

# **CHAPTER I**

## **INTRODUCTION**

### **1.1 The Background of the Study**

In the world of education, the existence of a curriculum cannot be avoided because it determines the direction and goals of education. The curriculum is the heart of a school. Furthermore, a curriculum is defined as an educational program; different of instructional programmed, planned materials and learning experiences and systematically designed based on the prevailing used norms by teachers and students in the course of learning of Guidelines for Achieving Education.

This curriculum was created by the government as a tool to see and understand the level of achieving student learning outcomes. The curriculum is one of the important instruments in the educational process, and is always undergoing a renewal process in line with developments 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 : 1 ) 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 and Nurhayani, (2022:2).

The Indonesian curriculum was first used in 1947. The curriculum underwent many changes from 1947–2006 until the last was the 2013 curriculum. Recently as we know the minister of education, social, culture, research and technology (Mendikbudristek) has issued the latest curriculum. This new curriculum is called the Independent Curriculum or the Pancasila Curriculum. the independent curriculum or Pancasila curriculum is not much different from the 2013 curriculum, but the independent curriculum or Pancasila curriculum emphasizes fun and relevant learning processes. The 2013 Curriculum and the Independent Curriculum have the same goals, namely; faith, fear of God Almighty, noble character, global diversity, independence, mutual cooperation, reasoning and creative crisis as stated in the 2003 national education system law article 36 paragraph 3. Undang-Undang SISDIKNAS, (2003).

From the results of a mini-research conducted at Gajah Mada Middle School in Medan, the researchers found that the cognitive and psychomotor values of the students there were higher, while the functional assessment which was very important in helping to shape the personality, character and self of students was ignored 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 do wrong, cheat, lack respect, fight, get drunk, etc.

To overcome these problems, educators need curriculum to prevent or

protect against these problems. The hidden curriculum is often also called the Other Curriculum, namely the curriculum which is the result of "power relations" in the classroom, whether in the form of elements of superstructure, class awareness, patriarchy, heterosexuality, and so on. so on which will later form a habitus. This hidden curriculum in practice can become a pattern of class leadership, entrepreneurship, courtesy, and class quality Herlina & Al-Asy'ari, (2019) and also says that "the hidden curriculum can be found in the social structure of the class, the authority of the implementation of the teacher, the rules governing the relationship between the teacher and students". In these two definitions, it appears that the hidden curriculum appears as a form of social relations between students and students, students and teachers, students and administrators, students and the environment, students with regulations, and everything in school. The hidden curriculum is seen not as a goal that is specifically stated in the learning objectives in schools, but as a by-product of the social processes that occur. As Nurhalim, (2014:119) that the hidden curriculum has three dimensions, namely the educational context; processes that occur in or through schools; and the level of intentionality and depth or "hiddenness" obtained by investigators (students). All three are significant factors in helping to achieve the goals of the ideal curriculum and the actual curriculum. Furthermore, he said the hidden curriculum as the most "effective" factor in realizing the formation of student values. He says that hidden curriculum which he calls "incidental learning" can contribute more to student socialization than purposive forms of teaching values. That is why Inayah, (2018) says that there are several main hidden curriculum functions, namely: (1) inculcation of values; (2) student

socialization; (3) obedience and obedience training (4) preservation of traditional class structures.

Based on the results of preliminary observations conducted by researchers at Gajah Mada Middle School in Medan, researchers saw Gajah Mada Middle School students being less responsive to teachers during class, not being on time or late for class, talking casually or informally to the teacher, not starting to pray before studying, and also at the end of the lesson, not dressed properly, and so on. This situation shows that educators only pay attention to the "written curriculum" so that the hidden curriculum is left behind. In this research, the researcher tries to explore the teacher's voice about the hidden curriculum. From the description, studies on this issue are sparse and limited. Therefore researchers are interested in conducting a study of how teachers perception on hidden curriculum.

## **1.2 The Problems of the Study**

Based on the study's background, this writer is guided by the following questions:

1. How the teachers' perception of the hidden curriculum?
2. How does the hidden curriculum affect student character?

## **1.3 The Objectives of the Study**

The objective of the study is:

1. To find out the teacher perception on hidden curriculum at SMP Gajah Mada Medan.

2. To find out whether the hidden curriculum has an effect on the formation of good character of students

#### **1.4 The Scope of the Study**

The limitation of the problem in this research is only to find out the first grade teachers' perceptions of SMP Gajah Mada towards the hidden curriculum.

#### **1.5 The Significances of the Study**

It is hoped that the outcomes of this research will be beneficial and contribute to both theoretical and practical significance for teachers in the following manners:

##### **1.5.1 Theoretically**

Theoretically, this study aims to enrich the literature on teachers' opinions on hidden curricula.

##### **1.5.2 Practically**

1. Teachers:

Can help remind educators about the importance of a hidden curriculum that helps shape the character of students for the better. for example manners, politeness, creating and giving rise to an aggressive attitude towards the environment.

