



Implementing the Hidden Curriculum in English as Foreign Language (EFL) Classroom

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Abstract

This research aimed to determine the implementation of the hidden curriculum in EFL learners' interest. This research was conducted in AL-FITYAN Senior High School Gowa. Qualitative approach employed in this study. More specifically, this research employed the descriptive qualitative method. Data collection procedures in this study were the observation, recoding, and interview. Based on the research, it can be seen that the spiritual-cultural aspect of hidden curriculum was implemented in the first class. The findings show that the teacher employed some elements in implementing the hidden curriculum in term of spiritual-cultural aspect. (1) Giving advice and guidance, (2) providing inspiring story and utterance, and (3) applying exemplary. Furthermore, the effects of hidden curriculum implementation can emerge learners' awareness so that they can be happy, enthusiastic, focus, and avoid their resistance in learning. The result of that, can stimulate the learners' interest and then construct their attention and motivation.

Keywords: Implementation; Hidden Curriculum; EFL Classroom

Introduction

Hidden curriculum is described as a byproduct of the learning process. In other words, the result of this curriculum is not listed in the learning objectives. The existence of hidden curriculum is not planned and programmed, but has influence either directly or indirectly in learning outcomes. Hidden curriculum is closely related to moral include attitude, behavior, modeling, individual ability, and anything that is reflected from a private teacher. This will be received by learners as the signs that should be used as exemplary or as learning materials.

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collected under the heading of consensus theory, provides the foundation for the general definition of the hidden curriculum as the elements of socialization that take place in school. However, it is not the formal curriculum in school. These include the norms, values and the belief systems throughout the curriculum, the school and classroom life. Learners are informed the formers through daily routines, curricular content, and social relationships.

Hidden curriculum attached to the professional duties of the teacher. This duty is related to norms, values, and beliefs are delivered in the content of education. Hidden curriculum also can be out of the context of formal learning and it's learnt implicitly. This curriculum is concretely formed with unwritten rules like politeness, responsibility, maintain hygiene, care for others, helping, honest, and so forth.

Hidden curriculum can be placed in the preliminary activities, the core parts, and also in the closing of learning activities. In other words, the hidden curriculum emerged during the learning process. Hidden curriculum can be placed in preliminary of learning activities as apperception for learners. Hidden curriculum also can be placed in the closing of learning activity as a reflection. It can also be inserted in the overall learning process in the form of actual examples as a refreshing in learning atmosphere. Broadly, hidden curriculum is placed also in out of context of formal learning activities include a flag ceremony, procedural schools, exemplary teachers, learners' relationships with teachers, and relationships among learners.

Based on these descriptions, hidden curriculum is a tool and a method to increase learners' knowledge beyond the syllabus material. Hidden curriculum in term of spiritual-cultural aspect indirectly builds the Learners' character. For that, it is empirically more useful in real life. it aspect is as a character building to emerge the learners' awareness and stimulate the interest in learning process. When a good learning atmosphere, focus, well-organized, and protected from the noise (quiet), it will create a learning happiness which may stimulate interest among learners. Teachers play an important role in this regard. The good Teacher is the major asset in teaching and learning activities to develop the learners' interest.

The researcher did pre-observation in some Senior High School in academic year 2016/2017, it was found that in the same condition, there were some teachers when they were teaching in the classroom, they taught monotonous and too serious way. In the other hand, Researcher also found some teachers taught in focus way but once in a while including the relax moment, e.g.: using humor as ice breaking, giving advice or inspiring story as spiritual-cultural aspect (value, believe, and Norm) of hidden curriculum that can make the learning process more comfortable. It was found in AL-FITYAN Senior High School of Gowain academic year 2016/2017.

Literature Review

Hidden Curriculum

Hidden curriculum refers to the unwritten, unofficial, and often unintended or unplanned lessons, values, and perspectives that students learn in school. While the formal curriculum consists of the courses, lessons, and learning activities students participate in, as well as the knowledge and skills educators intentionally teach to students, the hidden curriculum consists of the unspoken or implicit academic, social, and cultural messages that are communicated to students while they are in school.

