

TEACHERS' PERCEPTION ON HIDDEN CURRICULUM

THESIS

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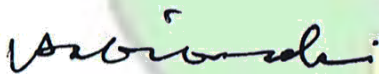
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ABSTRACT

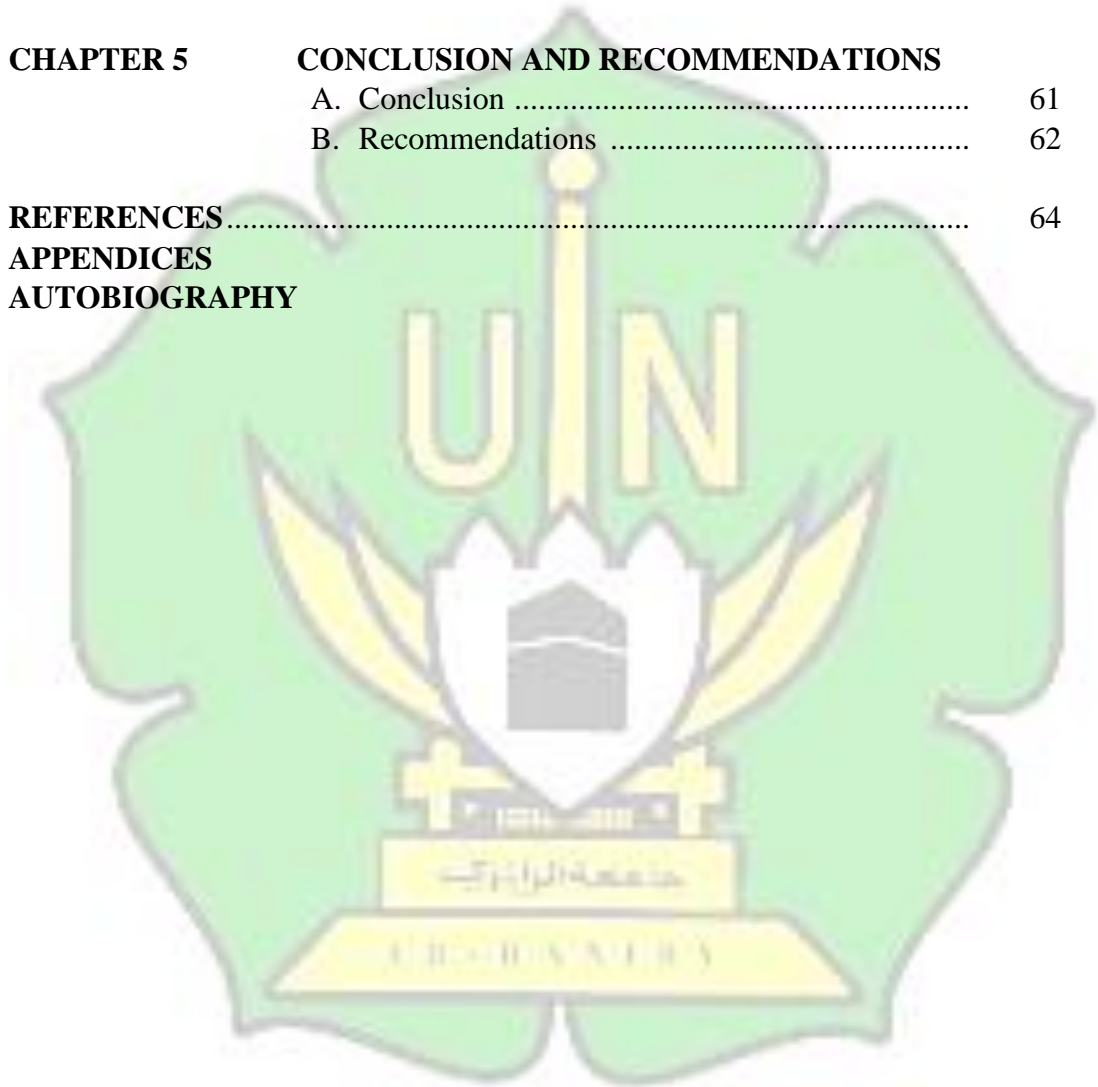
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The hidden curriculum is not formulated programmatically in the formal curriculum, but its existence is influential in building a student's character. In the hidden curriculum, a teacher is a significant figure to successfully create or shape students' character and personality. As such, the relationship between a teacher and students must be harmonious, so that the goal of creating a right attitude in students is effectively achieved without any obstacles. This study aims to explore the teachers' opinions about the hidden curriculum and its effect on students' good character at MAN 4 Aceh Besar. This qualitative research employed interviews, classroom observation, and document analysis (lesson plans and vision and mission of the school) to collect data. The findings indicate that teachers know what a hidden curriculum is and said that the hidden curriculum is contained in the 2013 revised curriculum, integrated into the teaching and learning process, the hidden curriculum is important because it shapes students' good character, the teacher shows an example, and is effective to use. Regarding the teacher's opinion on the effectiveness of the hidden curriculum in developing students' character, the teacher said students had several changes, such as; students have good character, being aware of teacher assessments, and students learn from incidents. Meanwhile, from the results of the analysis of classroom observations, the students already have good character, such as following the teachers' directions. From the document analysis, it can be seen that the teacher and the school are trying to form good character in students in the school and the surrounding environment.

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CHAPTER I

INTRODUCTION

This chapter introduces several subtopics including the background of the study, previous study, research question, aims of the study, the significance of the study, and terminology.

A. Background of the Study

The curriculum is one of the most crucial components in an education system. It is one of the tools to achieve educational goals and at the same time as a guide in the implementation of teaching at all types and levels of education. According to Murcia and Olshtain (2000), the curriculum is an official document that contains programs from the government as a framework or teaching guides at various levels for educators to achieve objectives in various fields. This curriculum called a written curriculum or formal curriculum.

The curriculum contains abilities that must be possessed based on national standards, learning materials, and experiences that must be undertaken to achieve these abilities, then evaluations to determine the level of achievement of students' abilities. A set of rules relating to students' learning experiences in developing their potential in certain education units (Hamalik, 2010). Aligned with Habiburrahim (2018), who declared that; educational institutions had formulated their best to enable students to master their skills and experience in their respective fields.

The Indonesian government has created a perfect curriculum, in which there are also three domains of assessment, namely cognitive, affective, and psychomotor aspects. So, it is hoped that teachers can implement it consistently. But in fact, some teachers only focus on the delivery of material and lessons to the students, which means that only cognitive and psychomotor aspects are formed. Meanwhile, there are affective aspects that have the same importance, but they are not really considered by teachers even though they are very influential in the education process.

When affective aspects tend not to be considered, the problem increases in students' behavior and attitude in the school environments and surroundings. For example, some students do not behave commendably, cheating, lack of respect, brawl, and illegal drugs among students. Thus, educators need a curriculum to prevent or protect that kind of problem. The hidden curriculum is an appropriate curriculum to solve the problem above.

The hidden curriculum is an unplanned educational process, which means it is not included in the core curriculum or the extracurricular curriculum. It refers to how a teacher uses it as a tool and method to increase student knowledge beyond the planned main material, such as manners, attitudes, characters, and how to create students' critical thinking to deal with problems in real life. Therefore, this curriculum has a hidden message encouraging students to see the world as a group of people. Yahya (2013) stated that the hidden curriculum is non-studied and not programmatically formulated, but its existence affects student behavior.

In the hidden curriculum, the teacher is a significant figure to achieve success in creating or forming character and personality for students. Therefore, the relation between a teacher and student must be good or harmonious, so that the goal of creating a good character in students is successful without obstacles. Because the teacher is not only in charge of delivering the material but also creates and improves character that can be used or realized in the surrounding environment (Roestiyah, 2008). It can be concluded that the educator should know the positive elements that can be created to obtain students that are not only intellectually strong but also embraced in society.

Findings from several previous studies have supported the perception of the hidden curriculum. The first previous study was conducted by Gardeshi, Amini, and Nabeiei (2018) from Shiraz University of Medical Sciences, the title is "The Perception of Hidden Curriculum among Undergraduate Medical Students: a Qualitative Study". This study aims to measure students' perceptions of the hidden curriculum into semi-structured interviews. All interviews were recorded and translated to scripts. These scripts were divided into sentences and phrases and named as units. Units categorized along with similar groups and identified as codes, and after that, similar codes were analyzed into themes.

The result of this study showed four main themes; they are role modeling, personal values, and beliefs, hierarchy, social and ethical culture. It showed that the hidden curriculum needs to be discussed. They do not know the hidden program, and

they don't want to act even when they were aware of it. Information on issues related to the hidden and informal curriculum and awareness of students' perspectives is required. It seems important to provide learners with information on the hidden curriculum.

The second previous study was conducted by Gao (2015) from the University of Saskatchewan, the title is “Hidden Curriculum and Students’ Development of professionalism in Medical Education”. This research aims to use key concepts, informed by the theories developed by Bourdieu and Goffman, to develop a theoretical framework for understanding the use and interpretation of the hidden curriculum from the perspective of medical educators. The methodology used in this study is a combination of content analysis and discourse analysis. Combining these two methods offers both quantitative and qualitative results to explain the understanding and interpretation of the hidden curriculum in the literature on medical education.

Thus, Gao (2015) concludes that the hidden curriculum is distinctly used in medical education literature, emphasizing institutional culture, role modeling, and socialization. The usage of hidden curriculum acknowledges viewing medical school as a learning environment and medical students as active participants in their learning process. It emphasizes developing professional values, attitudes, and identity for medical students.

The third previous study was conducted by Novitasari (2017) from IAIN Raden Intan Lampung. “Peran Guru dalam Pelaksanaan Hidden Curriculum Terhadap Pencapaian Tujuan Pendidikan Agama Islam di MAN 1 Bandarlampung”. This study aims to analyze the role of teachers in implementing the hidden curriculum on the achievement of the objectives of Islamic education in MAN 1 Bandarlampung. This study uses qualitative methods, data collection in this study using interviews, observation, and documentation techniques. Data analysis is performed through data reduction procedures, data presentation, data verification, and conclusions from the data.

The results showed that the role of MAN 1 Bandarlampung teachers in implementing the hidden curriculum is very good because the teacher can act as a facilitator, guider, motivator, and organizer. The implementation of a hidden curriculum in worship, morals, and social has been going well. And the goal of Islamic religious education is not only about worldly but also ukhrawi, for that achievement of the objectives of Islamic religious education must be the duty of every muslim person, especially educators.

