

# **IMPLEMENTATION OF HIDDEN CURRICULUM IN THE FORMATION OF CHARACTERS IN THE TIME OF COVID-19**

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## **ABSTRACT**

Every school has an important role in providing education knowledge to students. The existence of private educational institutions under the auspices of pesantren foundations is interesting to study, of course, it certainly gives its own uniqueness which is different from other public schools. The research objectives explained how to implement *Hidden Curriculum* in the formation of student characteristics during the Covid-19 period at the Ummul Qura Islamic Madrasah Islamic Boarding School? This type of field research (field research) uses a qualitative approach. Data collection techniques using observation, interviews and documentation. The research location is located at the Ummul Qura Islamic Boarding School Bayur Haur Gading, Hulu Sungai Utara, South Kalimantan. Founded by KH. Dr. M. Saberan Afandi, MA, an expert on the Quran and Hadith. Then handed over to his son as the leader, namely Hj. Fatimah Zahra, Lc, S.Pd. The results of the study explain the implementation of the hidden curriculum in the formation of characters during the covid-19 period first applied by the leadership then taught to all clerics in the Islamic boarding school after that through the transfer of instructors to students by conducting visitations and through online learning.

Keywords: Hidden Curriculum, Character Building during the Covid-19 Period

## **PRELIMINARY**

Education is seen as a lifelong learning process. This means that education is an attempt to change himself or others during his life. Education should be more than an academic problem or conventional acquisition of knowledge, skills and subjects. Rather, it must include the various skills needed to become a better human being. (Marzuki, 2010: 136) According to Ki Hajar Dewantara, stating that education is an effort to advance the character, mind and body of the child, in order to advance the perfection of life, namely to live and revive children in harmony with nature and society. (Grace Amialia A. Neolaka, 2017: 11)

(Rahmah Pratiwi, 2017) One thing that is often overlooked in the world of education is the hidden curriculum, or it is often called the unstudied curriculum.

This curriculum includes unwritten rules among students (Nasution, 1995: 6). *Hidden curriculum* that is what becomes a tangible form in shaping the character of students (Rahmah Pratiwi, 2017: 234).

Learning in character building needs a hidden curriculum which includes the behavior and communication of principals with teachers, teachers with teachers, teachers with students, as well as other atmosphere and school rules. (Caswita, 2013: 60). Character education is also a learning that is applied in all student activities both at school, in the community and at home through a process of habituation, modeling, and carried out on an ongoing basis. (Ainiyah, 2013: 28)

Pondok Pesantren is the oldest educational institution in Indonesia (Muhammad Husnur Rofiq, 2018: 2). Pesantren is one of the socio-religious institutions and Islamic education (syafe'i, 2017: 127). The existence of formal schools under the auspices of pesantren foundations is interesting to study, because it certainly has its own characteristics compared to other schools in general. (Paminto, 2018: 41). Character education in pesantren has advantages, especially in instilling noble values to students by considering teachers (ulama) as established figures, who have advantages. (Kahar, 2019: 172).

Building good character in students, educational institutions should implement a kind of school culture that must be continuously built and carried out by all who are involved in the education process in schools (Marsiti, 2019: 25). This is important *hidden curriculum* which includes idioms, metaphors, and special values that are learned through observing religious behavior and daily behavior of kyai and ustadz / ah, including body language (Halid, 2019: 141).

In education all older school members such as teachers, cleaners, security guards, librarians, or other employees must show attitudes, ways of thinking, ways of acting and insights that can be good role models for all students. (Fauzi, 2019: 63) A curriculum that forms a scientific mindset will have an impact that is ultimately useful in the future (Situmorang, 2010: 1). Hidden curriculum is used to explain the values that are not intentionally formed in the context of learning practices in the classroom or in educational institutions (Konieczka, 2013: 250-252)

Madrasah Ibtidaiyah Ummul Qura is an educational institution private schools but able to compete with the public education world, even every year it creates hafiz / ah generation, not only the learning system using a written curriculum, but also applying the pesantren education curriculum through a hidden curriculum in the formation of characters for students.

