative that can align global competence with the formation of national identity, especially in the context of English Language Education. In Indonesia's case in the global curriculum debate landscape, this research contributes to the international discourse on curriculum globalization, identity, and educational justice, while offering contextual, conceptual, and policy implications.

METHODS

This study employed a Systematic Literature Review (SLR) with a thematic–conceptual synthesis approach to examine how hybrid curriculum models integrate national identity and global competence in the Indonesian educational context. The review was guided by the PRISMA 2020 framework, ensuring transparency and replicability in the processes of identification, screening, eligibility assessment, and inclusion of studies (Randles & Finnegan, 2023). Rather than quantifying effect sizes, this SLR aimed to identify dominant integration patterns, conceptual models, and implementation strategies emerging from existing empirical and conceptual studies. The literature search was conducted using three primary sources: Google Scholar. Google Scholar was utilized to capture context-specific and locally published studies that are often underrepresented in the indexed database. The search employed combinations of keywords and Boolean operators, including: “international curriculum” AND “national curriculum” AND (integration OR hybrid OR alignment) AND (“English language teaching” OR “EFL” OR “ELT”) AND Indonesia. The search was limited to peer-reviewed journal articles published between 2016 and 2025, written in English or Indonesian, and available in full-text format.

To ensure the relevance and quality of the study, this study applied a number of inclusion criteria in the selection of literature sources. First, the articles included are scientific journal publications that have gone through a peer-reviewed process to ensure the academic validity and credibility of the findings. Second, the selected studies specifically discuss the integration or hybridization between the national curriculum and the international curriculum, both at the conceptual and implementation levels. Third, the research used as a reference comes from the Indonesian context or other contexts that have comparable educational, social, and cultural characteristics, so that the research findings remain relevant to be analyzed contextually. Fourth, the types of research included include empirical, qualitative, mixed methods, and conceptual studies that focus on curriculum implementation, identity formation, or global competency development in the context of education.

Instead, several sources were excluded from the study based on specific exclusion criteria. Publications that are not included include theses, research reports, and other sources that have not gone through a non-peer-reviewed process. In addition, studies that focus only on national curricula or international curricula separately, without addressing aspects of curriculum integration or hybridization, are also excluded. Research that has no relation to curriculum philosophy, curriculum implementation, and issues of justice and equity in education are also eliminated. Finally, articles that, after a full-text assessment, showed a lack of methodological clarity or substantive relevance to the focus of this study were not included in the further analysis.