2. Students:

To help students know that it is not only about the value of knowledge and skills that is important to improve but also about self-value, character,

attitudes and ethical values that must also exist within them which will help them achieve learning goals.

3. Next Researcher:

To know that the curriculum is not only what is written and comes from the government that we usually know, but we can also create our own curriculum to help achieve good learning and that is the hidden curriculum. The hidden curriculum not only assists teachers in achieving good learning but also assists students in forming character, attitudes and moral values.

## **CHAPTER II**

### **RIVIEW OF LITERATURE**

#### **2.1. Perception**

The word "perception" comes from the English. This implies receiving or taking something. In a limited sense, perception is "idea," which is one's perspective on something, whereas broadly speaking, perception is "view," which is how a person perceives or translates anything. Perception, by Big According to the Indonesian Dictionary, a reaction is the outright acceptance of absorption or the method by which someone gains knowledge through their five senses.

In other words, we can conclude that the perceptions that influence a person's actions and actions are the mirror perceptions that you have. Perceptions are reactions or images that result directly from preoccupation with knowing something through the senses. Perception, in this sense, is the image or reaction impression that a person has after taking in something (an object) through the five senses.

##### **2.1.1 The Definition of Perception**

Dewi and Meitriana, (2019:10-11) 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. In addition, Susanti and Wahyudi, (2013:620-621) explain that perception is a method that includes the entry of messages or data into the brain of a person through

continuous contact utilizing the environment through human perception. This is accomplished through the five senses of touch, taste, hearing, and smell.

Deswita, (2013:5) Perception is the process by which messages and information enter the human brain through continuous contact between human perception and its environment. This relationship is established through the senses. See, hear, touch, taste and smell. While the perception according to Ugi Nugraha, (2015) "perception" is a combination process of sensation received by the organ or result interpretation (the result of brain processing)". Aryanti & Adhariani, (2020:650) Perceptions are the impressions that an individual receives through the five senses, which can be analyzed (organized), interpreted, and evaluated to derive meaning.

From the understanding of perception above, the author agrees with Susanti and Setyowati's opinion Perception is a process involving the input of messages or information into the human brain, regulating and interpreting their sensory impressions in order to give meaning to their environment through the senses: sight, hearing, touch and touch flavor.

### **2.1.2 Types of Perception**

(Sengupta et al., 2016) the process of understanding stimuli received from the senses leads to perception being divided into several types:

1. Visual perception: Visual perception comes from vision. This kind of cognition is the earliest cognition developed by infants and young children, and it affects how infants and young children understand the world. Perception is the main topic of



discussion in general, and perception is often the most frequently discussed in everyday contexts.

2. Auditory Perception: Auditory perception occurs through hearing in the ear.
3. Tactile Perception: Tactile perception occurs through touch, which is the skin.
4. Smell, or olfactory perception, comes from the sense of smell, the nose.
5. Taste perception: Taste perception occurs through the sense of taste, i.e., the tongue.

Hety, (2016:96) perceptions are classified into two types:

1. A favorable impression is a belief that sums up all knowledge. (know it or not, are aware of it) and its application in the forwarded response.
2. The negative perception is the foundation of all knowledge. (whether we know it responses that are not in line with the perceived object, whether intentional or not).

Of the several types of perception above, the writer concludes that perception originates from the human body itself which is carried out by the human senses. not only the part of human senses that can affect perception but also about humanknowledge. According to Hety, there are positive and negative perceptions. where this perception occurs because human knowledge knows whether or not about something that is felt, of course, also by using the human senses.

### **2.1.3 Factors That Influence Perception**

One's perception does not just arise, of course there are factors that

influence it. Yoedo Shambodo, (2020: 1013-103) refer to them as functional factors, situational factors, structural factors, and personal factors:

### 1. Functional Factors

Functional factors are factors that are personal. For example individual needs, age, past experience, personality, gender, and other things that are subjective.

#### Personal Factors

Personal factors that affect people's perceptions of us or vice versa are experience and self-concept. Several personal factors consist of experience, motivation, and personality.

### 2. Situational Factors

Situational factors that can affect perceptions include:

#### a. Proxemic Instructions.

Proxemics is a study of the use of distance in conveying messages.

#### b. Kinesic Instructions.

Kinesics can be a general clue in perceiving other people in a relationship. Special perceptions are obtained when we observe other people's gestures in accordance with the perceptions we got before to judge that person. The kinesic cues are the most difficult to consciously control by the person who is the perceived stimulus (other person).

#### c. Face Guide.

In nonverbal clues, facial cues are important in recognizing the feelings of others. Although facial cues can reveal other people's emotions, they cannot be used as a variety of careful judgments.

d. Paralinguistic Clues.

This guide assesses how people pronounce verbal symbols including words, accentuation, intonation, verbal style and interaction in speech.

3. Artifactual Clues.

These instructions cover all kinds of other people's body appearance with various other attributes.

4. Structural Factors

Structural factors stem solely from the nature of the physical stimulus and the neural effects it causes on the individual's nervous system.