The hidden-curriculum concept is based on the recognition that students absorb lessons in school that may or may not be part of the formal course of study; for example, how they should interact with peers, teachers, and other adults; how they should perceive different races, groups, or classes of people; or what ideas and behaviors are considered acceptable or unacceptable.

According to Jackson (1968) enhances the meaning of the term, hidden curriculum" in his book "Life in Classrooms" where he identified features of classroom life that were inherent in the social relations of schooling. According to his analysis, there were values, dispositions, and social and behavioral expectations that brought rewards in school for students and that learning what was expected as a feature of the hidden curriculum. This hidden curriculum is defined as learning to wait quietly, exercising restraint, trying, completing work, keeping busy, cooperating, showing allegiance to both teachers and peers, being neat and punctual, and conducting oneself courteously.

Margolis (2001) notes that the works of Durkheim, Jackson and Dreeben collected under the heading of consensus theory, provides the foundation for the general definition of the hidden curriculum as the elements of socialization that take place in school. However, it is not the formal curriculum in school. These include the norms, values and the belief systems throughout the curriculum, the school and classroom life. Students are informed the formers through daily routines, curricular content, and social relationships.

Vallance (1991) in her book *The Hidden Curriculum and Moral Education* categorized the hidden curriculum into three concepts. In the first concept, a hidden curriculum refers to everything in school from teacher-student interactions to the structure of classroom and general pattern of an educational organization which might be called a small model of social values system. In the second concept, a hidden curriculum refers to the processes executed in/through school such as acquisition of values, socialization and maintenance of a hierarchical structure. In the third concept, a hidden curriculum refers to different degrees of intentions and depth of hiddenness of functions of a school. In this concept, a hidden curriculum consists of secondary results of random and unintended nature as well as deep results originating from social and historical function of education (Giroux, 1983).

Divided different concepts available in a hidden curriculum into four

categories (quoted in Razvani and Kianinezhad, 2002). In the first category, a hidden curriculum refers to unofficial expectations or implicit but expected messages. Within the second category, a hidden curriculum is defined as the intended messages and intentions of learning. As denoted in the third category, the hidden curriculum as implicit messages resulted from the structure of an educational system. Hidden curriculum in the fourth category is regarded as equivalent of what a student creates.

Related Study

Abu-Dabat (2012) with his research about “Implementing Hidden Curriculum elements in the lower essential grades of primary schools throughout Jordan”. His thesis aims at examining the extent to which teachers of the primary essential stage obtain awareness and enact the main elements of the hidden curriculum; a notion which had been identified and laid down by Philip Hosford, one of the most prominent figures in the field. The results illustrated that both sets of teacher’s male and female are highly aware of these distinctive elements. However, elements of timing came in the end of the category, whilst the element of problem solving came on top of teacher awareness. The study had shown that there were statistical significant differences between male and female teachers, particularly in terms of priority of each examined proceeding element. The female teachers were specifically interested in organizing the classroom and monitoring the acts of pupils, male teachers on the other hand were interested in the expectations (student potential and results), and encouraged pupils to use scientific forms of thinking.

This thesis prominent aims at examining the extent to which teachers’ awareness, so that this research focus on categorize the teacher awareness both male and female in organizing the classroom and monitoring the acts of pupils. The object of this research is a teacher in implementing the hidden curriculum, but didn’t elaborate the effects of these implementation of pupils. Hence, the present study elaborated both implementation and the effects of the hidden curriculum.