Based on some previous studies, it can be concluded that hidden curriculum is not programmed and planned as well as a curriculum that has been determined by both the government and the school institution itself but directly has a good influence on the results of the teaching and learning process. All research results show that the hidden curriculum influences students' grades, perceptions, and behaviors. The

researcher wants to research with similar methods, the research to be carried out is different between the studies above, and the differences are place and time.

In this study, the researcher tried to find out what the teachers' voices about the hidden curriculum. From those descriptions, the studies of this issue are rare and limited. That is why the researcher is interested in conducting the study of what is the teachers' perception of hidden curriculum.

B. Research Question

Based on the background of the study above, this research is guided by the following questions:

1. What are the teachers' opinions on the Hidden Curriculum?
2. How does the hidden curriculum affect the students' good character?

C. The Aims of the Study

The aims of the study can be stated as follows:

1. To find out the teachers' opinions on the hidden curriculum.
2. To determine the hidden curriculum effect on the students' good character.

D. Significance of the Study

It is hoped the result of this study will help contribute theoretical and practical significance to the teachers in the following way: Theoretically, this study aims to enrich the literature regarding the teachers' opinion on the Hidden Curriculum. Practically, it provides some information and suggestions for the teachers. This study

is beneficial for further studies in the future and as the source to improve the teachers and benefit the students and the school because it tries to find out the important thing while using a hidden curriculum.

Hopefully, the findings of this study can make the readers know what are teachers' perception on hidden curriculum and are hidden curriculum can shape the character of students. Also, it hopefully will help the readers to know more about the hidden curriculum.

E. Terminology

To avoid misunderstanding of the concept used in this study, some definitions are provided as the following:

1. Teachers' Perception

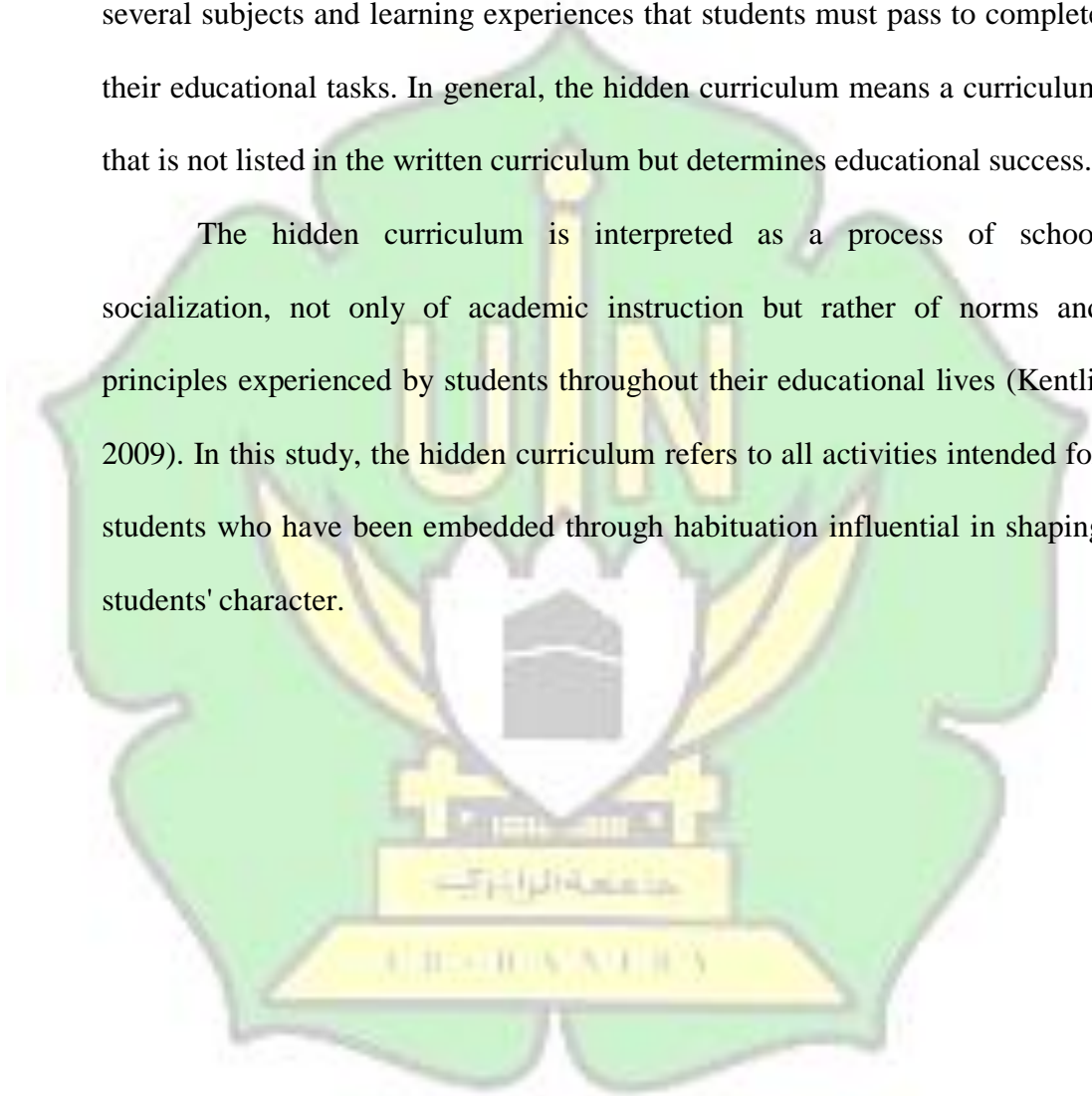
According to Walgito (2004), perception is when people select, organize, and interpret sensory stimulations into meaningful information. It means that perception is a process of recognizing an object with the help of the sense. One receives stimuli from the outside with full awareness, and trying to understand and interpret the stimulus becomes a meaning that can be understood.

So perception is the process of individual treatment that gives responses, meanings, images of what is seen, heard, or felt by the senses in the form of attitudes, opinions, and behavior or referred to as individual behavior. Based on the definition above, the meaning of teachers' perception in this thesis is teachers' perception on the Hidden Curriculum.

2. Hidden Curriculum

The hidden curriculum consists of two words, *hidden* and *curriculum*. Hidden comes from the word *hide* (Idi, 2011). Meanwhile, the curriculum is several subjects and learning experiences that students must pass to complete their educational tasks. In general, the hidden curriculum means a curriculum that is not listed in the written curriculum but determines educational success.

The hidden curriculum is interpreted as a process of school socialization, not only of academic instruction but rather of norms and principles experienced by students throughout their educational lives (Kentli, 2009). In this study, the hidden curriculum refers to all activities intended for students who have been embedded through habituation influential in shaping students' character.



CHAPTER II

LITERATURE REVIEW

This chapter reviews the theories of perception, curriculum, hidden curriculum, vision and mission of the school, and the lesson plan, which become the foundation of this research.

1. Perception

a. The Definition of Perception

The word perception, derived from Latin that is the ‘perception’ of the word ‘percipare’, which means receiving or taking (Sobur, 2003). According to Leavitt (as cited in Sobur, 2003), perception in the narrow sense is a vision, how does someone see something, while in the broad sense of perception is a view or understanding that is as a person views or interprets something. Meanwhile, Rakhmat (2005) stated that perception is a process that occurs when a thing causes stimuli by the senses. These stimuli will be converted into nerve energy to be conveyed to the brain. Stimuli will be processed so that individuals can understand and interpret messages or received them, and then at this stage, perception occurs.

Solso and Maclin (2007) stated that perception is the interpretation of the things we perceive. Perception involves high-level cognition in interpreting sensory information; sensory events are processed according to knowledge about life. Siagian (2004) revealed that perception is a process where one organizes and interprets

impressions of the censorship trying to give a specific meaning to its environment. Thus, perception is a process that proceeded by sensing, which is a stimulus received by the individual through the senses.

Robbins (2003) describes that perception is an impression obtained by individuals through the five senses and then analyzed (organized), interpreted, and then evaluated to gain meaning. Also, Slameto (2010) explained that perception is a process that involves the entry of messages or information into the human brain, through human perception continuously making contact with their environment. This relationship is done through the senses: sight, listener, touch, taste, and smell.

Moreover, Robbins (2003) stated that perception could be defined as a process in which individuals organize and interpret their sensory impressions to give meaning to their environment based on their understanding of what reality is, not on reality itself. Based on this, feelings, ability to think, and experiences owned by individuals are not the same. In perceiving something as a stimulus, the results of perception will differ between one individual and another individual. Thus perception is the process of individual treatment that is gives responses, meanings, images of what is seen, heard, or felt by the senses in the form of attitudes, opinions, and behavior or referred to as individual behavior.

So perception is the process of individual treatment that is giving responses, meanings, images of what is seen, heard, or felt by the senses in the form of attitudes, opinions, and behavior or referred to as individual behavior. Based on the definition

above, the researcher would say teachers' perception in this research is teachers' perception on the hidden curriculum.

b. Concept of Perception

1. Factors the formation of perception

Rakhmat (2005) explained that perception as an experience about an object, event, or relationship obtained by summarizing information and interpreting messages. Wirawan (2002) explains that the formation of perception is influenced by several things, as follows:

- a. Attention means that all stimuli around us cannot catch at once, but must be focused on just one or two objects.
- b. Set, is the hope someone will stimulate that will arise. Differences in sets will also cause variations in perception.
- c. Needs, instantaneous or permanent needs in an individual will affect the person's perception. Different needs will cause different opinions of each individual.
- d. The value system, the value system that applies to society, also affects a person's perception.
- e. Personality characteristics, personality patterns possessed by individuals will produce different perceptions.

Moreover, according to Walgito (2004), three factors play a role in perception, namely:

a. Perceived object

The object gives rise to stimuli that affect the sensory devices or receptors.

b. The sensory organs, nerves, and central nervous system

Sensors or receptors are devices for receiving stimulus. Besides, there must be a sensory nerve as a tool to continue the stimulus received by the receptor to the central nervous system, which is the brain as the center of consciousness. As a tool to hold a response, motor nerves are needed.

c. Attention

To realize or hold perception requires attention, which is the first step in preparing to hold perceptions.