Herlin and Haris, (2019:497) the perception of a person is influenced by internal factors: emotions, perspectives, and personal characteristics; biases; wishes or expectations; concentration (focus); learning processes; physical health; mental health; needs and values; and motivations and interests.

#### **2.1.4 The Process of Perception**

The perception process starts with the process of receiving stimuli, selecting, organizing, interpreting, checking, and reacting to stimuli. Stimulation of the perceptual process begins with the sensory capture of the object of perception.

Sugiharyanto, (2014:165) also explained that perception is a process that begins with sensing to receive a stimulus through the senses, called a sensory process, and then continues with the perception process. In the process of perception, there is a process that initiates perception, namely sensing.

There are two types of perceptual processes, according to Sugiharyanto,

(2014:165) namely:

1. Physical process. The process of perception starts with sensing, which creates a stimulus from the receptor, which is followed by processing data on the sensory nerves of the brain or in the center of consciousness. This process is also known as a physiological process.
2. Psychological processes. The processing of data on the sensory nerves of the brain will cause receptors to realize what is perceived or what is touched.

The last stage of perception is when the person is conscious of all they can see, hear, or touch, namely the information obtained through the five senses. This procedure is the last step in recognition, accurate recognition. Individuals can take responsibility through perception in many ways.

## **2.2 Curriculum**

Curriculum is a set of subjects and educational programs provided by an educational institution that contains lesson plans that will be given to participants in one period of work-level education. The curriculum should be able to direct education towards this and the goals intended in the learning activities as a whole. Curriculum is a set or system of plans and arrangements related to subject matter that guides teaching and learning activities. The heart of the curriculum is the lesson plan. Therefore, all stakeholders and parties directly involved in the functioning of this curriculum must understand it. The curriculum has main components that are structured and planned with rules that must be followed by all educators (teachers). These components include: (a) intention; (b) materials; (c) learning strategies; (d)

curriculum structure; and (e) assessment. The first element of the curriculum is the goal. The intended purpose is that the purpose of national education is to develop capabilities and form noble national character and civilization related to the formation of national life, developing the potential of students, and the formation of people who have a nation and a state. To have faith means to fear God Almighty, to have noble character, to be healthy, knowledgeable, capable, creative, independent, to be a democratic and responsible citizen. The second component is matter. Curriculum material is material included in the curriculum. The creation of the curriculum itself should not be haphazard but must consider both the level of education and several aspects. Religion, noble character, potential, intelligence, student interests, demands of the world of work, dynamics of global development, national unity, national values, developments in science, technology, art, etc. Meanwhile, the third curriculum component is learning strategy. The interaction of teaching and learning in schools between students and teachers supports the success of the curriculum. The education system, the provision of teaching materials, the existence of apprenticeships, guidance and counseling are needed to shape students according to the country's educational goals, and the last component of the curriculum is assessment. Evaluation is needed to demonstrate the achievement of goals and the effectiveness of implementing the curriculum in educational settings. Through evaluation, we can further develop the curriculum and create a better education system.

### **2.2.1 The Definition of Curriculum**

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, (2019:27-28). Rahman, (2021:72) 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). Moreover, Fadhilah and Ridwan, (2021) Curriculum is a collection of goal directions and guidelines, information and educational resources, and strategies used to guide the management of learning practices to achieve such educational goals. Matters include local educational objectives and local educator identity, needs, perspectives, units, and alignment with students. The curriculum is therefore developed by a group of educators to adapt the educational program to the needs and possibilities of the region. Habibrahim (2019:2) Curriculum describes the theory, goals, materials and learning materials, teaching and learning approaches, and assessment of a particular educational programme.

From the above opinion about the curriculum, the researcher concludes that the curriculum is a set of learning tools that have been prepared, regulated and approved by the school which contains content, materials, learning materials that have been prepared and the learning objectives to be achieved.

### **2.2.2 Concepts of Curriculum**

The concept of the curriculum develops given the advancement of teaching concepts and applications and also changes with the college or teaching theory

adhered to. Curriculum theory needs to explain the concept of curriculum. The curriculum includes The following three ideas an entity, a subject, and a system.

The first idea is that the curriculum is the substance. A curriculum is viewed as a student's plan for educational activities in school or a list of objectives to be met. The curriculum also includes documents that contain goal setting, instructional materials, instructional activities, timetables, and assessments. A: Another way to think of a curriculum is as a written work resulting from a contract between the curriculum creators and a policy for education makers and the community. Courses can also cover specific regions, schools, districts, provinces, or entire countries.

The second idea is the system of education or the curriculum. The education system, the school system, and even the community system all include the curriculum system. The curriculum system is staffing structures and workflows for curriculum development, implementation, assessment, and refinement. The result of The curriculum system composition of the curriculum and the function of The purpose of the curriculum maintenance system is to keep the curriculum constant.

The third idea is that of a curriculum subject, which is the subject curriculum. This is an area of study for curriculum professionals and instruction in education professionals. The purpose of studying the curriculum as a subject is to develop knowledge about the curriculum and curriculum system. Those who study the course are taught the basic concepts of the course. Through literature, they engage in numerous experimental and research projects and discover fresh discoveries that can strengthen and enlarge the field of research for the course.