Bayanfar (2013) Investigated “The Effects of Hidden Curriculum on Academic Achievement of High School Students”. The conclusion of this study showed that the effects of social and physical environment of the hidden curriculum in most schools, on deep, meaningful and lasting learning of students was undesirable and negative, but these effects are to increase the academic achievement scores. According to the results, a model was proposed to reduce the negative effects of the hidden curriculum and enhance its positive effects on student learning and real academic achievement. The philosophy of the model was to increase experiences and the positive learning and reduce the negative experiences and learning of the hidden curriculum. For fundamental variables of proposed model, after referring to the theoretical principles and editing basic tools, factor analysis was used to measure the hidden curriculum

and then, appropriate factors were extracted. These factors were, interaction of teachers with students (weak and strong), teaching and evaluation methods, the content of the subject matter and the uniform, dress up and make up rule. Proposed model was developed in five dimensions of psychological, sociological.

In this study was searched and discovered the effects of hidden curriculum of schools on the academic achievement with an integrated approach, the aspect was used social aspect of the program. Comparing with the present study focused on spiritual-cultural aspect in implementing it.

Research Method

This research employed descriptive qualitative method. Gay (2006), qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual data in order to gain insights into a particular phenomenon. Furthermore, the research collected, analyzed, and interpreted the data and then described it. This method intended to describe everything related to the topic of the research. Where, the researcher described about the implementation of Hidden Curriculum and analyzed the effects of Hidden Curriculum as a tool in stimulating the learner interest in EFL classroom.

This research was conducted in AL-FITYAN Senior High School Gowa. This school is located on Sungguhminasa Gowa, South Sulawesi. The participants of this research were English teacher and students of AL-FITYAN Senior High School Gowa. The researcher applied the purposive sampling technique in taking the participants of the research. Purposive sampling technique is one of the techniques used to determine the participants by considering something (Sugiyono, 2009). Furthermore, according to Sukmadinata, (2011), purposive sampling technique is proposing that purposive sample was selected sample because it is source information of phenomenon that wants to research.

Techniques of Data Analysis

After the data was collected by observation and interview procedure, the data should be analyzed. In process of data analysis, the researcher transcribed the data from audio recording into written transcript. It is related Kaelan (2005), data analysis is a process of razing the data orderly, organizing in one pattern, category, and describing the data unity. Based on the explanation above, the data should be ordered, grouped based on the pattern, category and unity. So, it made easy for researcher to analyze the data. The researcher used qualitative data analysis based on Miles & Huberman's theory (1994), which stated that the data was collected then analyzed. The analysis consists of three steps of activities: data reduction, data display, and conclusion and verification.

1. Data reduction

Data collection means choosing, focusing attention on simplifying, abstracting and transforming the raw data. In the process of data reduction or reducing data, the qualitative data can be transformed and simplified into several ways; selecting, summarizing, grouping, categorizing, coding or parting. It means data reduction is the process where the researcher identifies and chooses the most important part which is relevant to the topic. So that, the analysis focused into the data which was suitable to the research questions which has been formulated.

2. Data Display

After the data was reduced, the next step was displaying the data. The display means a group of information that will lead the researcher to draw the conclusion. The data display showed based on the research focus. By displaying the data, it could be seen what the data should be reduced or taken.

3. Conclusion or verification

The last step in this process that was conclusion or verification. The researcher made conclusion based on the data display like the new theory and it also could answer the research questions above. The researcher concluded the implementation of Hidden Curriculum and analyze the effects of Hidden Curriculum as a tool in stimulating the learners' interest in EFL classroom.

Results

From the data obtained through audio recording and classroom observation, the researcher found that there were hidden curriculum implemented in EFL classroom showed by the English teacher in learning and teaching process from the first class the until the last. For this implementation, Martutik (1995: 8) states that a lesson consists of multiple transactions (which include opening, Core, and closing activities). Thus, Researcher arrange into three parts; the first part is apperception, the second Running the class, and the last closing. The detailed findings were presented below:

A. Preliminary activity

Preliminary or opening activity includes apperception in the learning process. In this section aimed to evoke students' attention and motivation for subjects to learn, teachers can make efforts to evoke curiosity, be fresh and enthusiastic, etc. The researcher presented the example on extract as follow:

1) Greeting

Salam (*Greeting*) from the teacher was seen when the teacher was in classroom and would be starting the lesson Then, the teacher continued to ask the students condition. That was the teacher's habitual action as exemplary that was representing the polite and friendly of the teacher. Thus, the sense of the greeting that indicated the customary norms and religious norms that taught about courtesy and friendliness culture as spiritual-cultural aspect of hidden

curriculum.