Based on the explanations above, it can be seen that several factors influence a person's perception. Factors that influence perception are experience, learning process, thinking horizons, and knowledge. When examined by factors that influence these perceptions, teachers' perception in schools is a view and understanding of the teacher because of the experience, teaching and learning process, ways of thinking, and knowledge.

2. The process of perception

According to Walgito (2004), perception can be explained as follows; objects give rise to stimuli, and stimuli affect the sensory organs or receptors. It should be

noted that the object and the stimulus are different, but there are times when the object and the stimulus become one, for example, in terms of pressure.

Furthermore, Walgito (2004) said that the senses' stimulus process is natural or physical. The stimulus received by the sensory organs is passed on by the sensory nerve to the total. This process is called a physiological process. Then is a brain process center of consciousness so individuals are aware of what is seen, heard, and touched. The process that occurs in the brain or the center of knowledge is called a psychological process.

Thus, the last stage of perception is that individuals are aware of what is seen, what is heard, or what is touched, namely the stimulus received through the sense media. This process is the final process of perception and is an accurate perception. Individuals can take responsibility as a result of perception in various forms.

2. Curriculum

a. The Definition of Curriculum

The initial curriculum term was used in sports, originated from Latin, namely *a running course or racecourse, especially a chariot racecourse*. Also, in French, *courier* means *to run*. The term is then used for several courses that must be taken to obtain degrees and diplomas (Hamid, 2012).

Moreover, Hamiyah and Juhar (2014) stated that the curriculum is a set of plans and guidelines for objectives, content, and learning materials as well as strategies used to direct learning activities management to achieve such educational

goals. Such priorities include regional educational purposes and alignment with the region's specificities, requirements and prospects, units, and educators' students. Therefore, the curriculum is developed by educators' groups to adapt educational programs to the region's needs and potentials.

Habiburrahim (2018) stated that curriculum is a way of delineating the theory, goals, teaching and learning materials, approach to teaching and learning, and assessment of a particular educational program.

According to Nasution (2003), the curriculum is a way to prepare children to participate as productive members of their society. In the curriculum, individual components are statements about goals and objectives, selection and organization of materials and content of lessons, forms, and teaching and learning activities and evaluation of learning outcomes. Nasution (2003) also stated that all the experiences students have under school guidance. In this case, the school has formulated various learning activities, both inside and outside the school, to provide learning experiences.

From the explanation above, the researcher can conclude that the curriculum is a set of teaching plans that teachers use as guidelines in teaching and learning activities in schools to achieve educational goals. With the curriculum, an educator can set strategies in learning and can evaluate the teaching development program.

Nasution (2005) viewed several curriculum theorists argue that the curriculum covers not only all planned activities but also events that occur under the supervision of the school, so in addition to formal curricular activities also informal activities.

The latter is often called extra-curricular activities (co-curriculum or extra-curriculum).

Moreover, Nasution (2005) stated that the formal curriculum includes: learning objectives, general and specific, systematically structured learning materials, teaching and learning strategies and activities, evaluation system to find out where the goals are achieved. The informal curriculum consists of activities that are also planned but not directly related to specific academic and class lessons. This curriculum is seen as a complete curriculum. This informal curriculum includes theater performances, inter-class or inter-school matches, various hobby gatherings, scouts, and others. There is more to be taken into account, namely the hidden curriculum. This curriculum is in the form of 'unwritten rules' among students.

Based on the explanations above, the researcher would say that the curriculum is an educational program with various teaching materials and learning experiences that are programmed, planned, and designed systemically based on applicable norms that serve as guidelines in the learning process staff to achieve educational goals. The curriculum is also not limited to subjects but includes other activities inside and outside the classroom, which are under the school's responsibility.

b. Concepts of Curriculum

The curriculum is an essential component in education. It must have goals and objectives to be achieved, selection and organization of materials and content of lessons, forms, and activities of learning and teaching, and finally, evaluation of

learning outcomes. So that curriculum is the core of an education organization (Rosyada, 2007).

Curriculum has several concepts, namely:

- a. Curriculum as a substance, the result of a curriculum system is the compilation of a curriculum. The function of the curriculum system is how to maintain the curriculum so that it remains dynamic.
- b. Curriculum as a system is seen as a plan learning activity for students or a set of goals to achieve.
- c. Curriculum as a field of study applies curriculum theories and the development of curriculum or education and teaching expert fields: Sutrisno (2001)

According to Ruhimat (2012), the curriculum has four dimensions of understanding, namely:

- a. Curriculum as an idea that will be used as material to develop the curriculum.
- b. The curriculum, as an actual written plan, is an embodiment of the curriculum as an idea.

The curriculum as a plan means that there are contents, objectives, and learning materials that are utilized for the process of learning and teaching activities in the curriculum component.

c. The curriculum as an activity

The curriculum as an activity means the curriculum considers the overall contents and objectives contained therein always require teachers and students to practice when the curriculum is implemented.

d. Curriculum as a result

The curriculum is associated with results. In general, the intention is a curriculum that has been applied to a school that will produce achievement for students under the plan when the curriculum implementation has taken place.

In the curriculum development process, it must have principles because they are the foundation and the establishment. Hernawan, Susilana, Julaeha, and Sanjaya (2002) put forward five principles in curriculum development, namely:

1. The principle of relevance;

Internally, the curriculum has relevance among curriculum components (objectives, materials, strategies, organization, and evaluation). While externally that these components have relevance to the demands of science and technology (epistemological relevance), the potential of students (psychological relevance), and the development needs of society (sociological relevance).

2. The principle of flexibility;

In curriculum development, the results are flexible in their implementation, allowing adjustments to occur based on situations and conditions of place and time that are always developing, and students' ability and background.

3. The principle of continuity;

There is continuity in the curriculum, both vertically and horizontally. The curriculum's learning experiences must pay attention to sustainability, both at the classroom level and between education levels and types of work.

4. The principle of efficiency;

Strive for curriculum development to utilize time, cost, and other available resources optimally, accurately, and precisely to be adequate.

5. The principle of effectiveness;

Strive for curriculum development activities to achieve goals without wasteful activities, both in quality and quantity.

From the explanation above, the basic principles of curriculum development can be said to be located as direct instructions in educational activities. Therefore, in developing a curriculum in an educational institution, it is possible to use the different principles from the curriculum used in other educational institutions. There will be found a lot of principles used in developing a curriculum.

3. Hidden Curriculum

a. The Definition of the Hidden Curriculum

The word "*Hidden*" comes from English, namely "*hide*". In contrast "*curriculum*" comes from Latin, which originally had the meaning *a running course*,

or *racecourse*, especially a '*chariot racecourse*' and also in French "*Courier*" means "to run", then the term is used for several '*Courses*' or subjects that must be taken to achieve a degree or diploma (Nasution, 2003).

According to Ramly (2003) in English, there are other terms for the hidden curriculum, namely:

1. Latent or convert curriculum (hidden curriculum)
2. By product (or with results)
3. Nonacademic outcomes of schooling (Learning outcomes obtained by schools without looking at academics)
4. The unstudied curriculum (curriculum not reviewed)
5. The forgotten curriculum.

Thus the term hidden curriculum refers to everything that can influence the ongoing teaching and education, which may increase or encourage or even weaken the effort to achieve educational goals.

According to Lunenburg and Ornstein (2004), understanding the curriculum can be grouped into four which include,

- a. Curriculum as a plan,
- b. Curriculum as a learning experience,
- c. Curriculum as a field of study or collection of knowledge,
- d. Curriculum as specific terms refers to a subject and grade level.

In this case, a hidden curriculum can be a learning experience because it is interpreted as a school socialization process. The hidden curriculum not only shows academic instruction but is more towards norms and principles experienced by students throughout their educational life (Kentli, 2009).

According to Sanjaya (2008), there is a curriculum for aspects of student learning experience called the actual curriculum, which translates the official curriculum into the development of learning programs, where the teacher can implement the actual curriculum to the existing conditions. There is a hidden curriculum in the actual curriculum because it presented and experienced by students inside and outside the classroom in the form of students' experiences that not planned by school or teacher. It can be said that the hidden curriculum means that it cannot be seen but is not lost in the learning process.

Santrock (2003) said that one side of the hidden curriculum is the overall moral atmosphere that characterizes schools, regardless of whether the school has a specific moral curriculum. Aligned with Soedijarto (2008) hidden curriculum is one of the morally-socially relevant educational characteristics, namely the educational process, which contains the values needed in real life in adult society.

Based on the explanation above, the researcher would say that hidden curriculum can be interpreted as student values that are often ignored in the formal curriculum. However, some teachers have developed hidden curricula through dynamic classroom structuring and activities, social interaction, extracurricular

activities, culture in schools, rules, and arrangements. Teachers can also create students who have good moral values in their lives.

b. Concept of Hidden Curriculum

1. The aspect of the hidden curriculum development

Sasmito (2016) said that in developing a hidden curriculum, two aspects need attention, including:

1) School Climate

To develop a hidden curriculum through aspects of the school climate, regard;

- a. The value of climate, school is a combination of different backgrounds, including environment, family, race, and ethnicity. So from these differences are expected to stimulate student motivation and achievement.
- b. Self-concept refers to individual students in viewing themselves as a certain role.
- c. Student achievement, namely student ability related to academic ability.

Change the school climate in a positive direction; there must be several ways, namely, emphasizing students to appreciate the ongoing academic process, measuring students' ability, and the provision of materials related to social phenomena, art, humanities, and social sciences. So that in this school climate

shows the expectations of teachers and students related to interaction in the classroom.

2) The Dynamics of Power and Its Role in Informal Systems

The development of individual students is a natural process and follows the various efforts it does. Students are often confronted with rules and powers which show authority. And these rules or powers are abused so that it changes students' perceptions in their role in the school community. Through classes that the school reconciles the things that students' experience, students who make it through this will be considered chosen or selected students. Besides that, student groups also influence student interaction because students will get references from their peers related to dress, language, behavior, and other influences. So schools can strengthen their educational goals.

Moreover, Novitasari (2017) stated that there are two aspects of the hidden curriculum: changes and relatively fixed aspects;

- 1) Changeable aspects include organizational variables, social systems, and culture.
 - a. Organizational variables are teacher assignment policies and grouping students for the learning process
 - b. A variable social system is the school atmosphere reflected in the patterns of relationships of all school components.

c. Cultural variables are social dimensions related to belief systems, values, cognitive structures, and various factors related to cultural variables.

