



Teachers' perception on hidden curriculum at smp gajah mada Medan

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ABSTRACT

The hidden curriculum is not programmatically formulated in the formal curriculum, but its existence has an effect on building student character. In a hidden place in the curriculum, a teacher is an important figure in the success of creating or shaping character and personality. The relationship between teachers and students must be harmonious, so that the goal of creating the right attitude in students is achieved effectively without hindrance. This study aims to explore teachers' opinions about the hidden curriculum and its effect on the good character of SMP Gajah Mada students. This qualitative research uses data collection techniques by giving questionnaires to informants, namely Gajah Mada Middle School teachers, and observation. curriculum, integrated into the teaching and learning process, hidden curriculum is important because it forms good student character, said the teacher is an example, and effective to use. Regarding the teacher's opinion about the effectiveness of the hidden curriculum in developing student character, said the students experienced several changes, such as; students have good character, are polite, respect teachers and respect each other. conscious teacher assessment, and students learn from events. Meanwhile, from the results of class observation analysis, students already have good character, such as following the teacher's directions. From the analysis it can be seen that teachers and schools are trying to form good character in students at school and the surrounding environment.

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INTRODUCTION

In the world of education, the existence of the curriculum is unavoidable, because it determines the direction and objectives of education. Curriculum is the heart of a school. In addition, the curriculum is defined as an educational program that contains various learning materials and

learning experiences that are programmed, planned, and systematically designed based on applicable norms used by educators and students in the learning process of the Guidelines for Achieving Education. (setiawan, 2020) curriculum is a series of experiences and learning activities that are planned to be handled by students in order to achieve the learning objectives set by a mandated educational institution. Curriculum is one of the important instruments in the process education, and always experience a renewal process in line with the developments that occur in society. Therefore, renewal or development of the curriculum must be seen as a demand for change so that the applicable curriculum still has relevance to the needs of the community. (Salabi, 2020). The curriculum contains all the things that are needed by the individual. The preparation of a good curriculum, which is in accordance with individual needs, and in accordance with the surrounding cultural conditions, so that precisely making the curriculum will produce valuable generations because the curriculum functions as a guide in learning. All matters relating to the learning process, starting from objectives, strategies/methods, media, materials and evaluation are contained in the curriculum (Warsah et al., 2022).

The current curriculum contains three aspects of assessment, namely cognitive, affective and psychomotor assessment. where cognitive assessment relates to the assessment of knowledge, thinking and evaluating. As we know at this time, it turns out that there are still many schools that have not implemented this aspect of affective assessment to students. where schools dominate cognitive and psychomotor assessments more. whereas affective assessment which is very important in helping shape the character and self of students is neglected by the school. When the emotional aspect tends to be neglected, problems arise in the behavior and attitudes of students in and around the school environment. For example, there are students who make mistakes, cheat, lack respect, fight, drugged, and so on. This is where the hidden curriculum was created. The hidden curriculum is more dominant in affective values, namely the formation of student character. Based on this background, the researcher is interested in examining how the "teacher's perception of the hidden curriculum" is at Gajah Mada Middle School.

The term perception comes from the English "perception", which is taken from the Latin "perception", which means to receive or take. In a narrow sense, perception is "vision", namely how one sees something, while in a broad sense, perception is "view", namely how one perceives or interprets something. The term perception comes from the English "perception", which is taken from the Latin "perception", which means to receive or take. In a narrow sense, perception is "vision", namely how one sees something, while in a broad sense, perception is "view", namely how one perceives or interprets something. According to the Big Indonesian Dictionary, perception is a response, direct acceptance of an absorption, or is a process by which a person knows several things through his five senses. (Ayu et al., 2019) Perception, also known as a sensory process, is the process by which an individual receives a stimulus through their senses. The stimulation will be continued, and the perception process will follow. (Aryanti & Adhariani, 2020) describes that perception is an impression obtained by individuals through the five senses and then analyzed (organized), interpreted, and then evaluated to gain meaning.