This routine activity certainly has an effect on the readiness of students in learning, whether mental readiness or physical readiness. This can be seen from the situation of the students before the class was opened where the students seem busy with their respective activities and caused noise in the classroom. Compared with the class when has been opened, they were seemed calm, orderly, and they were focusing on their teachers. Finally, greeting is one supporting aspect as apperception in learning process to get learners' attention.

2) Advising to discipline

The teacher gave *advice* to not be coming late. Besides that, teacher also seemed to provide *recommendation* to students been always *discipline* in any case because discipline is based on self-awareness, will guide us to be success. Thus, the teacher's advice about discipline value as behavioral construct to the learners in term of spiritual-cultural aspect of hidden curriculum. In addition, teacher also provided understanding to the students about their late that could also be an obstacle to their teaching and learning process. This would certainly give students a deep awareness of the importance of discipline.

From the data above also shows the teacher's firmness in giving *warning* to the students who often late to be given punishment. Teacher stated that, the students who were always coming late would influence to their final score. This would surely give effect to the students to not come late again.

3) Punctuality Training.

The teacher in the opening lesson was giving *referral or guidance* to the students to get up early for training themselves. This would be a *training* event for a student to train himself to get up early in the morning, because as a students, it is certainly required to get up early to go to school. From the teacher's referral, of course the students were expected to train themselves about the punctuality in order to build the discipline character in all things. Considering that, the sense of teacher's referral and guidance about the punctuality is to build the learners' discipline character of spiritual-cultural aspect of hidden curriculum.

4) Holy Qur'an as Refreshing

The teacher explained the relationship between the stories in the Qur'an that the students have read and the learning subject. Therefore, the teacher explanation indicate that implicitly directed about the belief construct as spiritual-cultural aspect of hidden curriculum. Besides being part of the opening activity to start the lesson, the aim of reading Qur'an was as *refreshing* to the students before entering the subject. So that, the students would be fresh and ready to face the next material.

5) Advising the Time Management

The teacher said that if there was nothing important to do, it was better to go to sleep. The aim of teacher's suggestion was to guide the learners about *time management* in term of educational value that is indicate the spiritual-cultural aspect of hidden curriculum. Other side, the learners who school in full day school, must be able to manage their time well, when the time to learn, play, help the parents, and also take a rest. Time management is very important for everyone so the time is not wasted only for unimportant activities whereas main activities have not been done. If we cannot manage our time well, we will not be able to work or study perfectly for all the activities that we should do.

B. Core activity

Running the class that includes the core activities in the learning process. In this section, the teacher acts as a model in the classroom to give exemplary to students like good attitude, polite in speech, wise, authoritative, assertive, and also giving advice or short inspiring story to stimulate or recall their attention. The researcher presented the example on extract as follow:

1) Story of Ashabul Kahfi

Teacher briefly explained Ashabul Kahfi story and explained the God's reason to keeps and protects them. The teacher said that they were guarded and protected because they were religious youths, bearers of kindness, always did the goodness, did not like to interfere, and always been patient. Furthermore, the teacher invited students to always do the goodness and did not like to disturb their other friends. The teacher explained that the goodness which we have been doing, would help ourselves and would have a positive impact in our life. Teaching the students to do the goodness is not easy case because we have to instill an understanding in students' mind. But if the goodness habits are already instilled, it will be a positive effect in building the character of students. That story would inspire the learners to be a good person in any case. The sense of the story is to instill the moral value to the learners, thus as spiritual-cultural aspect of hidden curriculum. From that explanation, the students seemed to digest the teacher's explanation by focusing his attention on what the teacher was saying.