2) Relatively fixed aspects are the ideology, beliefs, and cultural values in the community that influence the school. The community's culture determines which knowledge needs to be passed on and which one does not need to be inherited with future generations of a nation.

2. Advantages of Hidden Curriculum

There are great results for a good understanding of the hidden curriculum. Jerald (2006) noted that when teachers are aware of the hidden curriculum's importance and influence, they will always review their students' attitudes in the classroom. Moreover, teachers may use the hidden curriculum in their teaching as a strategy or method to send a specific message to the student through these approaches, such as cooperative learning. And make the hidden curriculum as a tool to the teacher to develop students' character.

According to Novitasari (2017), the purpose of the hidden curriculum is to help achieve educational goals in schools and be seen as a tool for students' moral growth. The hidden curriculum can describe the atmosphere of fairness, giving all the changes to participate in planning and implementing activities to achieve learning outcomes reasonably. Such a curriculum can have more value than a formal curriculum (and to influence and determine the meaning of students' dignity).

Halimah (2010) stated that the hidden curriculum as something that contains education and teaching is realized in the form of action patterns of people around students who aim to influence their behavior to adjust themselves as best they can to their environment. The change in behavior that occurs in students allows them to function perfectly in living life in society.

Moreover, Sanjaya (2008) said that the hidden curriculum is a powerful influence on student character formation because it can contribute to student personality development and establishment.

Based on the explanation above, the hidden curriculum is an unwritten curriculum that is not consciously studied and not planned programmatically. Still, its existence affects changes in student behavior.

3. The function of the hidden curriculum

Hidayat (2011) stated several hidden curriculum functions, namely:

- a. The hidden curriculum provides an in-depth understanding of personality, norms, values, beliefs that are not explained thoroughly in the formal curriculum.
- b. The hidden curriculum has a function to provide skills that are very useful for students as a provision in the later phase of his life.
- c. A hidden curriculum can create a more democratic society. It can be seen in various activities and activities other than explained in the formal

curriculum. For example, through various training activities, extracurricular activities, discussions.

- d. The hidden curriculum can also be an effective mechanism, and social control for student behavior or teacher behavior. The teacher provides examples of role models, examples and experiences transmitted to students. Students then discuss and negotiate the explanation.
- e. Various sources in the hidden curriculum can increase student motivation and achievement in learning.

From the explanation above, the researcher concluded that the hidden curriculum's function is a teacher mechanism to control students' social by providing experience, behavior, and role models because a teacher is a guide for his students.

4. Vision and mission of the school

a. The Definition of School Vision and Mission

Fattah (2006) stated that vision is the hopes and desires of all parties involved. According to Syaifuddin and Fatimah (2007), vision is a moral imagination that illustrates the future's desired school profile. It can be concluded that the vision in educational institutions is a picture of future projections in the form of views, ideas, hopes, and desires of the institution to be realized in the future.

Syaifuddin and Fatimah (2007) said that mission is an action or effort to realize the vision. More clearly, Fattah (2006) states that mission is a statement about

the goals expressed in the form of products and services that can be offered, needs that can be addressed, the groups of people served, values that can be obtained, and future aspirations. So it can be concluded that the mission is a statement in the form of actions or efforts that must be done in realizing the vision. Therefore the mission is an operational translation of the vision.

Jansen Sinamo (2005) sets out the criteria for effective vision and mission, namely:

1. Vision-mission must be under the spirit of the age and the spirit of organizational struggle.
2. Vision-mission must be able to describe the ideal organization that can captivate people's hearts.
3. Vision-mission must be able to explain the direction and goals of the organization.
4. Vision-mission must be easily understood because it is elegantly expressed to be tactical and strategic guidance.
5. Vision-mission must have the power of persuasion that can show the hopes, aspirations, sentiments, and suffering of the organization's stakeholders of the organization.
6. Vision-mission must reveal the organization's uniqueness and summarize the organization's unique competencies that explain its identity and what it is capable of doing.

7. Vision-mission must be ambitious, that it must be able to critique the beauty, ideal of progress, and the organization's future figure to ask for sacrifice and emotional investment from all organizational stakeholders.

From the explanation above, it can be said that schools must have a vision and mission. Making a vision and mission must be based on the school's type and the main purpose of the school established. The school's vision and mission must be the spirit in carrying out every activity in the school.

5. Lesson Plan

a. The Definition of Lesson Plan

The learning plan is a plan that describes the procedure and organization of learning to achieve a basic competency that is specified in the content standards and is elaborated in the syllabus (Kunandar, 2011).

The decision-making process or some alternatives (choices) regarding the objectives and ways to be implemented in the future to achieve the desired goals, and evaluate the results of its implementation, which is carried out systematically and continuously (Mulyasa, 2007).

Ibrahim (2010), to implement the learning program outlined in the syllabus, the teacher must draw up a lesson plan. The lesson plan guides teachers in carrying out learning in the classroom, laboratory, and field for each basic competency. In compiling the lesson plan, the teacher must include the competency standards that cover the necessary skills organized in the lesson plan. In the lesson plan, in detail,

must contain learning objectives, learning materials, learning methods, learning steps, learning resources, and assessment.

Kunandar (2011) stated that the elements that need to be considered in preparing lesson plans:

- a. Refer to the basic competencies and abilities that students must master and learn materials and submissions, learning experiences that have been developed in the syllabus;
- b. Use a variety of approaches under the material that provides life skills following the problems and everyday environment;
- c. Use appropriate methods and media, which bring students closer to direct experience;
- d. Assessment with a thorough and ongoing testing system is based on a testing system developed in harmony with the syllabus's development.

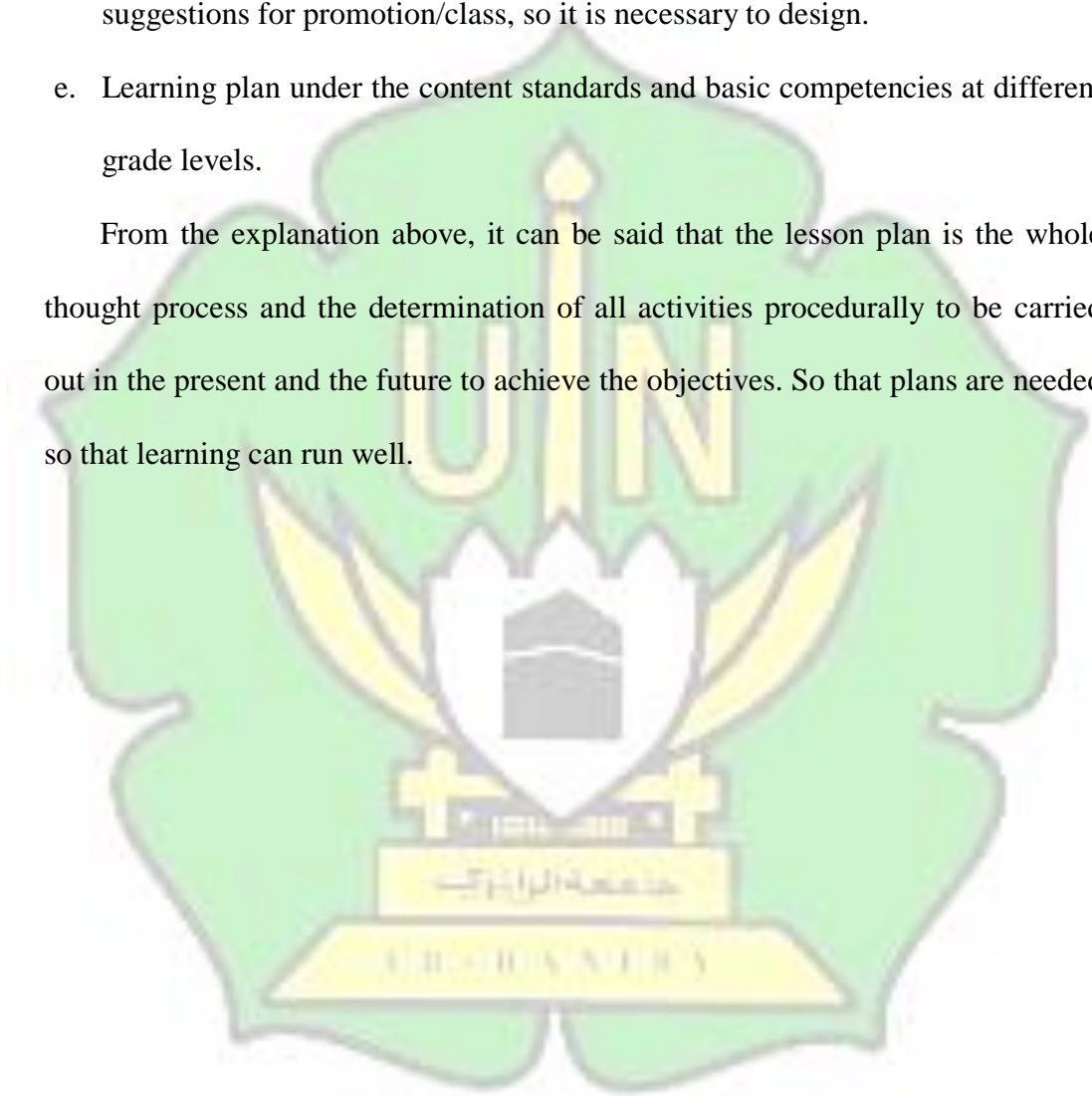
According to Trianto (2010), in general, developing a learning plan must be guided by the principle of development as follows: (1) Competencies planned in the learning plan must be clear, concrete, and easy to understand, (2) Must be simple and flexible, (3) learning plans that are developed are comprehensive, complete, and clear in their achievements, (4) Must be coordinated with the school program's implementing components so as not to interfere with other school hours.

Mulyasa (2008), the benefits of learning planning which include;

- a. Provide clarity in the achievement of student competencies and the requirements needed by students to participate in learning at the school.

- b. Improve efficiency in the implementation process
- c. Carry out the process of continuous development.
- d. The four learning plans can draw as a scientific work for an educator to make suggestions for promotion/class, so it is necessary to design.
- e. Learning plan under the content standards and basic competencies at different grade levels.