As humans, we have multiple senses. The five senses possessed by humans can influence the human body/brain in the process of understanding stimuli or stimuli received from the five senses. which affect human perception through the five senses include; the first Visual perception: Visual perception comes from sight. This kind of cognition is the earliest cognition that babies and young children develop, and it influences how babies and young children perceive the world. Perception is the main topic of discussion in general, and perception is often discussed most often in everyday contexts. The second is Auditory Perception: Auditory perception occurs through hearing in the ear. the third is Tactile Perception: Tactile perception occurs through touch, namely the skin. sense of taste, namely the tongue.

In perception there are factors that influence perception such as; interests, moods, attention, experience and memory. According to (Hety, 2016) perception can be divided into

Positive perception is a perception that describes all knowledge (whether you know it or not) in the response that is continued to be used and negative perception is a perception that describes all knowledge (whether you know it or not) as well as responses that are not in line with the object being perceived. According to (Herlin et al., 2019) factors that influence a person's perception are internal factors: feelings, attitudes and individual characteristics, prejudice, desires or expectations, attention (focus), learning process, physical condition, psychiatric disorders, values and needs as well as interests, and motivation.

The curriculum is a standard sequence of planned experiences based on students' practice and mastery of substantive and applied study skills. The syllabus is the ultimate guide for all educators on the importance of educating and empowering each learner to receive a rigorous academic experience. The curriculum is structured, organized, and considered to facilitate and enhance student learning and teaching. The syllabus should outline the goals, procedures, tools, and evaluations needed to support effective education and learning.

Etymologically, the curriculum comes from English. The lexical curriculum itself is related to the word "currere". This implies running fast, haste, exploring, undergoing, and trying (Juana et al., 2019). (Rahman, 2021) the course work is clearly defined as the design of several topics that must be covered and mastered by students to advance. Class or get a diploma (completed his studies). The curriculum, as quoted by Hasan Langgulung, is a set of education, culture, society, sports and creative endeavors that schools provide to students inside and outside campus, designed to help them develop holistically and change their behavior. They fulfill educational purposes. (Windaningrum, 2019).

Curriculum theory explains the concept of curriculum. The curriculum includes the following three ideas of entities, subjects, and systems. which has the first idea is that the curriculum is the substance. Curriculum is seen as a student's plan for educational activities in school or a list of goals that must be met. The second idea is the education system or curriculum. The education system, school system, even the community system are all included in the curriculum system. The third idea is about the subject curriculum, namely the subject curriculum. It is a field of study for curriculum and instruction professionals within educational professionals

The term hidden curriculum consists of two words, namely hidden and English curriculum, namely hide, which means hidden (covert). Thus, a secret curriculum is a hidden curriculum or a hidden curriculum. The hidden meaning here is that this curriculum is not listed in the ideal curriculum. However, this curriculum has a role in achieving educational goals. Hidden lessons are unofficial, frequently unwritten, and unintentional values, lessons, and opinions that school is where pupils learn. A student's participation in courses, lessons, and learning activities is considered part of the "formal" curriculum, which also includes teachers' knowledge and expertise consciously instilled in students, while the "hidden" curriculum includes academic, social, and cultural signals that pupils get informally or implicitly when they are at school.

Ayesha et al., 2019) Aslan, in his book entitled "*Hidden Curriculum*," makes two assumptions about the hidden curriculum; The first assumption is that the hidden curriculum, or what may be called the occult curriculum, is not contained in the document, but it feels very attached to the behavior of students taught at school, such as respecting the elderly, walking bowed when passing in front of parents, greeting and so on. The second assumption is that the hidden curriculum, in essence, before students enter educational institutions at school, has been taught within the family scope so that these values are taught again in the school scope in a different way and at a different time, which takes less time than in school. Meanwhile, according to (Topandi Harahap, 2022), hidden curriculum can be interpreted as a curriculum that agreed between educators and students to produce a pattern learning that brings goodness to shape the character of students. Family institution. The concept of a secret curriculum is essentially that these institutions not only disseminate knowledge as stated in the written curriculum, but also messages

related to the realities of life, such as the B. 5S (smile, greet, greet, polite, courteous) in upbringing and development. (Ridho et al., 2021).

