

THE IMPLEMENTATION OF HIDDEN CURRICULUM IN STUDENT CHARACTER DEVELOPMENT (CASE STUDY AT SMA NEGERI 3 PALU)

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ABSTRACT: The purpose of this study was to find out about the implementation of the hidden curriculum in the character development of students at SMA Negeri 3 Palu, the focus of which is: (1) How is the implementation of the hidden curriculum in SMA Negeri 3 Palu; (2) How to design the hidden curriculum in developing the character of students; (3) the impact of implementing the hidden curriculum. This research uses qualitative methods with an in-depth case study approach. Data collection techniques through observation, in-depth interviews, and documentation. Meanwhile, data analysis through descriptive, data reduction, verification, and data presentation. The results showed that the implementation of hidden curriculum in the school learning program and became strengthening, both in the academic and non-academic fields of students. As a result, the level of compliance and discipline of students has increased, such as discipline in the implementation of congregational prayers (dhuha and dzuhur prayers), activeness in religious studies, social care, empathy, tolerance, and a caring attitude towards the environment. The hidden curriculum design is formed from the existence of the school's vision and mission, rules, policies, and school discipline continuously, and through the exemplary and habituation of parents, school principals, educators, and other school members. The impact of the hidden curriculum in the character development of students at SMA Negeri 3 Palu on the moral and spiritual attitudes of students is quite positive. The final examination scores increased and the achievements in participating in various competitions were quite significant at the local, national and international levels. Significant impact on the quality of the school which has now been declared as a tourist destination school and towards the ASEAN Eco-School Award. The implications of this research are expected for curriculum experts, education practitioners, school principals, academic educators to study, giving more and more flexible portions of time to non-academic programs and activities, enrichment based on morals and spirituality. To explore the factors that affect the hidden curriculum, it is necessary to carry out further research using a quantitative approach.

INTRODUCTION

The discussion of concepts and theories about education is always relevant and has significant space. The issue of education is indeed something that has no end to be discussed. This is based on at least several reasons: (1) It is human nature that everyone wants a better education even though they sometimes do not know which education is better. Because it is natural, so it is his destiny that education is never finished. (2) The educational theory will always be out of date because it is made based on the needs of society, which are always changing at any place and time. Because of this change, society is never satisfied with the existing educational theory. (3) Changes in the outlook on life also affect one's dissatisfaction with education.

One of the most important components in education is the curriculum. Because the curriculum plays a "key" role in determining the goals and direction of education in the future. With the curriculum, the educational process will run in a clear direction. The curriculum will describe the educational process carried out and how the state of education will be in the future. The curriculum provides guidance on the type and scope, order of content, and processes of education. The curriculum must match. To achieve the vision, mission, and goals of education as mandated by the SISDIKNAS Law No. 20 of 2003, there must be a tool called the curriculum.

RESEARCH METHODS

The research method used is a qualitative approach and case studies. Data obtained through the results of observations, interviews and documentation, photos of locations, and the behavior of all residents of SMA Negeri 3 Palu. Data were analyzed using the Matthew B. Miles and Huberman model. The descriptive method in this research is a descriptive method with the category of comparative case study methods, which is an educational research

method that seeks to solve certain issues, problems or cases that arise using the technique of comparing one object with another object.

Through case study research with a qualitative type, what is researched can be disclosed in detail and comprehensively, not only with its characteristics but also how and why the characteristics of the case can be formed and have a certain uniqueness. This case study research is to reveal cases that serve as the object of research as a whole and comprehensively. So, the case is defined practically as a phenomenon that must be researched and interpreted in a complete unity on every variable, indicator, classification contained therein.

In general, a case study is a more suitable strategy when the main question of a study is how and why. In essence case studies, the main trend of all types of case studies is to try to explain decisions about why the study was chosen, how it was implemented and what the results were. This definition thus highlights other topics also found, including organizations, processes, programs, environment, institutions, and even events.

Thus, the things that become cases are examined and highlighted from the implementation of the hidden curriculum in the development of the character of students is the culture or school climate which is not written in the syllabus or RPP design but from time to time it can increase the spirit and influence the success of students both in the academic and non-academic fields. The academic achievements shown by students through formal learning activities in the classroom have resulted in changes in the knowledge, understanding, and analytical power of students at SMA Negeri 3 Palu, so that they are successful in various competitions and events both locally, nationally, and internationally. Likewise, in the non-academic field of students, especially in the context of moral spirituality.

