

PRACTICING HIDDEN CURRICULUM IN IMPROVING THE QUALITY OF ISLAMIC LEARNING AGAINST THE NEGATIVE IMPACT OF GLOBALIZATION

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Abstract

The curriculum, which is a written plan, plays an important role in determining what students should learn. The curriculum not only includes academic knowledge, but also teaches social, emotional, and professional skills that are essential for the broader development of the individual. Various aspects of life are affected by the rapid growth of technology and science. This includes changing the role of schools as educational institutions. The essence of humanity remains the main foundation in guiding the learning process even though technology continues to develop and change. So, in this case it certainly cannot be separated from the implementation of the curriculum. This research discusses the hidden curriculum. Hidden curriculum is an important component of education that includes norms, values and attitudes that are instilled indirectly in daily life at school. It is not explicitly mentioned in the formal curriculum, but it is crucial for shaping students' social interactions, school performance and the development of non-academic skills, such as attitudes and social skills. This research method is a qualitative method of literature study, used to collect data by finding sources and reconstructing from various sources, including books, journals, and previous research. This research encompasses a recent discussion as it addresses the use of the hidden curriculum in this day and age, which is still too rigid in the knowledge of the general public. Therefore, this research can provide new insights.

Abstrak

Kurikulum, yang merupakan rencana tertulis, memainkan peran penting dalam menentukan apa yang harus dipelajari siswa. Kurikulum tidak hanya mencakup pengetahuan akademik, tetapi juga mengajarkan keterampilan sosial, emosional, dan profesional yang penting untuk perkembangan individu yang lebih luas. Berbagai aspek kehidupan dipengaruhi oleh pertumbuhan teknologi dan ilmu pengetahuan yang sangat cepat. Ini termasuk mengubah peran sekolah sebagai lembaga Pendidikan. Esensi kemanusiaan tetap menjadi landasan utama dalam memandu proses pembelajaran meskipun teknologi terus berkembang dan berubah. Jadi, dalam hal ini pasti tidak lepas dari pelaksanaan kurikulum. Penelitian ini membahas kurikulum yang disembunyikan. Hidden curriculum adalah komponen penting dari pendidikan yang mencakup norma, nilai, dan sikap yang ditanamkan secara tidak langsung dalam kehidupan sehari-hari di sekolah. Ini tidak disebutkan secara eksplisit dalam kurikulum formal, tetapi sangat penting untuk membentuk interaksi sosial, kinerja sekolah, dan pengembangan keterampilan nonakademik siswa, seperti sikap dan keterampilan sosial. Metode penelitian ini adalah metode kualitatif studi pustaka, digunakan untuk mengumpulkan data dengan mencari sumber dan merekonstruksi dari berbagai sumber, termasuk buku, jurnal, dan penelitian sebelumnya. Penelitian ini mencakup diskusi terbaru karena membahas penggunaan kurikulum tersembunyi di zaman sekarang, yang masih terlalu kaku dalam pengetahuan masyarakat umum. Oleh karena itu, penelitian ini dapat memberi wawasan baru.

INTRODUCTION

The curriculum is a set of educational plans and arrangements, teaching and learning activities, and learning outcomes that students must achieve. The curriculum also includes the empowerment of educational resources (Hamdani Hamid 2012). Contemporarily, curriculum is defined as all the possible activities and experiences (content or materials) that have been scientifically planned and occur in the classroom, on school grounds, or outside of school, and that the school bears to achieve educational goals (Zainal Arifin 2011).

Curriculum actually has various types, including the written curriculum and the hidden curriculum. The hidden curriculum focuses more on instilling discipline and respect for authority, while the written curriculum focuses on the dissemination of technical and social skills (Alistair Ross 2006). This review seeks to get a clear picture of the ways in which the hidden curriculum is used. Various studies have tried to explain these ways in their own ways and impacts. In its implementation, the practice of hidden curriculum has a positive impact on education to achieve complete and equitable goals for teachers and students. So in this case it needs to be studied further how the process of implementing the hidden curriculum and whether it really has a positive impact on Islamic education during Globalization which has many negative impacts. So the researcher is determined to discuss this in this study. As one of the naqli arguments QS. Al Ahzab: 21 :

لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ لِّمَن كَانَ يَرْجُوا اللَّهَ وَالْيَوْمَ الْآخِرَ وَذَكَرَ اللَّهَ كَثِيرًا

"Verily, there is in the Messenger of Allah a good example for you (i.e.) for those who hope for the mercy of Allah and the Last Day and mention Allah a lot." (QS. Al Ahzab: 21).