From the explanation above, it can be said that the lesson plan is the whole thought process and the determination of all activities procedurally to be carried out in the present and the future to achieve the objectives. So that plans are needed so that learning can run well.



CHAPTER III

RESEARCH METHODOLOGY

The research method will help the researcher collect, analyze, and interpret data and answer research questions (Creswell, 2012). This chapter presents a description of the research method, which is employed in this study.

A. Research Design

In this study, the researcher explores the teachers' perception on the hidden curriculum. Thus, the researcher used a qualitative research method. According to Bogdan (2007), qualitative research avoids going into a study with hypotheses to test or specific questions to answer. As this study included descriptions, interpretations, and understanding of repetitive patterns categorized or looking at the response, thus qualitative design is appropriate for this research.

B. Research Sites and Participants

This section discussed the description of the research location and participants clearly and briefly.

1. Research Sites

This research was conducted at Madrasah Aliyah Negeri 4 Aceh Besar. One of the schools located in Aceh Besar, precisely in the district of Darussalam.

2. Research Participants

a. Population

Creswell (2012) stated that the qualitative inquiry is not to generalize a population but to develop an in-depth exploration of a central phenomenon. The populations of this study are three English teachers at MAN 4 Aceh Besar. The researcher chose three English teachers as the participants because they had many teaching experiences and covered the criteria of an educator.

b. Sample

The sample was the small unit of the population that was taken as representatives of all populations. The sample was chosen purposively. Sugiyono (2008) stated that purposive sampling is the sampling technique based on specific criteria. Purposive sampling is one of the techniques in selecting participants, focusing on particular characteristics of a population. In this research, the researcher chose all of the population of three English teachers as a sample.

C. Methods of Data Collection

In collecting the required data, the researcher uses three data collection methods:

1. Interview

Sugiyono (2008) stated that the interview is a meeting of two persons to exchange information and idea through responses, resulting in communication and

joint construction of meaning about a particular topic. In collecting the data in this study, the researcher used the semi-structured interview. Dornyei (2007) defines a semi-structured interview is a type of interview in which the researcher has designed the guiding questions, the format of the questions will be an opened-ended question. The interview is given a chance to elaborate on their answer in an investigative way.

The Interviews are conducted in languages that make teachers and researchers feel more comfortable, and the interview using audio recordings. This instrument is used to investigate teachers' understanding of the hidden curriculum.

The interview is used when researchers ask questions and record their answers to obtain in-depth information about their thought, knowledge, reason, motivation, belief, and feeling about the topic (Creswell, 2012). This interview was conducted to answer the focus of research on how a process of planning and implementing the hidden curriculum in MAN 4 Aceh Besar. In this part of the interview, each participant is interviewed for about 15-20 minutes, depending on the question and situation. Researchers and participants spoke in Indonesian, and transcription notes were translated into English.

2. Observation

According to Hancock (2009), observation is a way when data needed cannot be validated or collected with other means. This observation was carried out in three classes to see whether the teacher uses the hidden curriculum in daily learning and

how the teacher is mastering the course using a hidden curriculum. Then, look at the students' responses in the class and make descriptions about what has been observed.

3. Document Analysis

Document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic (Bowen. 2009). This data is used to complement the data obtained from interviews and observations. In collecting the required data, the researcher analyzed two official documents from the teachers:

a. Lesson Plan (RPP)

Document analysis was carried out to observe the lesson plan (RPP) by the teacher to prepare a lesson for students and see the teacher's suitability in the learning process. Kosasih (2014) stated that the lesson plan is a learning plan whose development refers to a certain basic competence (KD) in the curriculum or syllabus.

b. Vision and Mission

The researcher analyzed the school's vision and mission to see whether there is a value of hidden curriculum as one of the goals to develop a good character to students as the school's ideals and expectations. According to Wibisono (2006), vision is a series of sentences that stated ideals of a school, organization, or company to be achieved in the future. The mission is a series of sentences that

stated the purpose or reason for the organization's existence containing what is provided by the school.

D. The Technique of Data Analysis

To get answers to the research questions of this study, the researcher needs to collect research data. The data was collected through interviews, observation, and document analysis. First, the researcher asked permission to the headmaster of MAN 4 Aceh Besar. After getting the participants' candidates, the researcher gives invitation letters and informed consent forms to get participants' willingness to be observed and interviewed. In this study, the researcher also included document analysis to collect supporting data.

1. Interview

The researcher described three English teachers' answers using Miles and Huberman (2007) model of qualitative data analysis. The process is divided into three steps:

- a. Data reduction: the process of sharpened, categorize direct, eliminated, and organize the data that found from research to get conclusion and verification. The researcher took the relevant information from the interview result about the teachers' perception of the hidden curriculum.

b. Data display: after reducing the data, the researcher organized and compressed the data from the interview. The researcher displayed the data and presented in the form of description or narrations.

c. Data verification: the researcher concluded the interview result and presented it in the discussion (Miles and Huberman, 2007).

2. Observation

The data from the observation checklist is used to support qualitative data. Researchers analyzed the results of the observation checklist in the form of descriptions and information about the attitudes and behavior of students and teachers as role models. Information obtained from the observation checklist is analyzed, interpreted, and concluded. Therefore, the data collected by the researcher is displayed and presented in narrative form.

3. Document Analysis

Analyzing the contents of a document systematically examines the document (lesson plan, and vision and mission of the school) by analyzing the forms of communication outlined in documents objectively. The documents that have been obtained are analyzed (decomposed), compared and integrated (synthetic) to form systematic, coherent, and overall study results. After the researcher analyzes the documents by examining the existence of hidden curriculum values, the results of the analysis are presented in narrative form.

CHAPTER IV

FINDING AND DISCUSSIONS

This chapter explains and analyzes the results of findings gained in the research that has been fulfilled by three English teachers as the participants from MAN 4 Aceh Besar. This chapter also explains the results of the interviews, classroom observations, and document analysis (vision and mission of the school, and the lesson plan).

A. Findings

This qualitative study aims to describe the teachers' perceptions on hidden curriculum at MAN 4 Aceh Besar. In this study, three teachers were the participants, and the researcher will make a difference from each participant to one another by giving them a code. Here is further information about the chosen participants.

NW is a female English teacher from MAN 4 Aceh Besar, and she lives in Cot Keueung. She took her bachelor's degree at IAIN Ar-Raniry Banda Aceh (Now UIN Ar-Raniry Banda Aceh). She became a civil servant for twenty-three years. She has been teaching English in MAN 4 Aceh Besar since 2013, and it means that she has been a teacher in this school for seven years.

SR is a female English teacher from MAN 4 Aceh Besar, and she comes from Aceh Selatan. She studied in the English department at Syiah Kuala University. She

became a civil servant for twenty-one years and has been teaching English in MAN 4 Aceh Besar for twenty-one years.

SY is a male English teacher from MAN 4 Aceh Besar. He took his bachelor's degree at Syiah Kuala University and became a civil servant for thirty-three years. He has been teaching English in MAN 4 Aceh Besar after the tsunami, which means that he has been a teacher in this school for sixteen years. Previously, he had been an English teacher at MTsN 1 Banda Aceh and MAN Model Banda Aceh.

B. Results of The Interview

a. The Teachers' Opinion on the Hidden Curriculum

After conducting an interview session, the researcher revealed the answers to the first research question. The teachers have expressed their opinions about the hidden curriculum. The idea is classified into 6 (six) themes. The hidden curriculum contained in the 2013 revised curriculum, integrated into the teaching and learning process, the hidden curriculum is important, shapes the good character, show an example, and effective to use.

1. Contained in the 2013 Revised Curriculum

The opinion that says the most, the hidden curriculum values, has been applied to form the good character of students because, in the 2013 revised curriculum is now more applicable to the effective value of students. SR responded that "The use of a hidden curriculum is good because the revised 2013

curriculum is prioritized for the character or effective value of students, and behavior".

Similarly, NW stated that the hidden curriculum already existed in KI 1 and KI 2 in the learning plan. KI 1 was expected to believe in Allah SWT and KI 2 about social character building, which referred to the 2013 revised curriculum's value. She said:

Sebenarnya nilai kurikulum tersembunyi sudah tertuang pada KI 1 dan KI 2 pada RPP, KI1 yang diharapkan meyakini terhadap Tuhan, KI2 tentang ranah social yang membentuk karakter, berarti sama-sama membentuk karakter, seperti disiplin, tanggung jawab, karakteristik siswa. Jadi ada nilai hidden kurikulum pada KI 1 dan K2 di RPP. (NW)

The hidden curriculum values have been stated in KI 1 and KI 2 in the lesson plan. KI1 which are expected to believe in Allah SWT, KI2 about the social realm that forms character. (NW)

They intend that hidden curriculum values also exist in the 2013 revised curriculum. Although not written, not programmed and planned by the government and the school institution itself but directly have a good influence on teaching outcomes and the learning process. They said that the hidden curriculum influences students' values, perceptions, and behavior.

On the contrary, SY did not know anything about the hidden curriculum, and he had never heard of it, so he did not apply it. SY said that "I did not know anything about the hidden curriculum, because I had never heard about that".

SY also said that:

Seperti saya katakan sebelumnya, saya tidak pernah mendengar apa itu kurikulum tersembunyi dan saya tidak menerapkan kurikulum

tersembunyi. Namun, untuk membentuk karakter baik pada murid. Saya melihat atau mengajarkan karakter baik pada siswa ketika saya mengajar dengan berbagai metode, dari metode tersebut saya melihat dan mengajarkan bagaimana berperilaku dengan baik. Seperti mengajar narrative text, dari text tersebut saya dapat mengajarkan bagaimana cara berkarakter baik, seperti sopan santun, bermoral dan lain-lain. Dan metode-metode mengajar lainnya. (SY)

Never heard about a hidden curriculum but shaped the good character of students by using various methods, from those methods, I taught students how to behave appropriately. (SY)

But to form good character in students, SY has his method, by teaching various ways. He saw and taught how to behave appropriately in the school and the surrounding environment from these methods.