RESEARCH FINDINGS

In applying the hidden Curriculum, assistance and cooperation from various parties, both school principals, educators, and the learning environment are required. The school principal has a very important role in determining the policies to be implemented in the school. The rules and regulations for SMA Negeri 3 Palu are also the main references for school residents. The policies provide freedom for educators to develop and integrate issues regarding environmentally friendly schools, creating a comfortable, clean, and healthy school atmosphere.

Researchers observed in the field are religious activities, discipline, social care, and environmental care. Religious activities and other extracurricular activities have been scheduled and shared with each supervisor. Each supervisor is responsible and evaluates every week and every month. Likewise, class teachers and subject teachers are responsible for the students they guide to the evaluation stage. The school programs that are the focus of students' routine activities at SMA Negeri 3 Palu are as follows:

1. Religious Activities (Religiosity)

In the vision of SMA Negeri 3 Palu, it is superior in science and technology (IPTEK), solid in IMTAQ, has an environmental culture, and has an entrepreneurial spirit. Meanwhile, the mission of SMA Negeri 3 Palu in the first point is to create a curriculum with science and technology (IPTEK) insight, IMTAQ, environmental culture, and entrepreneurship. Based on the results of the author's observations and interviews with the teacher of Islamic religious education, Mrs. Dra. Hj. Wati stated:

The religious program is compiled based on the formulation of the vision and mission of SMA Negeri 3 Palu which has to be balanced in science and technology and IMTAQ, students in addition to mastering science and technology are also obliged to believe and fear God Almighty. Because from that point they got the character and good morals. Students are

invited to be directly involved in various religious programs both inside and outside the classroom. In the classroom, before entering into the material and learning process for Muslims, they are obliged to pray and recite short *surahs*, as for non-Muslim to adjust because they also on other occasions worship and carry out services led by Christian religious teachers. In this school, religious tolerance and harmony are quite good, because each class teacher and the teacher of religious guidance carry out the duties and responsibilities that have been entrusted by the principal properly. Each teacher/homeroom teacher guides a maximum of 36 students. Meanwhile, outside the classroom, there are activities of praying *dhuha'* in the congregation before entering class every day, recitation and religious lectures every Friday, Friday giving alms, practicing Hajj rituals, carrying out the slaughter of *qurban* animals, and other religious activities.¹

2. Social Care

Social care is a form of interest in helping and supporting others without strings attached, for that the value contained in social care is very important in social interaction. A person's sense of caring can be influenced by the environment around them. Social care activities that involve students at SMA Negeri 3 Palu are quite diverse, ranging from social service, scouting activities, caring for disasters, empathy, giving alms, and being tolerant.

3. Environmental Care

Caring for the environment requires real action, various ways that are done in protecting and preserving the natural environment. Human activities are the biggest cause of environmental damage today. The positive actions of the residents of SMA Negeri 3 Palu in maintaining and preserving a beautiful and green environment are part of the non-academic achievements at SMA Negeri 3 Palu. From the observations of researchers, the Pandawa group, which

¹Wati, Guru PAI SMA Negeri 3 Palu “Wawancara di ruang Perpustakaan Mesjid” Tanggal 7 Desember 201

consists of students, participated directly in the action of planting and cleaning the school environment.

Following are the results of mapping student activities that are routine in nature can produce good character and awareness of behavior for students.

Table 1. Mapping the Results of Hidden Curriculum Activities

No.	Type of Activity	Goals
1.	Religious: Saying greetings and kissing hands when meeting, praying <i>dhuha'</i> and <i>dzuhur</i> in congregation, <i>tadarus al-qur'an</i> 10 minutes, lectures, <i>dzikr</i> , <i>shalawatan</i> , reading <i>Asmaul Husna</i> , praying before and after studying, mentoring, practicing <i>Hajj</i> rituals and others.	Increase the faith and piety of students, discipline in carrying out worship, and being aware of the obligation of worship for a Muslim.
2.	Social Care: Social service, SMA Negeri 3 Palu cares about disasters (earthquakes, flash floods, fires, etc.), empathetic, tolerates fellow religious communities, cooperates in groups, loves peace, and likes to help.	As social beings, we are obliged to sow goodness, peace and maintain the moral values that exist in society and the character values that have been echoed by all educational institutions. The positive impact of having social care is fostering harmony and togetherness, the occurrence of a close inner relationship, eliminating the gap between the rich and the poor, and eliminating jealousy and resentment. Because with social care, a person