However During the Covid-19 emergency, the Islamic boarding school MI Ummul Qura has carried out learning activities in the midst of an emergency according to the conditions and creativity of each madrasah where students learn from home with guidance from teachers and parents. So this research focuses on "*Implementation of Hidden Curriculum in Character Building during the Covid-19 Period*". Berpurpose to explain How Implementation of Hidden Curriculum in Character Building during the Covid-19 Period?

## **RESEARCH METHODS**

This type of field research (field research) with a qualitative descriptive approach (Sukardi, 2004: 157). Collection techniques by observation, interviews, and documentation. Researchers used descriptive analysis techniques, namely data reduction, data display, and verification developed by Miles and Huberman (Sugiono, 2013: 337). Sampling of data sources was carried out purposively and snowball (school principals, curriculum leaders, ustadz / ustadzah (teachers), santri (students) and student parents. As an effort to check the validity of the data, the researchers used Moleong theory, namely the triangulation technique (Moelong, 1993: 178). The research location is located at the Ummul Qura Islamic Boarding School Bayur Village, Haur Gading District, Hulu Sungai Utara Regency.

## **RESEARCH RESULT**

Implementation of the hidden curriculum in shaping the characters during the Covid-19 period. Madrasahs have implemented learning activities in the midst of emergencies in accordance with the conditions and creativity of each madrasah where students learn from home with guidance from teachers and parents.

Before developing the Emergency Curriculum, madrasas conducted an analysis of the internal conditions in the education unit, and an analysis of the external environmental conditions of the education unit by screening the zone where teachers, education staff and students lived to ensure that their residence was not the epicenter of Covid-19 transmission.

This Emergency Curriculum Supplement was prepared and implemented during the emergency of Covid 19. Therefore, all aspects relating to learning planning, learning activities and assessment of learning outcomes are adjusted to emergency conditions in each madrasa education unit. In preparing emergency curriculum supplements, educational units can make curriculum modifications and innovations, tailored to the conditions and needs of madrasas.

With the preparation of this Emergency Curriculum Supplement document, MI Ummul Qura became the madrasa has an Emergency Curriculum adapted to the situation and conditions of the madrasa environment during the Covid 19 pandemic, so that an education process is carried out based on a madrasa environment by developing various advantages and creativity and innovation of madrassas.

#### **A. Implementation of the curriculum during the shelter period or covid-19**

##### **1. Basic Framework for Emergency Law Curriculum**

- a. Emergency Curriculum Concept; (1)Emergency curriculum is prepared and implemented only during the emergency covid 19. (2) The preparation of the emergency curriculum is carried out by modifying and innovating the curriculum structure, learning load, learning strategies, assessing learning outcomes and so on in accordance with madrasah conditions. (3) During the Covid 19 emergency, all students continue to receive education and learning services from madrassas. (4) The emergency curriculum is only applied during the Covid 19 emergency.
- b. Emergency Learning Concept; (1) Learning activities during the emergency period are carried out based on the Madrasah Education Calendar for the 2020/2021 school year stipulated by the Directorate General of Islamic Education of the Ministry of Religion of the Republic

of Indonesia. (2) Emergency learning activities are carried out not only to achieve completeness of basic competency (KD) curriculum, but focus more on strengthening character, practicing worship, caring for the environment and other social piety. (3) Learning activities for the Covid 19 emergency period involve teachers, parents, students and the surrounding environment. (4) Learning activities are carried out in a LINE (online) through the application. And LURING (Off the network).