(Ahid, 2006:14).

A curriculum, as quoted by Hasan Langgulung, is a set of education, culture, society, sporting, and creative endeavors a school provides to students on and off campus, designed to help them develop holistically and change their behavior. They meet educational goals. Windaningrum, (2019:129).

### **2.3 Hidden Curriculum**

The hidden curriculum can generally be described as 'the (by-product) result of education in a school setting or outside of school, especially the result learned, but not explicitly stated as a goal'. This is an unwritten curriculum, but exists in reality. It refers to the unwritten, unofficial, and often unintentional lessons, values, and perspectives that students learn in school. The hidden curriculum basically consists of unspoken or implicit academic, social, and cultural messages that are communicated to students while they are in school. The concept of The hidden curriculum is based on the perception that students take classes at school. This may or may not be part of a formal study program. For example, how should we treat peers, teachers, and other adults? How should people of different races, groups, or classes be viewed? Or what thoughts or actions are considered acceptable or unacceptable. Hidden curricula are called "hidden" because they are not typically recognized or scrutinized by students, educators, and the wider community. The values and precepts reinforced by hidden curricula are often the accepted status quo, and no change is considered necessary for these "hidden" practices and messages. Hidden curriculum can also refer to the transmission of norms, values, and beliefs conveyed in both formal education content



and social interactions within schools. The hidden syllabus is difficult to define clearly because it varies by student and experience, and the syllabus is constantly changing with the development of people's knowledge and beliefs.

### **2.3.1 The Definition of Hidden Curriculum**

Marsh, (2022:49-55) The term hidden curriculum consists of two words, namely hidden and curriculum. Etymologically, the word hidden comes from English, namely hide which means hidden (covered). Thus, a secret curriculum is 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.

Aslan, (2019:102-103) Aslan, in his book entitled "*Hidden Curriculum*," makes two assumptions about the hidden curriculum:

1. 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.
2. 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. Family institution.

Tirtoni, (2019:60) There are two meanings in the hidden curriculum. First, the achievements in this hidden curriculum can be used as consideration for teachers during learning activities to make it more meaningful, considering that the hidden curriculum includes unwritten learning objectives. Second, teachers can also use this hidden curriculum as a learning goal because its implementation was not planned in advance. Meanwhile according to Umagap and Gaité, (2022:5331) 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".

Moreover Lestari, (2019:39) This is where the role of the Hidden Curriculum is needed in the formation of the character of students, because in fact the Hidden Curriculum is very influential in the educational process even in improving learning outcomes, improving spirituality, and increasing students' emotional intelligence. Basically Hidden Curriculum is a learning process that is not planned but can have an impact on the learning process and learning outcomes. Topandi Harahap, (2022:125) 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.

From some of the opinions above regarding the hidden curriculum, the researcher concludes that the hidden curriculum is not part of the learning set by the school but the hidden curriculum is very attached to students. The hidden curriculum is also not only learned in schools but also in the family environment (as Aslan said), where the hidden curriculum is very influential in the educational process and even improves learning outcomes, increases spirituality, and increases students' emotional intelligence. hidden curriculum can be interpreted as a curriculum that is agreed upon between educators and students to produce a learning pattern that brings goodness to shape the character of students' family institutions.

### **2.3.2 Concepts of Hidden Curriculum**

Hidden curriculum Nisa, (2009:77) can generally be described as 'by-products of education in the school environment or outside of school, especially the results that are learned, but not explicitly stated as objectives'. This is an unwritten curriculum but exists in reality. It refers to the spoken, unofficial, and often unintentional lessons, values, and perspectives that students learn in school. In contrast to the 'formal' written curriculum, which consists of courses, lessons, and learning activities followed by students as well as knowledge and skills that are deliberately taught by educators to students. The hidden curriculum consists of unspoken or implicit academic, social, and cultural messages that are communicated to students during their time at school. The secret curriculum concept is based on the perception that students take classes at school. This may or may not be part of a formal study

program. For example, how should we treat peers, teachers, and other adults? How should people of different races, groups, or classes be viewed? Or what thoughts and behaviors are considered acceptable or unacceptable? Hidden Curriculum can also refer to the transmission of norms, values and beliefs that are conveyed both in the context of formal education and in social interactions in schools. Hidden curriculum is difficult to define explicitly because it varies between students and their experiences and because curricula are constantly changing as people's knowledge and beliefs develop.