		can truly understand and appreciate the situation of others.
3.	Environmental Care: There is a group Pandawa consisting of students to always be alert in terms of cleanliness, like to plant, maintain, and manage waste so that the waste problem can be resolved and not thrown in any place and to keep and maintain the <i>clean and green</i> symbol in SMA Negeri 3 Palu.	Protecting the environment has positive benefits because a clean environment is the dream of all school members and the community in general. Another goal is to avoid infectious diseases and improve physical and spiritual health because the oxygen that is inhaled comes from a clean environment without pollution so that it is more comfortable and fresher. The teachings of Islam itself advocate a clean life (<i>Annazhafatu minal imaan</i>) " <i>Cleanliness is part of faith</i> ".
4.	Discipline: Compliance with applicable norms and regulations including attendance and never being late for class, attendance at extracurricular activities, religious activities, and discipline in doing routine school tasks	To improve the various habits of students, teach respect for teachers and parents, create and develop order in action and want the realization of goals and objectives to be achieved.

Researchers can identify that hidden curriculum activities in an effort to develop the character of students at SMA Negeri 3 Palu are implemented properly through habituation from the time students become new students. The habit of students kissing their hands and saying greetings when entering and running into security guards and the teacher council in the school area is a daily

sight. Researchers also observed the habits of Muslim students who are obliged to perform *dhuha'* prayers and *dzuhur* prayers in congregation in mosques located in the school environment and dress neatly and politely according to school rules.

There is a spirit in students to carry out activities and routines every day, there are dimensions of heart exercise (ethical and spiritual elements), feeling (aesthetics), and also exercise (kinesthetic). While the hidden curriculum can be formed from the Three R's, these three things are very important to be used as a reference and developed in the activities of students at SMA Negeri 3 Palu:

a. Rules

School rules or rules made by schools can create conducive situations and conditions for learning. The existence of rules for SMA Negeri 3 Palu makes the learning process inside and outside the classroom can take place in an orderly manner. For example, when speaking in class, you have to raise your hands, before entering the class they have to do *dhuha* prayer in the congregation first, before starting the learning process they have to pray together, courtesy and mutual respect, clean the class every morning, maintain order every day, and so on. If someone is sick, they must report to the homeroom teacher, then the homeroom teacher contacts the parents of the students and picks them up at school. Following are the results of interviews with educators at SMA Negeri 3 Palu:

1. Students are required to attend the flag ceremony on Monday.
2. Students are obliged to follow the commemoration of national holidays such as the independence of the Republic of Indonesia, the day of national education.
3. Students are required to attend religious holidays by their respective religious beliefs.
4. Each student makes it a habit to keep the class/study room, toilet, schoolyard, and school environment clean.

5. Each student makes it a habit to throw garbage in its place.
6. Each student makes it a habit to carry out worship according to their religion and go directly to their respective places of worship during worship hours (dhuhur prayer in the congregation for those who are Muslims).
7. Each student cultivates a culture of queuing in participating in various school and outside school activities that take place together.
8. Each student is required to comply with the school schedule, use and borrow library books, laboratories, and other learning facilities.
9. In daily interactions at school, you should greet the principal, teachers, friends, employees when they meet or meet, either in the morning, afternoon or evening.
10. Respect for religious values and values in society.²

b. Regulation

SMA Negeri 3 Palu makes policies that support the achievement of learning goals and national education goals in general. The form of policy at SMA Negeri 3 Palu, for example, implements 5 school days starting at 7:15 a.m., coming home at 16:00. The 5-day school policy has been running for the last three years, but in the current Covid-19 pandemic, students are still learning from home. Another policy implemented at SMA Negeri 3 Palu is to create a comfortable, clean and healthy school atmosphere, empowering the Pandawa group in managing the school environment. Utilizing used goods or recycling waste into economic value and maintaining the beauty of the environment.

c. Routine or Continuous

SMA Negeri 3 Palu applies all rules and policies continuously and adaptively. Activities that are carried out by school residents are present at school on time, discipline, worship, carry out flag ceremonies, cleaning the

²Minarni, Guru bidang studi Pendidikan Agama Islam, “wawancara ruang guru SMA Negeri 3 Palu Tanggal 9 Desember 2019

school environment. Academic and non-academic activities that are carried out continuously and have been entrenched in SMA Negeri 3 Palu are aimed at achieving the ideals of national education.