2) Teach about the belief

Teacher taught about narrative text and explained the comparison between narrative text and stories in the Qur'an where narrative text contained fictitious stories that were untrue or questionable. Thus, it required an in-depth analysis to determine that the story was true or false. Because the narrative text aims to entertain or to Attract readers only that contain mystical, fictitious, fairytale or legend stories. In that, the story in the Qur'an tells a story of unquestionable truth. Because the stories in the Qur'an really happened in ancient times and not a human essay. Qur'an stories for Prophet Muhammad and his coreligionists become guidance or instruction. Thus, the teacher explanation

above explained *understanding about belief system of the trust* in indicating the spiritual-cultural aspect of hidden curriculum. From that explanation, the students were seen enthusiastic in listening what to be conveyed by the teacher so that the classroom atmosphere was directed.

3) Importance of Mutual Respect

The teacher was asking the inattention students to be quiet and to pay attention to the student reading. The teacher then *advised* the students on the importance of mutual respect between one student and another in order to create harmony in the classroom, so that the class was calm and focus when the learning process was holding. In everyday life, of course we really want to be appreciated by our colleagues, both at school, at home, at the office and wherever we are. Therefore, mutual respect is very important in our daily lives, especially for the students' interaction to interact with others in the classroom. Thus, if mutual respect character is attached to the students-selves and applied in the classroom as moral or character value that indicate the spiritual-cultural aspect of hidden curriculum message. It will create a safe and comfortable atmosphere in the classroom, it can make the learning process running well. From that advice, the students then re-focused and paid attention to the lessons, so that the classroom been quiet.

C. Closing Activities

Closing which includes closing activities in the learning process that contain the reflection of the material. The researcher presented the example on extract as follow:

1) Reflection

The teacher asked the students about the difference between the fiction of the narrative material and the stories contained in the Qur'an. Then explained the Purpose (sense of the material) of the lesson by telling to the students that it is not easy to believe the fiction or Fairy tale story as learning in the narrative text. Thus, the data above implicitly tells about belief construct in religious norms element to the learners. Furthermore, the teacher asked the students about the discussed story in the narrative text, some students responded it. This indicates that at the end of the lesson, the teacher reflected or concluded the subjects that have just been learned. So that, the students understand and remember what has been described in the core of the lesson. From the results of observation showed that the students looked serious in listening the conclusions presented. The description above shows that the teacher was doing reflection before he closed the class

2) Motivation Utterance

The teacher was giving the motivation utterance to the student that is "manjaddawajada". Whoever is serious, then he will be able to. The utterance meaning explains and emphasizes the importance of being earnest in learning.

The teacher said “when we are serious about learning, we will be honored with high score, glorious achievement, and proud success”. This will certainly be a motivation utterance to students who can motivate and encourage their learning spirit in learning.

Conclusion

Based on the result above, it can be concluded that applied the hidden curriculum in term of spiritual-cultural aspect was implemented in AL-FITYAN Senior High School Gowa, especially in EFL classroom by the three categories, the first is the awareness founding, especially in learning by giving advice and guidance. The second is to provide inspiration story and also motivational utterances that can inspire learners in learning. And the third is the implementation of exemplary where the teacher as a model as exemplary pattern.

Teacher can apply the spiritual-cultural of hidden curriculum as one of teaching method in teaching and learning process to stimulate students' interest in EFL classroom. Which the teacher can establish a good atmosphere in the classroom in order to make the students comfortable in the classroom.

This research still have limitations, include research scope and research time in conducting it as gaps. Hence, the critic and the suggestion from the people who may concern is really needed so that this study can approach the standard point.

For the next writer, the research study can be extended by conducting the same research in wide range and long time to support this research findings or other different content and setting. Furthermore, the writer recommends to observe about appropriate hidden curriculum in movement form that used by the teacher in EFL classroom.

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