Hidden Curriculum has two concepts, namely:

1. Aspects that affect the hidden curriculum

Two aspects can affect the hidden curriculum Setyaningrum & Siswantari, (2019); that is, aspects that are relatively fixed and aspects that may change. Relatively fixed aspects refer to the ideology, beliefs, and cultural values of the community that influence the school, including decisions about which cultures should and should not be passed on to thenation's generation. Aspects that can be changed include organizational variables, social systems, and culture. The organizational variable is the teacher's policy in the learning process, which includes how the teacher manages the class, how the lesson is given, and how the grade promotion is carried out. The social system is the school atmosphere, which is reflected in the patterns of relationships of all school components, which includes how the social patterns are between teachers and teachers, teachers and students, teachers and school staff, and so on. Cultural variables are social aspect

related to belief systems, values, and cognitive structures. 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 5 (smile, greet, greet , polite, courteous) in upbringing and development. Juwantara, (2021:60).

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.

## 2. The function of the hidden curriculum

The implicit curriculum developed in the school environment supports the formal curriculum implemented in the school. Hidden courses complement and enhance formal courses. Formal and hidden curricula complement each other and are inseparable in school practice.

Andriyani, (2016) explain that there are several educational purposes of the secret curriculum:

1. First, The hidden curriculum consists of personality, norms, values, and beliefs, which are not explained thoroughly in the formal curriculum.

2. Second, the hidden curriculum has the function of providing skills for the future.
3. Third, A hidden curriculum can create a more democratic society.
4. Fourth, the hidden curriculum can be an effective social control mechanism for student and teacher behavior.
5. Fifth, hidden curriculum becomes a variety of sources that Increase student motivation and learning success.

Maghfiroh, (2012:2) the concealed curriculum's features include "the cultivation of political socialization, values, obedience and obedience training, and preservation functions of conventional class structure, which can be classified in general as a social check. The secret instruction can also be linked to the widening of socioeconomic disparities, as evidenced by the emergence of different capital relationships that differ by social class based on the types of labor and work-related activities assigned to students.

### 3. Advantages of Hidden Curriculum

Warsah (2022:3) The functions of the hidden curriculum include instilling values, political socialization, training in obedience, perpetuation of the traditional class structure-functions that have general characteristics such as social control. As an interaction hidden curriculum has a positive impact in the form of increased learning outcomes, better behavior. Hidden curriculum as a concept becomes something that are not intentionally taught and learned together with the official or formal curriculum. For example, the conception of dressing neatly. The purpose of establishing a hidden curriculum in schools is to influence students including

changes in students' values, perceptions and behavior. religious activities possible motivating students to become people of faith and piety, all of which are experiences that can change the way students think and behave. With Thus, it can be said that the purpose of implementing the hidden curriculum is to help achieve educational goals in schools. Hidden curriculum can seen as a tool for the moral growth of students.

Rahayu, (2020:23) It provides teachers with specific aims and resources to inspire self-introspection and creativity. Most importantly, keeping records of lessons enhances learning and academic performance. All the benefits of the respondents' descriptions lead to this common goal. Children gain from an organized curriculum delivered with high expectations. The impact of this theory is that it enables students to acquire the knowledge, skills, and attitudes they need to function in society. Students learn what is acceptable and unacceptable behavior by observing teachers, parents, or other authority figures.

The impact of this theory is that it enables students to acquire the knowledge, skills, and attitudes they need to function in society. Students learn what is acceptable and unacceptable behavior by observing teachers, parents, or other authority figures.

#### **2.4 Previous Study**

To do this research, the researcher reads and studies several studies from other researchers, and several related studies have been taken to compare this research with other related studies.

The first of the research was conducted by Kurniawati, (2020) with the title

of research “Case Study of Hidden Curriculum Practice Avicenna Jagakarsa Senior High Scholl. This study is a case study with a qualitative approach. This research was conducted in 2020 by conducting in-depth interviews, observations, and documentation. The outcome of this study is the relationship between values and the ideological differences between directors and teachers implemented in hidden curriculum practices, and hidden curriculum practices are influenced by the directors behind the development of formal curricula. It is done. Maintaining old identities through everyday practices impacted student achievement delays, as it is generally hidden curricular practices that support formal curricular practices, but what happened The advice of this study must be agreed upon and trusted between the board and the school teachers in order to achieve maximum performance. In previous studies, hidden curriculum practices were carried out by the supervisory board behind formal curriculum development, and carried out by the teacher to maintain the old identity through daily practice. Meanwhile, in this study, the researcher wanted to find out what the teacher's perception was like in the Hidden Curriculum.

The second of the research was conducted by Khoirinindyah & Astutik, (2021) with the title of the research “Integrating National Insights into the Hidden Curriculum “The purpose of this study was to develop material on national insights into the hidden curriculum and to explore the effectiveness, practicality, and practicality of integrating national insights into the hidden curriculum. The method of this study is R&D / Research and Development. This study builds on the theory put forward by Borg and Gall using nine steps in the study. Sampling in this study



uses a probabilistic sampling technique with a sample of 75 students. The data collection technique in this study uses a questionnaire. The technique used in this study is the one-sample t-test technique. The results of this study demonstrated that this developmental study was able to integrate national insights into hidden curricula, with a validity score of 83 derived from the national insights material, and was declared feasible. is. The practical value obtained from national knowledge materials is 86%. The development of this hidden curriculum material was validated by the difference between mean pretest scores of 71.32 and posttest scores of 81.48. From this, we can conclude that national insights can be applied very practically and effectively to secret curricula. In this previous study, researchers aimed to test the relevance, feasibility, and effectiveness of developing national cognition in hidden curricula and integrating national cognition into hidden curricula. I conducted the research as In this study, on the other hand, researchers wanted to know how teachers perceive the hidden curriculum.