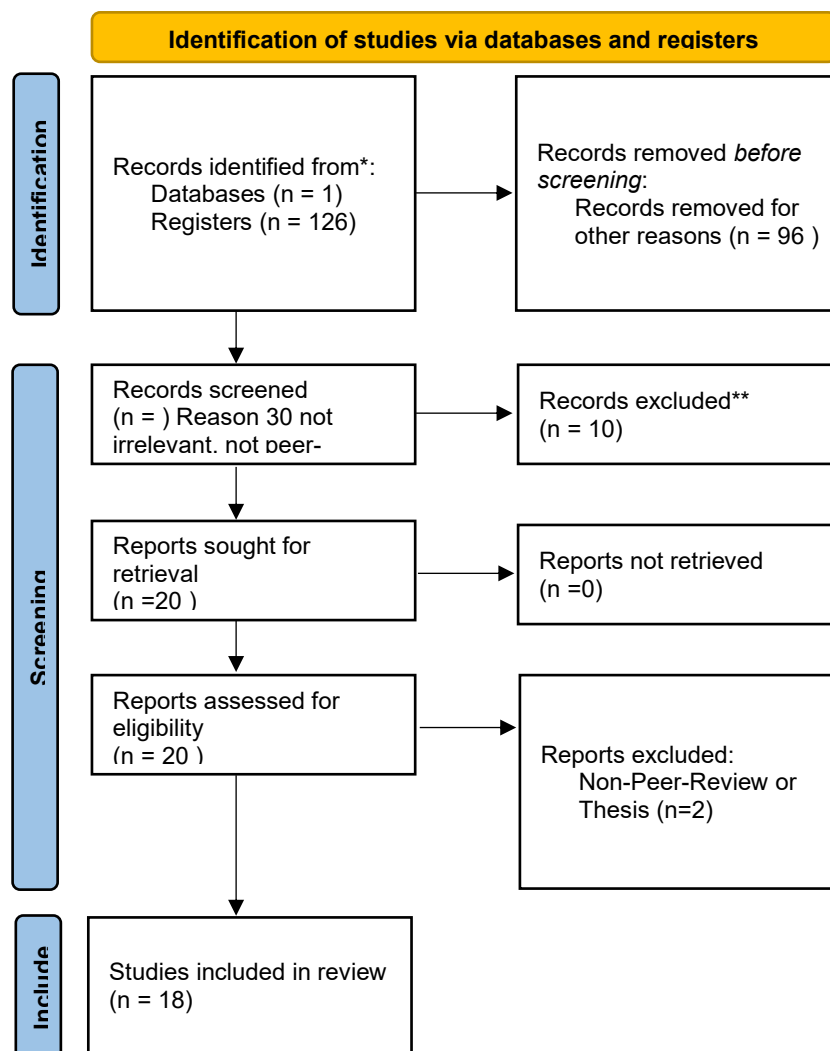


Figure 1. Study Selection Process Using PRISMA Framework

The study selection process followed the four stages recommended by PRISMA 2020. Initially, 126 records were identified through database and register searches. After title and abstract screening, 30 articles were excluded due to irrelevance to hybrid curriculum integration, and 96 records were excluded because they did not meet the title, peer-review criteria, or methodological relevance required for this study. Subsequently, 20 full-text articles were assessed for eligibility. Two studies were excluded at this stage because they were categorized as theses rather than journal articles. Finally, 18 studies met all inclusion criteria and were included in the systematic review. These studies constituted the analytical corpus for thematic and conceptual synthesis.

RESULTS

This section presents the results of a thematic conceptual synthesis of the 18 articles analyzed. The analysis was carried out by mapping the characteristics of the hybrid curriculum implementation as reported in each study, then grouping them based on the dominant integration patterns that emerged. The results of the analysis show that the implementation of a hybrid curriculum in Indonesia is not a single model, but is structured in three main integration models, namely the Addictive Model, Subtractive Model, and Transformational Model.

These three models represent conceptually different curriculum orientations, particularly in positioning the relationship between the formation of national identity and the development of global competencies. These findings suggest that the challenges of implementing a hybrid curriculum are not solely technical or administrative but are rooted in conceptual tensions related to curriculum coherence and orientation.

Study Distribution Based on Integration Model

This table summarizes the distribution of the 18 studies examined into three curriculum integration models, while demonstrating the strength of the evidence and the conceptual contribution of each model. Mapping of 18 studies shows the distribution of the model as presented in this table.

Table 1. Distribution of studies across curriculum integration models

Integration Model	Number of Studies	Proportion
Additive Model	9	50,0%
Subtractive Model	5	27,8%
Transformational Model	4	22,2%

This table shows that the Addictive Model is the most empirically dominant pattern, while the Transformational Model has the least study support but shows a higher level of conceptual integration.

Additive Model

The Addictive Model emerged as the most found pattern of integration, supported by 9 of the 18 studies analyzed. This model is characterized by the application of the international curriculum as a structural addition to the national curriculum, in the absence of a deep epistemological integration between the two.

Table 2. Characteristics of the additive model in curriculum integration

No.	Key Studies	Educational Context	Implementation Characteristics
1.	(Rasita & Barus, 2022)	SMP	The national curriculum and Cambridge run in parallel
2.	(Fatchurrohman & Baxriddinovich, 2024)	Sekolah ICP	International curriculum as an additional program

3.	(Pratiwi et al., 2025)	SMA Islam	Cambridge addition without destination integration
4.	(Laili, Nur & Rizkiyah, 2024)	SD	Dual curriculum load
5.	(Nazizah et al., 2016)	SMA	Separate assessment system
6.	(Shobikah, et al., 2024)	SMA INTERNATIONAL	International curriculum as an added value
7.	(Pajar et al., 2024)	SMA	Focus on global standards
8.	(Trimadona et al., 2020)	SMP	Overlapping syllabus
9.	(Mustadi & Junaidi, 2024)	SD	Administrative integration without value integration

Conceptually, the findings suggest that the Addictive Model results in curriculum coexistence, rather than meaningful integration. Teachers are required to manage two curriculum frameworks with different logics, which often create ambiguity in learning priorities. Classroom practices in this model tend to prioritize competencies measured through international assessments, while learning outcomes oriented towards national character and identity receive more limited attention.