Based on the three activities above, it can deliver a balance of character values in achieving academic and non-academic achievements. From the dimensions of the heart, the habit of *tawadhu*, honesty, and obedience in worship appears. The process of feeling or aesthetic value can be reflected in a pleasant attitude, not being depressed, and enjoying the atmosphere of interaction between educators and students and vice versa. Meanwhile, the sports dimension can create toughness and fitness. In addition, in the soul of a child who has been embedded in learning about Islam from an early age, it will be easier to be guided and fostered in the school environment. With things like this, religious awareness in students will emerge and can develop as expected by the parents of the students.

DISCUSSION

School rules and regulations have been socialized and instilled when students first enter the gates of SMA Negeri 3 Palu. Of the whole school rules and regulations, the law is obligatory to be obeyed and respected by all students, if anyone deliberately violates these rules, it is very clear that the penalties and sanctions that will be given by the school are very clear.

Observation results show that obedience and spiritual awareness begin to appear and become a positive culture. For example, when students arrive at school, they immediately perform *dhuha* prayer for those who are Muslim. Students rushed into the mosque and set the rows. Educators, especially teachers of Islamic religious education, always give direction and instructions to students so that they don't play and are truly serenity in performing prayers and self-awareness emerges. Character development is carried out starting from small things such as discipline and civility in worship, respect for teachers,

courtesy, and morals. The following is an interview with the twelfth-grade students (XII) on behalf of Atha Andini:

There are rules and regulations in this school that must be obeyed, including in terms of worship. My Muslim friends and I bring prayer supplies every day. Arriving at school there is a habit every day when you meet the principal, teacher, administrator, and other friends, namely saying greetings and kissing their hands then rushing to the mosque to perform the dhuha prayer for those who are Muslims. For non-Muslims, there is also a special room for the implementation of their respective worship and rituals. In the area of the mosque, the teacher always supervises and directs my friends so they don't play and joke around in prayer, they have to be serenity in performing the prayers. After performing the dhuha 'prayer in the congregation, I entered the classroom by removing my footwear (shoes) and placing them on the shoe racks that had been provided by the school in each classroom.³

Based on the students' statements, the researcher argues that the implementation of the hidden curriculum in developing the character of students has been instilled and is running according to the vision and mission, rules, school rules, and school goals that are superior with faith and piety, realizing a religious school culture and creating highly competitive graduates.

Regarding the impact felt by the school, especially on educators, with the implementation of the hidden curriculum in developing the character of students, SMA Negeri 3 Palu is increasingly improving human resources through various training activities, seminars, or workshops. The cooperation that has been established so far from various stakeholders has made a positive contribution to the development of the SMA Negeri 3 Palu institution. Because the increase in human resources plays an important role in the process of success and school goals. Quality human resources are needed in realizing an

³Atha Andini, Siswa kelas XII MIPA, "Wawancara" di Lobi SMA Negeri 3 Palu Tanggal 9 Oktober 2019

institution's desire to face challenges in the current era of globalization, where the rate of change is so fast.

By paying attention to the description above, the success and impact of the hidden curriculum are highly determined and depends on the conditions below:

1. Participation and commitment of school members, parents, and the community as well as relating to the socio-economic status of the community.
2. A quality assurance program that is well understood by all parties.
3. The existence of strategic planning from the school allows the school to understand the vision, mission, and priority goals of school development. Such management capabilities are required in building institutional performance so that the ranks of school annual planning can be carried out in a directed and integrated manner.
- 4.

CONCLUSION

The implementation of hidden curriculum in developing the character of students at SMA Negeri 3 Palu can be seen from the activities of the learning process in the academic and non-academic fields of students who have become school culture but are not written. From the results of the academic field, students have the ability to know science, language, economics, and other knowledge. Many achievements have been made in various activities, both within the school and outside of school. Because the vision and mission, rules, and regulations become a reference for school programs. The program of activities identified as a hidden curriculum is (1). Religious activities include kissing hands when meeting, saying greetings, congregational prayer, *tadarus al-quran*, *shalawatan*, reading *Asmaul Husna*, religious studies, practicing Hajj rituals, dressing neatly, and politely. (2). Social care activities for students of SMA Negeri 3 Palu community service cleaning the school environment, working together, mingling with empathetic friends, and helping each other when

disaster strikes. (3). Environmental Care in many ways as a sign that school residents love a clean and beautiful environment. The school principal compiles a picket schedule for the teacher councils specifically for cleaning the school environment, assisted by the Pandawa group which consists of students. The culture of throwing garbage in its place, recycling waste into economic value, caring for plants, orchid houses, and cactus houses are daily activities following the status of Adiwiyata school from an environmental perspective.

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