The third research was conducted by Umagap and Gaite, (2022) with the title “Hidden Curriculum As a Form Character Education (Study at SMK Al-Wathan Ambon)“. The type of research used is a descriptive qualitative research aimed at determining the character education of the Mela Hidden Curriculum at SMK Al Wathan. The data collection techniques used in this study are observations, interviews, and documentation. Here are the findings found: A hidden curriculum can prioritize the development of useful attitudes, personality traits, and skills for students, and supplement education that is lacking in the formal curriculum. The

Hidden Curriculum is the balance of classroom learning governed for the development of the cognitive and psychomotor domains. Produce graduates and educational products that apply a mature, hidden curriculum. Especially learning activities. Unwritten Curriculum is not programmed, but its presence influences student behavior. In this previous study, researchers wanted to know the relationship with hidden curriculum and character education. Actually have internalized the values in each activity at school. However, the hidden curriculum internalization is a curriculum that is not written, not planned programmatically but its presence affects change student behavior. Meanwhile, in this study, researchers wanted to find out how teachers perceive the hidden curriculum.

The fourth of the research was conducted by Maryani & Dewi, (2018) with the title of research "Implementation of the Hidden Curriculum in AL-Islamic Education Subjects in Elementary Schools". This study aimed to describe covert strategies for implementing a curriculum on Islamic educational subjects in the 2017/2018 academic year of SD Muhammadiyah I Yogyakarta Wirobrajan. The methods used in this study were descriptive-qualitative, and data collection techniques used observations, interviews, and documentation. The results show that the implementation of hidden curricula on Islamic educational subjects provides students with a positive outlook during the learning process by employing presentation and research strategies to achieve school goals along with established visions and missions. Showed that instilled customs the school formed a generation of Muslims, knowledgeable, noble and cultured. In this previous study, there was a

teacher's understanding of the hidden curriculum so that the teacher did not know the positive impact from the hidden curriculum activity itself, even though in reality it is a hidden activity Curriculum is often carried out unintentionally in learning. The purpose of this research to describe the hidden curriculum implementation strategy in educational subjects Al-Islam at SD Muhammadiyah Wirobrajan I Yogyakarta for the 2017/2018 academic year. The same is the case with this research, the researcher wants to examine how the teacher's views or perceptions are on the hidden curriculum.

The fifth of the research was conducted by Rahayu, (2020) with the title of the research “ Teacher Perception on Hidden Curriculum “The purpose of this study was to examine teachers' opinions about the hidden curriculum and its effect on the good character of MAN 4 Aceh Besar students. In this qualitative study, data were collected using interviews, classroom observations, and document analysis (lesson plans and school vision and mission). The results show that teachers know what the hidden syllabus is and that the hidden syllabus is included in the 2013 revised syllabus and integrated into the teaching and learning process. The hidden syllabus is important as a teacher's example because it shapes the good character of the students. , it is effective to use Regarding teachers' opinions on the effectiveness of the hidden curriculum in developing students' character, teachers said that students experienced several changes, including: Students are well behaved, know their teachers' assessments, and learn from events. On the other hand, according to classroom observation analysis results, students already have the following good

personalities: B. Follow your teacher's instructions. Document analysis shows that teachers and schools try to shape good character in students in schools and environments. This previous research is the same as this study where the researcher also wanted to know about the teacher's opinion about effectiveness hidden curriculum in developing student character.

The sixth of the research was conducted by Yuchen Gao Deptt. of sociology, University of Saskatchewan, (2015) with the title of research “ Hidden Curriculum and Students’ Development of Profesionalism in Medical Education “.The purpose of this research is to use the key concepts informed by theories developed by Bourdieu and Goffman to build a theoretical framework to understand the usage and interpretation of hidden curriculum from the medical educators’ perspective. I conclude that hidden curriculum is used in a distinct and ambiguous way in medical education literature, emphasizing institutional culture, role modeling, and socialization process. A discrepancy between the usage of hidden curriculum in medical education literature and sociological study is found. Though many innovations have been initiated in bothpractical pedagogy and the model of medical education, there has been little changein the legitimate knowledge in medicine, the ways in which medical education is organized, the underlying institutional hierarchy, and medical students’ learning experiences. In this previous study the researcher aimed to use the key concepts informed by the theories developed by Bourdieu and Goffman construct a theoretical framework for understanding the use of and hidden curriculum interpretation from the perspective of medical educators. Meanwhile, in

this study, the researcher wanted to know the teacher's view of the hidden curriculum.