So in this case education is born from humans to humans, in order to provide goodness to others. As the practice of hidden curriculum as one of the good efforts to improve education that is more Islamic and advanced in the era of globalization. This research aims to solve a problem through critical and in-depth study of relevant literature. This literature material is considered a source of inspiration or ideas that can encourage new thinking, namely the term qualitative literature study (Milya Sari 2020). Researchers provide education on the implementation of hidden curriculum in Islamic Education in order to improve curriculum implementation in educational institutions.

METHODS

This research uses a qualitative method of literature study. Qualitative research methods aim to gain an understanding of reality through an inductive thinking process. In this research, the researcher is involved in the situation and setting of the phenomenon under study. It is expected that researchers always focus on reality or events in the context under study. In this article, literature study is used, which means data collection by understanding and studying theories from various literatures relevant to the research, such as reference books, theses, and journals. There are four stages of desk research in this study: preparing the necessary tools, creating a working bibliography, organizing time, and reading or recording research materials (Sugiyono 2014). This data collection process utilized sourcing and reconstructing methods from various sources, such as books, journals and previous research. The literature materials obtained from these various references were thoroughly evaluated to ensure that they supported the ideas and hypotheses proposed. Data validity testing is done with increased diligence. Increasing persistence can be done, among others, by reading various reference books as well as research results or documentation related to the findings studied. Data analysis techniques are carried out by collecting data, reducing data, presenting data and drawing conclusions. (Milya Sari 2020).

RESULT AND DISCUSSION

RESULT

The results of the study entitled Practicalization of Hidden Curriculum in Improving the Quality of Islamic Learning Against the Negative Impact of Globalization, have many positive impacts on many educational actors. Such as:

- Research by Adlan Fauzi Lubis in 2015 entitled "Hidden Curriculum and Character Building (Case Study at Madrasah Aliyah Pembangunan UIN Jakarta)" has the results The practice of hidden curriculum at Madrasah Aliyah Pembangunan succeeded in forming 7 characters of students, namely honesty, responsibility, tolerance, self-discipline, religion, independence and caring for others(ADLAN FAUZI LUBIS 2015).

- Research by Riski Ananda Julio in 2024 entitled "Implementation of Hidden Curriculum in Learning at SD Literasi Qur'ani Tasikmalaya Village, North Curup District, Rejang Lebong Regency" has the results of the implementation of the Hidden Curriculum in its learning. SD Literasi Qur'ani Tasikmalaya Village, North Curup District, Rejang Lebong Regency in 2023/2024 has several important findings. For example, the possibility of values or messages that are not explicitly taught but are implicit in interactions between teachers and students, communication patterns at school, and the learning atmosphere that influences the formation of student character and attitudes. This shows the importance of understanding and managing Hidden Curriculum in improving the effectiveness of learning in educational institutions(JULIO 2024).

- Research by Muhammad Al-Faridzi Matondang in 2020 entitled "PAI Teacher Strategy in Implementing Hidden Curriculum to Increase Student Learning Activity at SDN 136539 Tanjungbalai" has the results of PAI Teacher Strategy in Implementing Hidden Curriculum to Increase Student Learning Activity at SDN. 136539 Tanjungbalai is by using methods in a teaching and learning process to get better results (MATONDANG 2020).