2. Integrated into the Teaching and Learning Process

Most said that teaching student's good character can be done in line with the teaching-learning process. Educating students of good character starts from the beginning to the end of learning and teaches students knowledge. NW conveyed that:

Bisa diintegrasikan dalam pembelajaran, mengajarkan anak berkarakter itu bisa diimplementasikan lewat proses belajar mengajar. Karena tugas guru mendidik dan mengajar, mendidik merupakan pembinaan karakter, sedangkan mengajar berarti mentransfer ilmu. (NW)

The teachers' task is to educate and teach students. Thus, teaching students of good character is also implemented in the teaching learning process. (NW)

Likewise, SR said that educating students' good character can be formed in the teaching and learning process and can also directly assess students' character. However, according to her, no matter how good the teacher is in shaping the character of the student, only the student themselves will determine. SR said:

Dalam bentuk proses belajar mengajar, jadi guru dengan tidak sengaja menilai karakter siswa tersebut karena karakter tersebut tidak dapat diubah, karakter itu hanya diri mereka sendiri yang akan mengubahnya. (SR)

Teach students good character, and assess the morale of students carried out in the teaching and learning process, and good character is only themselves who will determine. (SR)

It can be said that the hidden curriculum influences the formation of students' character and personality, can be integrated through the teaching and learning process. The effect of teaching character values on students makes them have good character. All methods can be done because the teacher does their job very well.

3. The Hidden Curriculum is Important

The participant argued that using a hidden curriculum is very important to form good character in students because students must be good characters, as smart as a student, would be very unfortunate if they do not have good character. NW emphasizes how important the hidden curriculum is:

Menurut saya sangat penting dan memang harus, karena itu mutlak, karena sebenarnya adab jauh lebih penting daripada ilmu. (NW)

The hidden curriculum is very important because it shapes students' character, as we know, morals are more important than science. (NW)

Similarly, SR also noted that the hidden curriculum is essential to use. SR revealed:

Penting karena biar ada sopan santun dari siswa terhadap seorang guru. (SR)

The use of a hidden curriculum is essential because the 2013 curriculum revised is more applied to the effective value of students. (SR)

People will judge how good the student is in receiving knowledge from a teacher because of the attitude. Knowing the importance of a hidden curriculum is expected to make it easier for teachers to shape students' good character and create good relations between students and teachers.

4. Shapes the Good Character

Interviewees have said how important it is to use a hidden curriculum, so they expressly state that a hidden curriculum shapes students' good character. After students had a cognitive aspect, they must also have good personalities. NW conveyed:

Kurikulum tersembunyi membentuk karakter siswa, selain memiliki ilmu pengetahuan secara kognitif mereka harus memiliki kepribadian, (NW)

Hidden curriculum shapes the character of students, besides having cognitive knowledge they must have personality. (NW)

On the contrary, as previously said by SY, he did not know what the hidden curriculum was, so he did not apply it. But according to him, an approach is needed between the teacher and student, so students can receive well the training of the teacher to have good character. He has his method of teaching; from that method, he sees many students who have ethics, such as courtesy, honesty, and so forth. SY said:

Saya tidak menerapkan strategi pelaksanaan kurikulum tersembunyi, karena saya tidak mengetahui apa itu kurikulum tersembunyi. Namun menurut saya dibutuhkan pendekatan guru dengan murid ketika mengajar didalam kelas sehingga dapat membentuk karakter baik peserta didik. Dari metode-metode yang saya ajarkan, saya bisa melihat sudah banyak yang memiliki etika baik seperti sopan santun dan jujur. (SY)

I did not apply a hidden curriculum strategy because I did not know about it. But it takes an approach between teacher and student to be able to form good character in students. From these methods, I see that many of them have good behavior. (SY)

It can be said that, although SY does not know about the hidden curriculum, from its method, the researcher can see the value of the hidden curriculum so that it can form good character in students. Same as said by the previous participants.

5. The Teacher Shows an Example

The participants have their strategies in shaping students' character through the process of teaching-learning in the classroom, the results of the

application of these strategies some students have seen a change in character in each of them. As SR said, she educates students of good character by giving suitable examples in the classroom and outside the school, so students can see and emulate them. SR viewed that "I applied it by giving good examples both inside and outside the classroom to emulate it".

Similar to the NW, one method for educating characters is to give an example. Like when someone is caught cheating, she will provide coaching so the students can listen and then not do it later on. NW said:

Seperti mencontek, namanya mencontek tidak jujur berarti berdosa pada Allah, dari insiden seperti itu saya lakukan pembinaan, sehingga semuanya akan dengar lalu tidak melakukannya. (NW)

An example is cheating, everyone knows fraud is not honest, means a sin to Allah SWT, from incidents like that I do coaching so that everyone can listen and then not do it. (NW)

Instead, SY said that he does not know and read what the hidden curriculum is, so he does not apply it. As an English teacher, he was not too focused on theory and only concentrated on teaching how to communicate, write, read, and listen in English. For character assessment, SY judges by looking at daily student behavior. SY revealed:

Jangan tanya tentang kurikulum tersembunyi karena saya tidak pernah mendengar apa itu kurikulum tersembunyi. saya tidak pernah membaca apa itu kurikulum tersembunyi. Sebagai guru bahasa inggris, saya tidak terlalu focus pada teori, saya hanya berfokus pada bagaimana murid aktif dalam komunikasi berbahasa inggris, menulis, membaca, berbicara, mendengar. Oleh karena itu saya menilai karakter siswa dari tingkah laku mereka di dalam kelas. (SY)

Do not ask about the hidden curriculum because I never heard about that. I am not too focused on theory, and I only focus on how students are active in communication, writing, reading, speaking, and listening in English. Therefore I judge the character of students by their behavior in class. (SY)

6. Effective to Use

From the three participants, they saw a change in the character of each student. Two informants said that the hidden curriculum was effective to apply. While one speaker with the method he used, there was also a change in students' good character, so the way he specified was effective. SR said that "As far as I can see, the use of hidden curriculums is effective".

Similarly, NW suggested that the use of a hidden curriculum was effective. NW revealed:

Penggunaan kurikulum tersembunyi sangat efektif, dan memang harus dalam pembinaan akhlak. (NW)

The use of hidden curriculum is very effective, and indeed must be in character building. (NW)

SY, who does not know what hidden curriculum is, has its answers. He has his method of shaping students' good character. Then he said that, from these methods, effective in fostering student character. SY statement:

Dari metode-metode yang saya ajarkan, terdapat peningkatan karakter dalam diri setiap murid. Dan dari metode yang saya ajarkan, saya rasa efektif seiring dalam pembinaan karakter baik siswa. (SY)

From the methods I teach, there is an increase in character in each student. (SY)

From the results above, both informants applied the hidden curriculum in shaping good character, and so the hidden curriculum was effective to use. And one speaker with the method he applied was also effective in developing the character of both students.

b. The Hidden Curriculum Effect on the Students' Good Character

This research sample has various responses regarding the influence of the hidden curriculum in shaping the character of good students. They revealed several effects that occur in forming good student character, namely, students have good character, being aware of teacher assessments, and students learn from incidents.

1. Having Good Character

The participant said that, in learning, coaching is conducted to teach character values. So it affects students who have good character, good manners to everyone. NW said, "In learning, always do character development for children, because it is the teacher's duty, and the effect is the children have good character, polite, polite to parents." (NW)

The effect of hidden curriculum values is to shape the character. The hidden curriculum's main purpose is that students have good character, good at

socializing and interacting with others, both with the surrounding community, having the soul of a leader, and smart and other useful things. By having character, the student will cover all the good things that the teacher and parents want.

Participants added that the result of using a hidden curriculum is that students will have an honest character; being honest is one of the most important things for a student to have. Because honest people will always be trusted, NW stated, "I can see that there are many honest students, although not all because there are many students." (NW)

2. Learn from an Incident

The participant said that there was an increase in the good character of students. Students learn from the teacher's examples, students also learn from the teacher's guidance when there is an incident, and students learn from seeing what the teacher does. NW exposed that:

Misalnya, ketika ada insiden kecil dikelas dari disitu saya bisa mengajarkan nilai-nilai karakter. Saya melihat, seperti murid bertanggung jawab, dari tugas mereka bisa selesaikan. (NW)

For example, when there is a small incident in class from there, I can teach character values. For instance, I see the students are responsible for their assignments they can finish. (NW)

Relatedly, SR said there are changes in student character, seen from social, religious, and daily behavior values. SR responded that "Apply it by

giving suitable examples both inside and outside the classroom. Daily social, religious, and behavioral values are all included in the teacher's effective evaluation”.

It can be said that there is an effect of hidden curriculum scores on students' good characters; the effect is obtained from the guidance provided by the teacher when an incident occurs.

3. Be Aware of Teacher Assessment

The effect of hidden curriculum values is that shapes students' good character. Students will realize, there is an assessment from the teacher. When teachers teach, they will always say that the attitude value will go to the final report. From here indirectly, students will know that they must behave well. SR explained that:

Ketika guru mengajarkan nilai karakter, mereka secara tidak langsung sadar terhadap penilaian dari guru, sehingga siswa akan berhati hati dalam berbicara dan bertingkah laku karena mereka mengetahui apa yang mereka kerjakan akan dinilai oleh guru. (SR)

When teachers teach character values, they are indirectly aware of the teacher's judgment. (SR)

Likewise, NW says that no matter how good the teacher is in teaching character to students, only those students can change it. Self-awareness is key to forming good character; therefore, each person has a different character. NW

stated, "Because to form good character, there is also the students themselves' awareness, although the levels are different".

C. Result of Check-list

For observations, it is carried out using an observation check-list. There are two observation check-lists, observation of the teacher and observation of the student. Observations were made in three classes, NW in class II-MIA1, SR in class I-IIS2, and SY in class II-MIA2.

1. Observation of the Teacher

In this observation, the researcher looks at whether the three teachers (NW, SR, and SY) provide habituation such as; greeting, giving direction to pray, giving motivation, prepares students to follow the learning process, gives advice, gives examples of good behavior, gives material conclusions, give attention to students, and interact well with students in the class. From observations of these three teachers, the researcher saw that the teachers had given most of these habits in the classroom, in line with teaching the students learning.

However, there is a content of observation check-list that is not done, such as SR in class 1-IIS2, when she will start teaching, she does not prepare students to follow the learning process. Whereas NW and SY, on the contrary, before the learning process began, they direct students to follow the directions that have

been determined, the instructions include, open textbooks, sit neatly, and also do not make a fuss in class.

Another habit that is not done is, NW in class (II-MIA1) and SY in class (II-MIA2), they both do not provide a conclusion of learning when the teaching and learning process ends. However, SR in class (I-IIS1) after the learning time was thought to be almost over, and she gave a conclusion of the material that had been learned by asking students what they knew, then SR concluded the learning.