In addition, the existence of a dual assessment system creates a high academic burden for teachers and students. This model is also more widely implemented in private schools or elite schools with adequate resources, thus causing implications for access, equity and institutional segmentation. Thus, although the Addictive Model has the strongest empirical support, it shows the weakest level of curriculum coherence.

Subtractive Model

Subtractive models were identified in 5 of 18 studies. In contrast to the Addictive Model, this model is characterized by the dominance of the international curriculum, which leads to the reduction or marginalization of the national curriculum component in learning practices, although formally the national curriculum is maintained.

Table 3. Characteristics of the subtractive model in curriculum integration

No.	Key Studies	Educational Context	Subtraction Indications
1.	(Maryono & Emilia, 2022)	IB School	The national curriculum is symbolic
2.	(Shobikah et al., 2024)	SMA Internasional	Global standards dominate learning objectives
3.	(Nazizah et al., 2016)	SMA	Local load reduction
4.	(Kusumawati & Umam, 2025)	Sekolah Penggerak	Global orientation as a priority

5.	(Al-awaid, 2025)	Pendidikan Internasional	Marginalization of the national curriculum
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The results of the analysis show that the Subtractive Model shifts the orientation of the curriculum from the formation of national identity to the achievement of global competencies measured through international standards. National values tend to be symbolically preserved but not substantially integrated into learning and assessment practices. This model has a strong correlation with institutional exclusivity, as it is generally adopted by schools with access to international accreditation, specialized teacher training, and substantial financial support. Consequently, global competence is positioned as the capital of elitist education, not as an inclusive educational goal. Thus, although the Subtractive Model shows a higher level of integration than the Addictive Model, it still leaves serious problems related to the fairness and sustainability of the curriculum.

Transformational Model

The Transformational Model was found in 4 out of 18 studies and is the model with the highest level of conceptual integration, although its empirical support is most quantitatively limited.

Table 4. Characteristics of the transformational model in curriculum integration

No.	Key Studies	Educational Context	Forms of Integration
1.	(Octaberlina et al., 2024)	SMA Internasional	Integration of national values and global competencies
2.	(Yafie et al., 2024)	Sekolah Negeri	Global competence based on the Independent Curriculum
3.	(Wijaya, et. al., 2024)	Pendidikan Sains	Reconstructing global goals
4.	(Ramli et al., 2025)	Perguruan Tinggi	Integration of local and global values

This model does not position national and international curricula as parallel or competing systems but rather reformulates global competencies through a national value framework. The findings show that schools that adopt this model apply integrated curriculum mapping, in which global skills such as critical thinking, collaboration, and communication are contextualized in national cultural, ethical, and ideological values.

Assessment practices in the Transformational Model are designed in an integrated manner, rather than duplicated, thereby reducing the burden of assessment and improving learning coherence. Although the number of supporting studies is smaller, it shows the highest potential for sustainability and inclusivity, as well as a more balanced ability to accommodate global demands without sacrificing national identity.

Synthesis of the Power of Evidence and Conceptual Perspectives

To clarify the comparison between the models, a summary of the strength of the

evidence is presented in the table below.

Table 5. Comparison of Evidence Strength and Conceptual Implications Across Integration Models

Model	Number of Studies	Conceptual Power	Key Implications
Addictive	9	Low	Curriculum Fragmentation
Subtractive	5	Medium	Exclusivity and identity reduction, Curriculum fragmentation
Transformational	4	High	Coherence and sustainability

Overall, these results suggest that empirical dominance is not always directly proportional to the quality of conceptual integration. The most widely adopted models show the weakest levels of integration, while the models with the least study support offer the most coherent and sustainable conceptual frameworks.

DISCUSSION

The findings in this systematic study show that the implementation of the Hybrid Curriculum in Indonesia cannot be understood solely as a technical problem, but as part of the dynamics of curriculum globalization. The dominance of the Additive Model reflects a managerial response to globalization, in which international standards are added to the national curriculum structure without adequate epistemological reconstruction (Kabanda, 2021). This pattern is in line with the global trend in developing countries that pursue international legitimacy without integral value integration.