And the last of the research was conducted by Novitasari, (2017) with the title is “The Role of the Teacher in the Implementation of the Hidden Curriculum Against the Achievement of the Goals of Islamic Religious Education at MAN 1 Bandar Lampung”. This research aims to analyze the teacher's role in the implementation of the hidden curriculum of achieving the goals of Islamic religious education at MAN 1Bandarlampung. This study uses qualitative methods, deep data sources the research consisted of the head of the madrasa, deputy head of the madrasa, eye teacher Religion lessons, counseling teachers, students and MAN 1 profile documentation Bandar Lampung. Collecting data in this research uses techniques interview, observation and documentation. Data analysis was carried out through procedures data reduction, data presentation and data verification as well as drawing conclusions.The research results show that;

1. The role of the MAN 1 teacher Bandarlampung in implementing hidden curriculum is generally very good where the teacher can act as a facilitator, mentor, motivator, organizer and resource.
2. Implementation of hidden curriculum in MAN 1 Bandarlampung in the field of worship, morals and social has been running well good.
3. The purpose of Islamic religious education is not only worldly but matters that areukhrawi, for that the achievement of educational goals the religion of Islam must be the duty of every Muslim individual, especially the educators.

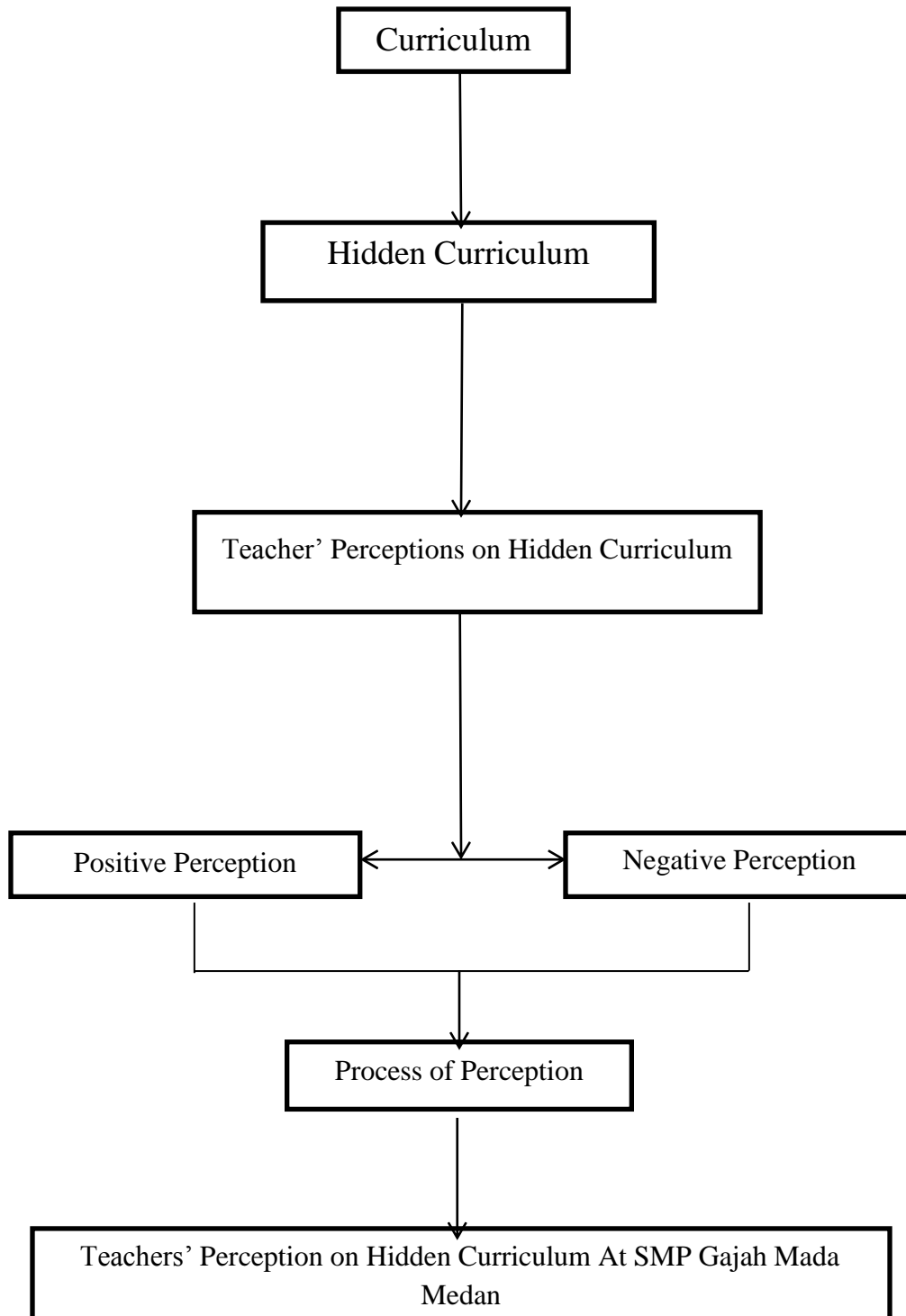
Based on the results of the study it can be concluded that the teachers of MAN 1 Bandarlampung plays a very important role in the implementation of the hidden curriculum achieving the goals of Islamic religious education. This previous research aims to analyze the teacher's role in the implementation of the hidden curriculum of achieving the goals of Islamic religious education at MAN 1 Bandarlampung. Meanwhile, in this study, the researcher wanted to find out how the teacher views the Hidden Curriculum.