Meanwhile according to (Umagap et al., 2022) clarifies the definition of hidden curriculum "Curriculum is not part of a more definitive learning described as various aspects of school outside the curriculum, but capable bringing changes in student values, perceptions, and behavior. Secret nature the curriculum is in accordance with school practices that apply discipline to students. The teacher's accuracy and skill in starting lessons and the way the teacher manages lessons, habits Teachers treat students and girls as criminals inside and out class".

The hidden curriculum has two aspects, the first aspect is the effect of the hidden curriculum and the function of the hidden curriculum. Aspects that affect the hidden curriculum Two aspects can affect the hidden curriculum; namely aspects that are relatively fixed and aspects that can change. A relatively fixed aspect refers to the ideology, beliefs, and cultural values of the community that influence schools, including decisions about which culture should and should not be passed on to generations of the nation. Aspects that can be changed include organizational variables, social systems, and culture. Hidden curriculum has a big impact on internalization, according to (Mumu & Danial, 2021) values and character in elementary school. Hidden curriculum is the curriculum, the part that does not need to be learned. Described as an aspect that exists in school outside the written curriculum, but is possible influencing changes in student values, perceptions and behaviors to comply with school rules, to conduct religious rules or events; and comply with other regulations.

In addition to aspects, the hidden curriculum has a function that influences the existing curriculum, the implicit curriculum developed in the school environment supports the formal curriculum implemented in schools. Hidden courses complement and enhance formal courses. The formal and hidden curricula complement each other and cannot be separated in school practice. Hidden curricular functions include teaching values, political socialization, obedience training, and maintaining traditional class structures. These functions have common characteristics such as social control. As an interaction, the hidden curriculum has a positive effect. That is, in the form of increased learning success, better behavior. A hidden syllabus as a concept becomes what is mistaught and learned along with the official or official syllabus. For example, the concept of dressing. (Warsah et al., 2022).

The hidden curriculum has several characteristics that can be recognized or known to have differences from the formal curriculum, namely; Provides in-depth experiences of personality, norms, values and beliefs that are not fully explained in formal courses, Hidden Curriculum, To inculcate skills that are highly useful to students as a preventive action for the coming stages of life. In this case, students can prepare themselves to enter society, a democratic society can be created. This is reflected in the various activities and activities that are not explained in the Form Syllabus. For example, through various trainings, extracurricular activities, and discussions. Mechanisms and effective social control over student behavior and behavior. The teacher provides various role models, examples, and experiences to convey to students. Students then discuss and negotiate these explanations and increase students' motivation and sense of achievement in learning.

According to (Keagamaan et al., 2016), explains that there are several educational objectives of the secret curriculum. First, the hidden curriculum provides an in-depth understanding of personality, norms, values, and beliefs, which are not explained thoroughly in the formal curriculum. Second, the hidden curriculum functions provide skills for the future. Third, the hidden curriculum can create a more democratic society. Fourth, the hidden curriculum can be an effective mechanism of social control over the behavior of students and teachers. Fifth, the hidden curriculum becomes a variety of sources that can increase student motivation and achievement.

RESEARCH METHODOLOGY

This research is a type of descriptive qualitative research. The approach used in this research is to fill out a questionnaire. This qualitative approach is used to describe teachers' perceptions of the hidden curriculum. The data in the research is in the form of data in the form of descriptive data obtained by giving questionnaires to informants, while the instrument used by researchers here is by giving questionnaires to participants then observing, collecting data and calculating data. To collect data, the researcher distributed questionnaires to the participants. Questionnaire is a data collection technique in which written questions are asked, and respondents answer them in writing. The research method known as qualitative methodology produces written data descriptions about themselves or what they know and in analyzing the data researchers use interactive modeling techniques.