From the perspective of global curriculum theory, the Additive Model shows the practice of curricular layering, not true integration. Curriculum and identity studies confirm that coexistence like this tends to result in fragmentation of learning objectives and weak coherence of learners' identities (Klaassen et al., 2025). In the context of English Language Education, this condition appears when communicative competence and international assessment targets are prioritized over strengthening character and nationality values, which are mandated by the National Curriculum.

The Subtractive model reflects a more serious tension in the discourse of educational globalization. This model is in line with the assimilationist approach, in which the international curriculum serves as the dominant symbolic capital, while national values and epistemology are marginalized. The identity-based curriculum perspective warns that this kind of approach risks producing graduates who are technically superior but weak in national consciousness. In the Indonesian context, this practice is contrary to the constitutional mandate of education as a means of forming national character and identity.

In contrast, the Transformational Model is mostly aligned with the theory of curriculum globalization and epistemological hybridity, which emphasizes the reconstruction of global

knowledge through local values. This model does not position national identity and global competencies as dichotomies but rather integrates them through integrated curriculum mapping and value-based pedagogy. In English language learning, this approach allows English to function not only as a global skill but also as a medium for cultural dialogue, ethical reflection, and articulation of national identity. Although its empirical support is still limited, it shows the highest conceptual coherence and sustainability.

Implications of Teacher Education and Policy

In policy, these findings confirm the need for a shift from a regulatory approach to an epistemological approach in the implementation of the Hybrid Curriculum {Formatting Citation}. It is not enough for the government to only allow the adoption of an international curriculum, but it is necessary to provide a philosophical integration framework that places the values of Pancasila as the interpretive basis for global competence. This includes reorganizing curriculum standards, assessment systems, and accreditation mechanisms so as not to cause duplication and inequality.

In the context of teacher education, the results of this study show that professional development should not be limited to international curriculum technical training. Teachers need to be equipped with the ability to integrate curriculum, identity-sensitive pedagogy, and transformative ELT practices. Without this foundation, a hybrid curriculum has the potential to get stuck in an additive or subtractive model at the level of classroom practice. Therefore, teacher education institutions play a strategic role in ensuring that the Hybrid Curriculum truly supports global competitiveness while strengthening the nation's character.

CONCLUSION

This systematic literature review shows that the implementation of the Hybrid Curriculum in Indonesia is not just a technical problem of merging the two curricula, but an epistemological problem that arises from the meeting between the goal of national identity formation and the demands of global competency development. Through a synthesis of 18 scientific articles, this study identified three main integration models, namely the Additive Model, the Subtractive Model, and the Transformational Model. The main contribution of this research lies in the affirmation that the empirical dominance of a model is not always directly proportional to its conceptual strength, as well as in the placement of the Transformational Model as the most coherent and sustainable integration framework.

The results of the study show that the Additive Model and Subtractive Model, although widely applied, tend to cause curriculum fragmentation, double assessment burden, weaken national values, and strengthen inequality in access to education. In contrast, the Transformational Model offers a coherent integration of global competencies and national values, ensuring that English language development and 21st-century skills support, rather than undermine, the formation of national character and identity. These findings demonstrate that national identity and global competence are not competing goals, but interdependent outcomes when integrated epistemologically and pedagogically.

However, this study has some limitations. First, as a systematic literature review study, this analysis relies entirely on secondary data, so it does not allow direct observation of

classroom learning practices. Second, the number of studies analyzed is still limited to 18 articles, so it does not fully represent the diversity of Hybrid Curriculum practices at various levels and regions in Indonesia. Third, focusing on indexed journal articles has the potential to exclude relevant policy documents or field practices that are not academically published.

Therefore, further research needs to be directed at empirical testing of the Transformational Model through classroom-based studies, teacher cognition research, and design analysis and integrated assessment implementation, especially in the context of English Language Education. In addition, follow-up studies also need to explore policy mechanisms and implementation models that are oriented towards equal access, so that the Hybrid Curriculum is not only an instrument to increase global competitiveness, but also a means of strengthening justice and national education identity.

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