From the results of previous research above, the conclude that the hidden curriculum is indeed more towards the formation of student character. The hidden curriculum we also know is a curriculum that is not written, is not visible and can be said to be unofficial because it does not come from a government agency. The hidden curriculum itself is created by a school itself to be able to help students build better character. From the explanation above with the creation of a hidden curriculum students become more active, creative and besides that also in the field of religion students become more religious and understand religious values well. Besides that the formation of student character with the existence of this hidden curriculum also helps students to form themselves in socializing, in speaking, behaving, being able to choose and sort out good and bad things.

## **2.5 Conceptual Framework**

This research study intends to find Teacher Perception on Hidden Curriculum. Each teacher must have a different perception of a particular object when discussing perception. The researcher will describe how Teacher Perceive on Hidden Curriculum.

## Conceptual Framework



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 The Design of the Study**

This research approach is qualitative research. According to Rahman, (2021) A study method known as qualitative methodology results in written data descriptions and oral explanations of the observed subject. This qualitative approach is used to describe the teacher's perception of the hidden curriculum at SMP Gajah Mada.

#### **3.2 The Data and Sources of the Data**

Data is a collection of information about something that is obtained through observation or by searching for specific sources. Data obtained but not further processed can become facts or assumptions. The type of data used in this study is primary data. Primary data usually refers to real-time data or data that continues to grow over time. Examples of primary data such as data from direct interviews, survey results, and questionnaires to respondents. The research data is the result of interviews regarding teachers' perceptions of the hidden curriculum and the data source in this study was the first-grade teacher at Gajah Mada Middle School, Medan. The researchers chose 5 teachers as resource persons.

#### **3.3 The Instrument of Collecting Data**

Instruments are tools or facilities used by researchers in collecting research data. This can be done by using questionnaires, observation forms, other forms related to data recording, and others. There are many types of data collection



instruments (Makbul, (2021) namely interviews, questionnaires, observations, group discussions, and experiments. The instrument used by researchers here is to conduct interviews with each participant and make observations then collect data and draw conclusions.

### **3.4 Technique of Collecting the Data**

In researching to collect data researcher conducted interviews. After collecting the data, the researcher made observations of teachers and first-grade students at Gajah Mada Middle School to get the results. The data collection technique used in this study is as follows:

#### **1. Interview**

The researcher conducted interviews to obtain data from informants. Before conducting the interview the researcher first made a list of questions for the resource person, namely the grade 1 teacher at Gajah Mada Middle School.

#### **2. Observation**

Observation is a data collection technique obtained from observing or recording the object of research. The objects in this study were the first grade teachers at Gajah Mada Middle School and the first grade students at Gajah Mada Middle School. This study will analyze how the attitudes of teachers and first-grade students of SMP Gajah Mada inside and outside the classroom.

### 3.5 Technique of the Analyzing Data

#### 1. Interview

In the stage of analyzing the data the researcher first collects all the data from the results of the interviews that have been obtained from the informants. Then the researcher replayed the results of the interview recording and then the researcher recorded back what was conveyed by the source and noted who said it, then the researcher determined the results and drew conclusions.

**Table 3.5.1**  
**List of questions asked by researchers to informants**

No	Questionnaire
1	Have you ever heard of and know what a hidden curriculum is?
2	What do you think about the hidden curriculum?
3	How important do you think the hidden curriculum is?
4	Are you integrating the hidden curriculum into learning?
5	Do you think that the hidden curriculum can shape the character of students?
6	How can the hidden curriculum shape student character?
7	Can you give an example of how the hidden curriculum forms good student character?

#### 2. Observation

In analyzing the first observation data the researcher first collected data from the analysis of teacher attitudes when teaching in class and outside of school as well

as the results of research on student attitudes both inside and outside the classroom. the data obtained by the researcher is how the teacher's attitude towards students and vice versa how the student's attitude towards the teacher. then the researcher concludes with the observational data that has been obtained.

**Table 3.5.2**

**Observation data conducted by researchers on objects, namely teachers and first-grade students of Gajah Mada Middle School**

No	Activities	
	Teacher	Student
1	The teacher greets the students	Students answer greetings from the teacher
2	The teacher directs students to pray before learning	Students pray before starting learning
3	The teacher gives motivation to students	Students follow the teacher's directions
4	The teacher gives a warning to students if they don't dress neatly	Students behave well as polite towards honest teachers
5	The teacher gives examples of good behavior, such as; polite when talking to others, honest and responsible	Students have good character, such as honest, brave, and responsible
6	Teachers interact well with students	Students help each other
7	The teacher pays attention to students	