2. Observation of Students

In this observation, the researcher looks at whether the three classes (I-IIS1, II-MIA1, and II-MIA2) behave properly such as; answering greetings (salam), praying, following the teacher's direction, not disturbing friends, behaving well toward the teacher, not cheating, behave well when the learning process takes place (optimistic, honest, brave), and help fellow friends. From an observation of students, the researcher sees that the students behaved well with the teacher and fellow students, but some not entirely done, such as;

When the observations took place, the researchers saw that students of class I-IIS1 were not simultaneously answering greetings, even though answering greetings proper was included in the character values. While students in class II-MIA1 and II-MIA2 were simultaneously responds to greetings.

Also, when teachers gave the material in front of the class, students in class II-MIA1 and II-MIA2 follow the previous directions and none of the students disturb their friends. While students in class I-IIS1, because one student made a noise, then triggered other students to make a fuss.

Similarly, when the teacher gives directions before the learning process, students in class II-MIA1 and II-MIA2 listen and follow the teacher's instructions. Like directions for not being noisy when studying, tidying chairs and tables not to fall apart when studying, and others. However, in class I-IIS1, because the teacher did not give direction when going to start learning, suddenly, one student spoke, after which noisy the other students. But finally, the teacher can make them quiet or refocus.

From the explanation of the observation analysis above, it can be concluded that the teacher-facilitated everything that happens in the classroom because the teacher as facilitator, students depend on what is given by the teacher. Teaching characters value and the teacher provides good habits. When the teacher offers habituation such as greeting, giving motivation, interacting well, and so on, students will see and copy what their teacher is doing.

The researcher saw teachers' and students' interaction in all three classes (II-MIA1, II-MIA2, and I-IIS1) is outstanding. The teacher provides motivation, advice, and understanding as well as examples in behaving that is very useful for students,

and students receive it. Also, a comfortable classroom atmosphere can be said that everything taught by the teacher is very useful in shaping students' character, like students who are polite to their teachers, both to friends and so on.

Each teacher (NW, SR, and SY) has different teaching methods, and also teachers teach the value of the hidden curriculum in their way because they understand and know what they will give to the students. Just like students, students have different characteristics, some are easy to accept what is taught, and some also require more effort. What has been seen that the character of students in classes is not the same, but that they have good qualities, are polite, brave, and optimistic towards the teacher and their friends. So the teacher must always be patient and diligent in teaching knowledge to students.

D. Document Analysis

Analyze hidden curriculum values contained in the lesson plans and vision and mission of the school.

1. Lesson Plan

Analyze the hidden curriculum values contained in class I-IIS1 and II-MIA1 lesson plans.

a. Analysis of class 1 learning plan

In the class I-IIS1 learning plan taught by SR, the teacher teaches descriptive oral and written texts, about people, tourist attractions, and famous historical buildings. Researchers found many hidden curriculum values, such as; life and practice, the religious teachings embraced in KI1 (core competency 1). Also, live and practice good behavior for the environment and society in KI2 (core competency 2).

Furthermore, in KD (basic competency), researchers find hidden curriculum values, such as; students show polite behavior and care in carrying out interpersonal communication with teachers and friends. Students show honest, disciplined, confident, and responsible behavior in carrying out transactional communication with teachers and friends. Students also exhibit behavioral responsibility, care, cooperation, and love for peace in carrying out a functional conversation.

Then, the hidden curriculum values that researchers see in the learning objectives, students are expected to formulate social functions in the teaching and learning process. And also, from the teaching and learning process, students can provide information about something with confidence, interpreter, and responsible. Meanwhile, hidden curriculum values in the steps of learning, such as; the teacher asks student news and conditions, the teacher

motivates students, and students are expected to convey their description confidently and responsibly.

And the last, hidden curriculum values in the student attitudes observation sheet, such as; the teacher assesses matters relating to students' spiritual value, and then the teacher assesses whether students carry out individual tasks well and behave well with classmates. Students empathize with classmates, have a desire always to do self-evaluation, and the teacher assesses whether there are students who have an active attitude in responding.

b. Analysis of class 2 learning plans

In the class II-MIA1 learning plan that is taught by NW, the teacher teaches 'song'. Researchers found several values from the hidden curriculum, such as; live and practice the teachings of the religion held in KI1 (core competency 1), and students can live and practice good behavior for the environment and society in KI2 (core competency 2).

Furthermore, hidden curriculum values are found in learning activities, such as; the teacher prepares the students' conditions to participate in the learning. The teacher motivates the students contextually according to the benefits of studying songs in daily life. Finally, the teacher asks students to express their opinions to have a brave, confident, and responsible attitude.

From this analysis, the researcher can conclude that the learning plan is a guide for teaching in the classroom, so the teacher is expected to be more directed in giving learning at the school. Researchers can see that in the lesson plans for classes' I-IIS1 and II-MIA1, there are some hidden curriculum values such as living and practicing religious teachings, living and practicing good behavior contained in KI1 and KI2. Hidden curriculum values are also found in learning activities, and many more have been described above. In the learning plan, there are hidden curriculum values that are expected by the teacher to be able to provide all of the learning to students.

2. Document Analysis Vision and Mission of the School

In the vision and mission of the school, the researcher gets several hidden curriculum values;

First, in the school's vision is to realize Madrasah's achievement with scientific and technological insights based on faith and piety (IMTAQ). Hidden curriculum values here, schools want to create Madrasah that is knowledgeable in science and technology. It can influence both teachers and students in favorable terms wherein the positive case can learn about faith and taqwa through media propaganda. In the subjects required, by the curriculum, learning integrates character education related to trust and loyalty. The school wants every student to

have a behavior that is always based on good intentions and based on faith in Allah SWT.

Furthermore, in the mission of the school, that is developing competent human resources (Madrasah). It means that schools try to make teachers have competent and responsible human resources to create and shape good character and personality and form students who have qualified resources in the future.

The last, the missions that must be achieved at MAN 4 Aceh Besar is creating a healthy, conducive, harmonious, and akhlakul karimah. According to Islamic law, the aim is to maintain cleanliness and tidiness because it is part of faith while neatness as in a well-dressed environment. The researcher can see the value of the hidden curriculum here; schools want to create harmony and also peace, helping each other in terms of goodness. Therefore teachers and students in their environment must have morality following Islamic Syari'at.

From the analysis of the school vision and mission above, it can be concluded that the school wants to create a school-based on religious law, good character students, competent students, and students who understand technology and others. The researcher found three hidden curriculum values, which expected the school to have students who have a good character based on Islamic religious law.

E. Discussion

In this part, the researcher delineates the findings of the research results that have been collected in the field. The researcher shows the study results by referring to some previous research and theories related to this study to accomplish and reinforce the discussion of the results of this study.

1. Teachers' Opinion on Hidden Curriculum

Each participant in this study gave different answers. Based on the results of the data taken from the field, the researcher found that there were two of three participants who knew about the hidden curriculum and gave an opinion on the hidden curriculum. They have said that using a hidden curriculum is beneficial for building and guiding good character to students.

Two participants said that the hidden curriculum is important because it forms good characters in students such as discipline, responsibility, socializing with friends, and other good characters. After all, the character is an effective assessment of a teacher. In line with Jerald (2006), teachers will always review their attitudes with their students in class when teachers realize the importance and influence of a hidden curriculum. In addition, teachers can use the hidden curriculum in their teaching as a strategy or method for sending individual messages to students through this approach, such as cooperative learning, and make the hidden curriculum as a tool for teachers to develop student character. So

it can be said that there are good results if you have a good understanding of the hidden curriculum.

They said that the hidden curriculum is very important and indeed must be used because it is absolute. The hidden curriculum builds students' character, besides having cognitive knowledge; they must have a personality because adaptive is far more important than science. According to them, the use of a hidden curriculum is good because the revised 2013 curriculum is now more effectively applied to students, the characters are more prioritized in the 2013 revised curriculum. In line with Novitasari (2017), the hidden curriculum goal is to help achieve educational purposes in schools and be seen as a tool for student moral growth. The hidden curriculum can describe the atmosphere of justice, giving all the changes to participate in planning and implementing activities to achieve learning outcomes in a way that makes sense.

Besides that, there is one participant who has a different answer. He did not know what a hidden curriculum was, and he said that he had never heard of a hidden curriculum. But in giving good character values to students, he has his strategies and methods because he realizes that the teacher is a facilitator. He often provides learning that has a relationship with the value of the character with good character. He always gives choices to students because he thinks students are central in the class. Although the teacher does not understand the hidden curriculum, the researcher assumes that he still teaches the value of the character to his students in his way. It can be said that through this method, there are many

hidden curriculum values that he teaches, apart from knowing that there is the hidden curriculum.

In line with Maba (2017), students-centered teachers may occasionally provide direct instruction, but for the most part, their role is one of a facilitator. Teachers who act as facilitators offer their students with materials, opportunities, and guidance as they take on the agency for other aspects of their learning. Being student-centered is not convenient because it requires constant flexible attention to which students are, how they are doing, and what might help them achieve their learning goals. Students as the center of classrooms become independent students who are empowered to collaborate, make good use of available resources, and take charge of their growth and development.

2. The Hidden Curriculum Effect on the Students' Good Character

Based on the results of the data taken from the field, the researchers found that the hidden curriculum was effective in building good character in students. Researchers see from the effects of observations of the three classes, and many students have good character in the class, are on good terms with fellow peers, and realize that they have to be polite with the teacher. In themselves, researchers see that they have a brave attitude like leaders in the class.

This statement is in line with the theory of Halimah (2010) hidden curriculum as something that contains education and teaching manifested in the form of action patterns of people around students who aim to influence their behavior so that they can adjust themselves as best they can to their environment. Changes in

behavior that occur in students allow them to function correctly in life in society. Furthermore, Sanjaya (2008) said that the hidden curriculum strongly influences student character formation because it can contribute to the development and creation of student personality.

When the use of hidden curricula effectively shapes good character, it can be said teachers are successful in building and guiding good character in their students, with all the strategies and methods taught by the teacher so that it affects the students' good character. As the value of a hidden curriculum, the teacher is a significant figure in achieving success in creating or shaping character and personality. Therefore, the relationship between teacher and student must be good or harmonious, so that the goal of creating a good student attitude is successful without obstacles. Because the teacher is not only in charge of delivering the material but also creates and improves characters that can be used or realized in the surrounding environment (Roestiyah, 2008). It can be concluded that educators must know the positive elements that can be created to get students who are intellectually strong and also embrace it in society.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter reviews the research's conclusion and recommendation. The chapter briefly concluded the findings and discussion.