- c. Emergency Learning Principles; (1) Learning is carried out online (in the network), this activity implemented to provide a meaningful learning experience for students, without being burdened with demands to complete all curriculum achievements for class promotion and graduation; (2) Learning is developed creatively and innovatively in optimizing the growth of critical, creative, communicative and collaborative abilities of students; (3) Learning applies the principle that anyone is a teacher, anyone is a student, and anywhere is a class; (4) Utilization of information and communication technology to increase the efficiency and effectiveness of learning; (5) Learning that is carried out from home focuses more on life skills education, for example understanding to overcome the Covid-19 pandemic, strengthening character or moral values, as well as the prayer skills of students in the family; (6) Promote positive interaction and communication patterns between teachers and students and parents / guardians; (7) Evidence or products of Learning from Home activities are given qualitative and useful feedback from the teacher, without being required to give a quantitative score

## **2. Materials, Methods and Learning Media for the Emergency Period**

### **1) Teaching Material Development.**

The teacher chooses essence subject matter to be prioritized in learning. Meanwhile, other materials can be studied by students independently. Learning material is taken and collected and developed from:

- a) Source books such as student books, teacher manuals, or other books or literature related to the appropriate and correct scope.
  - b) Matters related to life and / or related to contextual social phenomena, for example relating to the Covid-19 pandemic or other things that are happening around students.
- 2) Learning Models and Methods.
- a) Learning design to strengthen scientific / scientific-based approaches in the form of learning models, such as Discovery learning, Research-Based Learning (Inquiry learning), Project Based Learning (Project Based Learning), Problem Based Learning (Problem Based Learning). ), and other learning models that allow students to learn actively and creatively.
  - b) The teacher chooses a method that allows the achievement of learning objectives in an emergency.
  - c) The teacher creatively develops active learning methods that are tailored to the characteristics of the material / theme and the character of the situation faced by madrasah in an emergency.
  - d) Activities and learning assignments during the learning from home period vary among students, according to their respective interests and conditions, including considering gaps in access / availability of learning facilities at home.
  - e) Giving learning tasks is carried out by considering the concept of learning from home, namely as an effort to break the chain of the spread of Covid-19, so the burden of tasks given to students is guaranteed to be completed when using outside the home and maintaining health, as well as adequate rest time to support the immunity of participants. students
- 3) Media and Learning Resources.

The teacher uses the media around the environment, which can be things that can be used as simple learning media. The choice of media is adjusted to the material / theme being taught and the bill is taking into account the emergency conditions. In addition, teachers and students can use media and learning resources, including: school books

### **3. Emergency Learning Management Steps**

- 1) Steps to prepare supporting facilities for emergency curriculum learning carried out by Madrasahs; (a) Establish a learning management model during an emergency, (b) Ensure an affordable learning system for all students including students with disabilities, (c) Create a caring program to support parents / guardians in assisting students in learning.
- 2) The steps for implementing emergency curriculum learning are carried out by the teacher:
  - a) Prepare Lesson Plans; (1) Before carrying out learning activities, the teacher prepares a lesson plan (RPP) (2) In preparing the RPP, the teacher refers to SKL, KI-KD of the essence material and Achievement Indicators derived from KD. (3) The teacher makes a basic competency mapping and selects the essential materials that will be taught to students during an emergency. (4) In each preparation of a lesson plan, there are 3 (three) areas that need to be achieved and need to be considered at the end of each lesson, namely the dimensions of attitudes, aspects of knowledge and aspects of skills. (5) The attitude dimension includes spiritual values as a form of faith and piety to Allah SWT, practicing commendable morals and being an example for the community and the nation's family, namely the attitude of students who are honest, disciplined, responsible, South Kalimantan, caring, polite, independent, and confident and strong will to implement the results of learning in