Previous research in this study, conducted research by looking at the similarities and differences between previous research and current research. The research that has been carried out, namely (Rahayu, 2020) Anggia Rahayu examines teacher perceptions of the hidden curriculum. The analytical methods used are interviews, observation, and document analysis. The results of this study indicate that the results of the analysis of teacher perceptions about the hidden curriculum at MAN 4 Aceh Besar school show positive (good) results. 1. The similarities between previous and current researchers found that the results of the hidden curriculum had a good effect on the formation of student character. such as obeying school rules; arriving on time, not being late, praying before starting lessons, not committing violence in the school environment, and so on. 2. The previous and current researchers use the same analytical design, namely descriptive qualitative research. The difference between previous research and current research when viewed from data collection techniques and data analysis techniques. Previous research used data collection and analysis techniques with interviews, observation, and document analysis. While the current research uses the technique of distributing questionnaires to participants for the content and data analysis technique used is an interactive model.

RESULT AND DISCUSSIONS

From the results of the analysis of the teacher's perception of the hidden curriculum based on direct observation and the results of the questionnaire that was filled in by the informants by Gajah Mada Middle School teachers, totaling 6 participants, the researcher found the following data:

TT: for me by making a hidden curriculum helps me to assess the character of students. Because students have different characters, some are good and some are not good. The bad ones are usually if they are given new rules they will follow the learning process. For example, who does not do the assignment, the value is reduced. So that's one of the hidden curriculum that I made myself for students.

MS: I apply the hidden curriculum in my class. This hidden curriculum is very influential in the character of students. The hidden curriculum that I apply is like praying before starting learning activities, the class must be neat and clean when I enter teaching. That way students will not dare to dirty their class, if there is trash it will be cleaned up immediately because if it is dirty they will be scolded.

YE: In my opinion, we have implemented the hidden curriculum indirectly even though it was not created. So you see, like students here they will automatically greet the teacher if they meet either in the school environment or outside the school environment. So in my opinion if asked if the hidden curriculum is good or not, my answer is good. Because unconsciously the hidden curriculum shapes students to be better. Be polite, respect teachers, respect each other and others.

PG: This hidden curriculum cannot be said to help shape student character for the better. Because the task of a teacher is to help educate and foster students, matters of good or bad character in my opinion depend on each student because only they can change what they want and how they want to be.

NA: Actually I don't know what the hidden curriculum is, but if it is said to form good character in students, I teach it through my teaching in class. Such as praying first before starting learning, not being loud/high-pitched to students even when they are angry, not saying harshly or saying bad things.

YZ: In my opinion, this hidden curriculum really helps the implementation of the curriculum that has been made by the government. For example, the school holds a morning assembly every 07.30 here. Unknowingly, this rule has helped students with time discipline.

Based on the results of direct observation and questionnaires, it shows that the hidden curriculum has a good impact on the formation of student character where in the questionnaire 6 of the teachers responded that the hidden curriculum was good for students' character formation, text. As for the teacher's perception of the hidden curriculum, it is considered good to apply, including the following:

1. Hidden curriculum is an unprogrammed, unstructured, and unplanned curriculum that can be created suddenly by an institution or person to achieve learning goals.
2. The hidden curriculum does not only play a role in achieving learning goals but also helps shape student character for the better, both in the school environment and in the community environment in socializing, behaving, and speaking.
3. From the results of observations made, almost every teacher carries out or has hidden rules/hidden curriculum that he created himself to achieve learning goals properly applied to students.
4. With this hidden curriculum students become more active, creative, diligent, arrive on time/not late for class, polite, dress neater and so on.

CONCLUSION

In addition, the curriculum is defined as an educational program that contains a variety of teaching materials and learning experiences that are programmed, planned, and systematically designed based on applicable norms used by educators and students in the learning process of the Guidelines for Achieving Education. The hidden curriculum is more dominant in affective values, namely the formation of student character. Hidden curriculum is an unprogrammed, unstructured, and unplanned curriculum that can be created suddenly by an institution or person to achieve learning goals. The hidden curriculum does not only play a role in achieving learning goals but also helps shape student character for the better, both in the school environment and in the community environment in socializing, behaving, and speaking.

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