A. Conclusions

In this study, the researcher aimed to find out the teachers' opinions about the hidden curriculum and the hidden curriculum effect on the students' good character. The researcher expresses some ideas from the teachers. The teachers said that hidden curriculum contained in the 2013 revised curriculum, integrated into the teaching and learning process, the hidden curriculum is important, shapes the good character, the teacher shows an example, and effective to use.

The teachers revealed that implementing the hidden curriculum was proven in learning through the strategies and methods. The positive values are carried out throughout the learning process by providing motivation, providing opportunities for students to have opinions, giving examples to students about habits under ethical guidelines, and directing students to always practice good character values in daily life. Embedding hidden curriculum values does not explicitly appear in the lesson plan, but often appears during the learning process.

Furthermore, the implementation of a hidden curriculum has an effective impact on the students' good character. The teachers' interview revealed several effects that occur in forming good student character, namely, students have good character, being aware of teacher assessments, and students learning from incidents.

To refine the data from the interview results, the researcher also collected data using an observation checklist conducted in the classroom and the document analysis (lesson plans and vision and mission of the school). The hidden curriculum effect is seen from the results of classroom observations; the researcher observes that students already have good character, follow what is taught by the teacher, and socialize with their peers and teachers, and others. The researcher concluded that the teacher had tried to educate students based on the document from the document analysis. The school's lesson plan and vision and mission contain many hidden curriculum values, even if they are not written directly. So it can be said that the hidden curriculum may contribute in building students' good character.

B. Recommendation

After conducting the study and analyzing the data that had been taken from the field, the researcher would like to present some suggestions.

1. Teachers of MAN 4 Aceh Besar are expected to understand better the hidden curriculum and more creative in managing to learn so students will be more enthusiastic in participating in the learning. Teachers should be

able to provide guidance and set good examples for students and be able to communicate and collaborate with parents at home so that student behavior is good at school, at home, and wherever located.

2. The influence of the hidden curriculum on the formation of student characters is expected. The school continues to pursue the implementation of hidden curriculum activities that can support student character formation and conduct intensive supervision in the implementation of a hidden curriculum in school. The formation of the character of MAN 4 Aceh Besar students showed quite good results, but there are still some students whose character needs to be improved.
3. The next researcher is expected to conduct research by adding and developing other variables that have not been included in this study. If the next researcher also uses research with a qualitative approach, it is expected to be able to manage time well.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 17119/UN.08/FTK/KP.07.6/12/2019

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-15087/UN.08/FTK/KP.07.6/10/2019** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
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9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
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11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 27 September 2019

MEMUTUSKAN

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PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **B-15087/UN.08/FTK/KP.07.6/10/2019** tanggal 15 Oktober 2019
- KEDUA : Menunjuk Saudara:
1. Habiburrahim, S.Ag, M.Com, MS, Ph.D Sebagai Pembimbing Pertama
2. Azizah, M. Pd Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
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- Program Studi : **Pendidikan Bahasa Inggris**
- Judul Skripsi : **Teachers' Perception on Hidden Curriculum**
- KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2018 tanggal 5 Desember 2018;
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Ditetapkan di: Banda Aceh
Pada Tanggal: 02 Desember 2019
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Dekan,


Muslim Razali



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Hal : Mohon Izin Untuk Mengumpul Data
Penyusun Skripsi

Banda Aceh, 04 March 2020

Kepada Yth.
**Kepala Kantor Wilayah Kementerian Agama
Provinsi Aceh**

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : ANGGIA RAHAYU
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Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : X
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry
A l a m a t : Jl.Tgk.Glee Iniem Gampoeng Tungkob Kec. Darussalam
Kab. Aceh Besar

Untuk mengumpulkan data pada:

MAN 4 Aceh Besar

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh yang berjudul:

Teachers' Perception on Hidden Curriculum

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan
Kepala Bagian Tata Usaha,


Supanmansyah



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SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN
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Yang bertanda tangan dibawah ini :

Nama : NURANIFAH
NIP : 197511051999052001
Jabatan : Kepala Man 4 Aceh Besar

Dengan ini menerangkan bahwa :

Nama : Anggia Rahayu
NIM : 150203108
Prodi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan Uin Ar-Raniry Banda Aceh


Benar yang namanya tersebut diatas telah melakukan penelitian/Pengumpulan data mulai tanggal 12 Maret S/d. 19 Maret 2020 Dalam rangka penyusunan skripsi untuk menyelesaikan, Studinya pada Fakultas Tarbiyah dan Keguruan Uin Ar-Raniry Banda Aceh, Dengan judul Skripsi

" Teachers' Percepstion on Hidden Curriculum ".

Sesuai surat Kepala Kantor Wilayah Kementerian Agama Provinsi Aceh,
Nomor : B- 1916/KW.01.4/PP.00.03/06/2020. Tanggal, 29 Agustus 2019

Demikian Surat Keterangan ini di buat untuk dapat di perguinakan seperlunya.

Tungkob, 29 Juni 2020
Kepala,


Nuranifah



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR WILAYAH KEMENTERIAN AGAMA
PROVINSI ACEH

Jalan Tgk. Abu Lam U No. 9 Banda Aceh 23242
Telepon (0651) 22442-22412 Faksimile (0651) 22510 Website : www.aceh.kemenag.go.id

SURAT KETERANGAN

Nomor : B. 16/KW.01.4/PP.00.03/06/2020

Sehubungan dengan Surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar- Raniry Banda Aceh Nomor B- 3603/Un.08/FTK/TL.00/03/2019 Tanggal 04 March 2020 perihal Mohon Izin Untuk Mengumpulkan Data menyusun Skripsi, atas Nama: **Anggia Rahayu**; Prodi: **Pendidikan Bahasa Inggris**, Kepala Kantor Wilayah Kementerian Agama Provinsi Aceh pada prinsipnya tidak keberatan dan memberikan izin untuk mengumpulkan data di MAN 4 Aceh Besar dalam rangka menyusun skripsi sebagai salah satu syarat menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar- Raniry yang berjudul: ***Teachers' Perception on Hidden Curriculum***, dengan catatan tidak mengganggu aktifitas belajar pada satuan pendidikan dimaksud dan jika telah terselesaikan penelitian agar mengirimkan satu eksemplar hasil penelitian ke Bidang Pendidikan Madrasah.

Demikian untuk dapat dipergunakan seperlunya.

Banda Aceh, 04 Juni 2020



Kepala
Plt. Kepala Bidang Pendidikan Madrasah

M. Sulikifli

Tembusan :

1. Kepala Kanwil Kementerian Agama Provinsi Aceh (sebagai laporan)
2. Kepala Kantor Kementerian Agama Kab. Aceh Besar
3. MAN 4 Aceh Besar

TEACHERS' PERCEPTION ON HIDDEN CURRICULUM

Description of the project: This study examines how the teachers' perception on hidden curriculum.

Benefits of this study: Feel free to answer all these questions. The researcher may learn more about how teachers' perception on hidden curriculum.

Name :

School :

Phone Numbers :

1. Sudah berapa lama bapak/ibu mengajar bahasa inggris?
2. Apakah bapak/ibu pernah mengikuti atau mendapatkan pelatihan tentang K13?
3. Apa yang bapak/ibu pahami tentang hidden curriculum?
4. Bagaimana pendapat bapak/ibu tentang penggunaan hidden curriculum dalam proses pembelajaran?
5. Apakah menurut bapak/ibu hidden curriculum itu penting di terapkan didalam proses pembelajaran?
6. Menurut bapak/ibu, bentuk pelaksanaan hidden curriculum di sekolah atau kelas dalam pembentukan karakter peserta didik itu seperti apa?
7. Apakah bapak/ibu ada menerapkan hidden curriculum ketika mengajar di dalam kelas? Dan apakah hidden curriculum memberikan efek kepada murid? Apa efek/dampaknya?
8. Bagaimanakah strategi pelaksanaan hidden curriculum yang bapak/ibu lakukan dalam pembentukan karakter peserta didik?
9. Sejauh pengamatan bapak/ibu berdasarkan bentuk dan strategi pelaksanaan hidden curriculum dalam pembentukan karakter peserta didik yang ada di sekolah, nilai apa saja senantiasa diterapkan oleh peserta didik dalam kehidupan sehari-hari?
10. Ketika bapak/ibu telah menerapkan hidden curriculum, apakah terdapat perubahan atau peningkatan karakter dalam diri setiap murid?
11. Apakah menurut bapak/ibu hidden curriculum itu efektif diterapkan di kelas?
12. Apa harapan bapak/ibu terhadap pencapaian karakter peserta didik?

TEACHERS' PERCEPTION ON HIDDEN CURRICULUM

Nama guru :

Kelas :

OBSERVASI TERHADAP GURU

No	Kegiatan	Kondisi	
		Ya	Tidak
1	Guru memberi salam kepada murid		
2	Guru memberi arahan kepada murid untuk berdoa		
3	Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran		
4	Guru memberi nasihat kepada murid		
5	Guru memberi motivasi kepada murid		
6	Guru memberi contoh berperilaku baik, terhadap murid. A .Optimis B. Jujur C. Berani D. Sopan-santun		
7	Guru memberi kesimpulan materi sebelum proses belajar mengajar berakhir		
8	Guru berinteraksi baik dengan murid		
9	Guru memberikan perhatian kepada murid		

OBSERVASI TERHADAP MURID

No	Kegiatan	Kondisi	
		Ya	Tidak
1	Murid serentak dalam menjawab salam		
2	Murid berdoa sebelum proses pelajaran berlangsung		
3	Murid mengikuti arahan atau instruksi dari guru		
4	Murid tidak mengganggu sesama teman		
5	Murid berperilaku baik seperti sopan santun terhadap guru		
6	Murid tidak berperilaku curang ketika guru memberikan latihan		
7	<p>Murid berperilaku baik ketika proses pembelajaran berlangsung.</p> <p>A. Optimis</p> <p>B. Jujur</p> <p>C. Berani</p>		
8	Murid membantu sesama teman		