the middle of his own life and society in order to realize the life of religion, society, nation, and a better state. (6) The dimension of knowledge, namely having and developing conceptual, factual, procedural and meta-cognitive knowledge (7) The skill dimension is having high-order thinking and acting skills: creative, productive, critical, independent, collaborative, and communicative and able to compete in this era. global attitudes, knowledge and skills. (8) After the preparation of the lesson plan is complete and approved by the head of madrasah, the lesson plan can also be distributed to parents of students so that parents know about learning activities, tasks and target competency achievements that their children must do during an emergency. procedural and meta cognitive (7) The skill dimension is having high-order thinking and acting skills: creative, productive, critical, independent, collaborative, and communicative and being able to compete in the global era with the ability of attitudes, knowledge and skills possessed. (8) After the preparation of the RPP is completed and approved by the head of the madrasah, the lesson plan can also be distributed to parents of students so that parents know about learning activities, tasks and competency achievement targets that their children must do during an emergency. procedural and meta cognitive (7) The skill dimension is having high-order thinking and acting skills: creative, productive, critical, independent, collaborative, and communicative and being able to compete in the global era with the ability of attitudes, knowledge and skills possessed. (8) After the preparation of the RPP is completed and approved by the head of the madrasah, the lesson plan can also be distributed to parents of students so that parents know about learning activities, tasks and competency achievement targets that their children must do during an emergency.



## b) Implementation of Learning Activities

1. Learning activities are carried out online
  - a. Pre-learning activities; (1) Teachers prepare phone numbers of students or parents / guardians of students and create WhatsApp groups (or other communication applications) as a medium of interaction and communication. (2) The teacher holds discussions with parents / guardians and students to ensure that the parents / guardians of students or students support the online learning process. (3) Provide an explanation of the material, media / application that will be used for online learning
  - b. Activities during learning; (1) The teacher checks the attendance of students and makes sure the students are in a healthy condition and ready to take part in learning. (2) The teacher invites students to pray before learning. (3) The teacher delivers the material according to the planned method. (4) The teacher provides the opportunity for students to ask questions, express opinions and / or reflect
  - c. Activities post learning; (1) Each student takes a piece of activity as material for daily learning monitoring. (2) Remind the parents / guardians of the students or students to collect activity photos / assignment sheets or assignment files. (3) Provide feedback on the work / assignments of students / learning experience reflection sheets. (4) The closing activity ends with reading a prayer, the teacher provides information to students about the material / competencies to be studied at the next meeting and provides moral messages and information about the COVID-19 pandemic.
2. Learning activities are carried out offline

- a. Pre Learning Activities; (1) The teacher prepares lesson plans, teaching materials, schedules and assignments. (2) The learning schedule and learning assignments are sent by courier or taken by the parents / guardians of students once a week at the end of the week and / or distributed through the available communication media. (3) The teacher ensures that all students have received teaching materials, schedule sheets and assignments. (4) Teachers and parents / guardians of students who meet to submit schedules and assignments are required to carry out safety procedures for preventing COVID-19.
- b. When Learning; (1) Offline learning is assisted by parents / guardians of students according to the schedule and assignment that has been given. (2) Teachers can make visits to students' homes to check and study assistance by obliging to carry out procedures to prevent the spread of COVID19. (3) Pray together before and after studying.
- c. Post Learning; (1) Each student fills out an activity sheet as material for daily learning monitoring. (2) Parents / guardians of students give signatures at each learning session that has been completed in the daily monitoring sheet. (3) Provide additional assignment content, namely life skills education, among others regarding the COVID-19 pandemic. In addition, adding recreational content and invitations to exercise / physical activities in an effort to maintain the mental and physical health of students during the learning period from home. (4) The results of the assignment and daily activity monitoring sheets are collected at the end of each week as well as taking the schedule and assignment for the following week which can also be sent through communication tools or couriers.

## **B. Implementation of Hidden Curriculum Character Building during the Covid-19 Period**

### **1. *Hidden Curriculum* Formation of Character from the Principal to All Teaching Teachers (Educators)**

Before giving habituation and exemplary in character formation to students, the principal and teachers and all employees involved as MI Ummul Qura's family, first apply a program of activities to be given to students, for example, namely the 5 daily prayers, for men it is mandatory congregation, tahjut prayer, dhuha prayer, one day one juz, add memorization, muraja'ah rote, azkar, prayer, istighfar, tahbih tahmid tahlil, and alms. Routine activities that are always carried out either within the school or outside the school. The mandatory program for all teachers and employees supervised by the principal, namely Hj. Fatimah Zahra, Lc. S.Pd.I.