- Research by Aqmarina Bella Agustin in 2020 entitled "Actualization of Islamic Religious Education Hidden Curriculum and its Implications in the Formation of Students' Social Attitudes at SMP Negeri 9 Yogyakarta" has the results of the implementation of the PAI hidden curriculum in shaping students' attitudes which is first done by paying attention to the existing organizational system, The implementation of the hidden curriculum PAI social system at SMP Negeri 9 in shaping students' social attitudes is illustrated through the relationship between teachers and students who run harmoniously, The implementation of the hidden curriculum PAI cultural system at SMP Negeri 9 in shaping students' social attitudes is done by forming a good school culture, The hidden curriculum PAI actualized by consistent the three systems (organizational, social, and cultural)(Agustin 2020).

- Research by Mujahid and Kurniawati Rahmah in 2024 entitled "Implementation of Hidden Curriculum PAI in Improving the Noble Character of Tamam English Course (TEC) Participants" has the results of the implementation of HC at TEC, successfully developing the noble character of course participants with more frequent appearance

of these values in children's daily lives. This shows that the application of HC can be an effective tool to develop children's noble character in accordance with the objectives of Islamic Religious Education and the objectives of National Education(Mujahid 2024).

DISCUSSION

Discussion of the first research results by Adlan Fauzi Lubis, namely Madrasah Aliyah Pembangunan designed a hidden curriculum program for the formation of student characters. The practice of hidden curriculum in Madrasah Aliyah Pembangunan succeeded in forming 7 characters of students, namely honesty, responsibility, tolerance, self-discipline, religion, independence and caring for others. Sources that contain hidden curriculum in Madrasah Aliyah Pembangunan are, Worship (duha prayer, Tadarrus Alqur'an, congregational prayer, Friday prayer), Charity Savings, Reading Habbit, Extracurricular Arts, Extracurricular Sports, Routine Activities and School Facilities. With the application that exists in the hidden curriculum aspect can shape the character of students. This can be seen from the formation of the character of students while in school activities. This study also concluded that to realize character education, it is necessary to combine the written curriculum with the hidden curriculum so that it becomes an integrated part. Character education that is used as a slogan by the government is not optimal if it only relies on a written or official curriculum. Therefore, there must be a supplement to optimize the role of education on the character of students(ADLAN FAUZI LUBIS 2015).

Discussion of the results of the second research by Riski Ananda Julio, namely the Implementation of Hidden Curriculum at SD Literasi Qur'ani Tasikmalaya Village, North Curup District, Rejang Lebong Regency emphasizes the aspects of social and spiritual attitudes through activities such as morning greetings, dhuha prayers in congregation, azan and iqamah, prayer, sholawat Prophet Muhammad Saw, reading the Qur'an, memorizing short surahs, and literacy writing in Indonesian and Arabic before the lesson begins. This step aims to complement the curriculum which has been theoretical only. Educators use methods of fostering religious awareness, exemplary, and habituation, as well as being an example for students in behavior. The role of educators in understanding the background of students allows them to provide positive input that can slowly reduce negativity in students' behavior. The implementation of Islamic-based Hidden Curriculum at Qur'anic Literacy Elementary School, Tasikmalaya Village, helps develop students' characters by strengthening religious and moral values. The principal's experience shows positive changes in students, such as increased discipline and obedience in worship. Activities such as morning handshakes, congregational prayers, and recitation of the Qur'an are part of the habituation to maintain students' aqidah and character. The success seen from the changes in students' positive attitudes, indicates that the Islamic Hidden Curriculum approach has a positive impact on student character building. The integration of Hidden Curriculum at Qur'anic Literacy Elementary School in Tasikmalaya Village, North Curup Sub-district, Rejang Lebong Regency has a significant positive impact. The school emphasizes Islamic values and akhlakul karimah, forms Islamic characters in students, increases respect for religion, and develops necessary life skills(JULIO 2024).