### **2. *Hidden Curriculum* Formation of Character for Students**

In order to develop religious values, the sportsmanship values of the life of the nation and the state of character building of students are carried out through: (a) Routine Habituation, namely activities carried out regularly, both in class and outside the classroom, are as follows: Dhuha prayers in congregation, five prayers time in congregation, flag ceremony every Monday, Pray before and after studying, Line up and pray before entering class, Tadarus murajaah, tahfiz and tilawati every day and listen to the reading of short letters in the Qur'an, Check the cleanliness of the body and clothes before entering class, Cleaning class and pages before and after studying, Reading books in the library. (b) Spontaneous, namely activities that can be done at any time, without being limited by space: Getting used to greetings, greetings, smiles, politeness, politeness,

Character formation through a hidden curriculum at the time of covid-19, namely by holding online learning and visitations to students' homes by taking turns meeting 2x a week and still implementing health protocols recommended by the government, for the exemplary characterization of students, reports or

connecting books are made, such as the obligatory 5 daily prayers, dhuha prayers, midnight prayers, tahfiz deposits, murajaah, dzikir and memorizing hadith and prayers. All reports will be controlled every day in the WhatsApp group or during visitations. So if students fill out the report book, they will give awards such as certificates, trophies and certificates.

The visitation is carried out with learning materials for planting characters to students that can be controlled every 2x a week, namely with learning materials:

- a) **HWA and Diniat**; The purpose of learning HWA is to introduce students to authentic hadiths in daily activities and behaviors, including both the minallah and hablumminannas habits, both in the madrasah and at home. Meanwhile, Diniat / Deeniyat is an intensive program of religious education and character building for children, adolescents and adults. With material tailored to the needs, abilities and psychology of children and adolescents.
- b) **Takhfidz and Tilawati**; Eyelesson Takhfidz at Madrasah Ibtidaiyah Bina Amanah during the Covid 19 emergency, if it is carried out face-to-face, it will prioritize adding verses while repetition of verses or letters that have been memorized is done online, whereas Tilawati is a method or way of learning to read the Koran with the characteristic of using the rast song and using a balanced approach between habituation through classical and the truth of reading through individuals with reading reading techniques. This method is a learning application with rast songs. Rast is Allegro which is light and fast motion. This tilawati method is poured into a book which consists of several volumes, namely volumes 1-5 and volume 6 which is added which contains short letters, selected verses, ghorib and musykilat.

## **CONCLUSION**

The form of hidden curriculum implementation carried out at MI Ummul Qura during the covid-19 period was to provide habituation and exemplary in character formation to students, school principals and teachers

and all employees involved as MI Ummul Qura's family, first doing habituation and exemplary, such as Prayers 5 times a day, for men, they are obliged to congregate, pray tahjut, dhuha prayer, one day one juz, add memorization, muraja'ah memorization, azkar, shalawat, istighfar, tahbiih tahmid tahlil, and alms. This routine activity that is always carried out both within the school or outside the school in the implementation of this mandatory teacher program proves that educators are the main place as role models (uswatun hasnah) in shaping character for students through habituation and worship behavior and daily behavior of ustadz / ah, both inside and outside the school environment. The implementation of the hidden curriculum was carried out during the covid-19 period by holding online learning and visiting students' homes by taking turns meeting 2x a week and still implementing health protocols recommended by the government, for the exemplary characterization of students, reports or connecting books are made, such as the obligatory 5 daily prayers, dhuha prayers, midnight prayers, tahfiz deposits, murajaah, dzikir and memorizing hadith and prayers. All reports will be controlled every day in the WhatsApp group or during visitations. So if students fill out the report book, they will give awards such as certificates, trophies and certificates.

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