Discussion The third research result by Muhammad Al-Faridzi Matondang, namely the Active Learning Strategy is a teaching and learning strategy that aims to improve the quality of education to achieve student involvement to be effective and efficient in learning, various supporters are needed in the teaching and learning process, namely from the angle of

students, teachers, learning situations, learning programs and learning facilities. In addition, the Contextual Learning Strategy is learning that links learning materials with the real world context faced by students every day in the family, community, and natural environment so that students are able to make connections between the knowledge they have and its application in their daily lives, by involving. Team Quiz is where each student in the team is responsible for preparing a short answer quiz and the other team uses the time to check notes. Demonstration method is a teaching method that presents lessons by directly demonstrating the object or how to do something to show a certain process. Lecture method is a method in the teaching and learning process where a teacher conveys stories orally to a number of students who are generally passive. The question and answer method is a method in education and teaching where a teacher asks questions while students answer about the material they want to obtain. Discussion method is a group activity in solving problem to come to a conclusion. The group work method is a group of pedagogical individuals in which there is a reciprocal relationship between individuals and other individuals and mutual trust. The task method where the teacher provides certain materials / materials to students so that students carry out learning activities(MATONDANG 2020).

Discussion The fourth research result by Aqmarina Bella Agustin, namely the implementation of PAI hidden curriculum in shaping students' attitudes is first done by paying attention to the existing organizational system by applying the principle of equality in grouping students based on the ability of each student, implementing team teaching to provide the best academic services, as well as attention to attitudinal competence in students' class promotion. This organizational system can contribute to shaping student attitudes where, through the implementation of the organizational system, students will get appropriate lessons from teachers who master the learning material, feel justice in the grouping policy applied, and students will also pay attention to their attitude while at school for the continuity of their grade promotion. Then the implementation of hidden curriculum PAI social system in SMP Negeri 9 in shaping students' social attitudes is illustrated through the relationship between teachers and students who run in harmony which is done by being equal by applying the principles of equality and brotherhood so that feelings arise to respect each other, appreciate, and not look at others one-sidedly, forming student trust by positioning themselves as parents and close friends of students, making learning fun, being wise in responding to crowded students, not taking sides and criticizing by providing opportunities for students to convey opportunities. Next The implementation of the hidden curriculum PAI cultural system at SMP Negeri 9 in shaping students' social attitudes is carried out by forming a good school culture by paying attention to values, principles, traditions, and providing good examples such as exemplary and applying habituation to students such as habituation to cultivate 5S (smile, (smile, greeting, greeting, polite, and satun), getting used to praying in congregation, reading Asmaul husnā and Qur'anic tadarus, getting used to discipline, getting used to giving money and visiting sick friends, and getting used to throwing garbage in its place. Thus, the hidden curriculum of PAI is actualized by consistent the three systems (organizational, social, and cultural) into The concepts ideally have implications for the social attitudes of students at SMP Negeri 9 which are shown by the behavior of mutual respect for others, not being picky in terms of friendship, cultivating smiles, greetings, and greetings to everyone, honesty, discipline, responsibility, helping friends who are in need, and caring for others(Agustin 2020)

The discussion of the fifth research by Mujahid and Kurniawati Rahmah is that this research identifies that the application of Hidden Curriculum (HC) at TEC Bambu Apus Pamulang is carried out through the practice of discipline and religious awareness. Both HC

practices can improve the morals of course participants. The value of noble morals is implemented based on the learning objectives of Islamic Education. HC is based on first, Character and Attitude Development, second Social Interaction and Communication Skills, third Development of Personal Identity and Values, fourth Increased Work Readiness and Entrepreneurship, fifth Leadership and Decision Making, sixth Compliance with Social Rules and Norms and seventh Development of Critical Thinking and Problem-Solving Skills(Mujahid 2024).

CONCLUSION

Practicalization of Hidden Curriculum in Improving the Quality of Islamic Learning Against the Negative Impact of Globalization is a response and improvement given by educators to students. In this case, the hidden curriculum has a different process of application in each educational institution. But still in one goal, namely improving the quality of learning by including hidden elements of the curriculum, in this case unconsciously there are already many hidden curriculum actors, it's just that not all educational actors understand the term, and cannot actualize it concretely and efficiently. It would be better if educational actors understand and practice the concept of hidden curriculum to improve the understanding of educators and students in a way and process that is tailored to the needs of students. In the era of globalization, the hidden curriculum plays a very important role, especially in the application of true Islamic education.

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