



## The Implementation of Hidden Curriculum on Fifth Grade Students' Character Development at Islamic Elementary School

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### Abstract

Educational institution requires systemized instruments, namely curriculum a to provide and facilitate education. Curriculum is a standard policy for educator to plan experiences in students learning. However, the conventional curriculum is incapable of accommodating all of students' personal needs, which needed to develop their characters. The characters development is core of moral education. A concept named hidden curriculum is alternative program to develop students' personalities. The purpose of this study was to describe and analyze comprehensively the implementation of hidden curriculum by developing the eighteen characters values at VA Grade students at the Islamic Elementary School of Darussalam Plaosan. This is a Qualitative Research with field research approach that focuses on explaining the phenomena by determine the data's behavior and knowledge. The data was taken through Data Collection Techniques using questionnaires, interviews, and direct observations. Meanwhile, the Research Method of this study is the Data Analysis that using data reduction, data validity test, data display, and data drawing to conduct the conclusions based on analyzing the phenomenon into descriptive forms. The research findings showed that the implementation of hidden curriculum in the education program by developing eighteen characters values can be categorized such as religious, good behaviors and perseverance also has a dominant positive response that is 89.6%. Then, the results of random interviews with 10 students also showed a form of response to positive behavior that supports the subjective. Meanwhile, the direct observations were conducted at the Islamic Elementary School of Darussalam Plaosan to identify actual forms of implementation of the eighteen characters values. So, it can be defined that the hidden curriculum has advantages to support the development students' characters values.

**Keywords:** Hidden curriculum, Character Development, Islamic Elementary School of Darussalam Plaosan

## Penerapan Kurikulum Tersembunyi pada Pengembangan Karakter Peserta Didik Kelas V Madrasah Ibtidaiyah

### Abstrak

Lembaga pendidikan memerlukan instrumen yang sistematis, yaitu kurikulum a untuk menyediakan dan memfasilitasi pendidikan. Kurikulum adalah kebijakan standar bagi pendidik untuk merencanakan pengalaman dalam pembelajaran siswa. Namun, kurikulum konvensional tidak mampu mengakomodasi semua kebutuhan pribadi siswa, yang diperlukan untuk mengembangkan karakter mereka. Pengembangan karakter adalah inti dari pendidikan moral. Sebuah konsep bernama kurikulum tersembunyi adalah program alternatif untuk mengembangkan kepribadian siswa. Tujuan penelitian ini adalah untuk mendeskripsikan dan menganalisis secara komprehensif penerapan kurikulum tersembunyi dengan mengembangkan delapan belas nilai karakter pada siswa Kelas VA di SD Islam Darussalam Plaosan. Penelitian ini merupakan Penelitian Kualitatif dengan pendekatan penelitian lapangan yang berfokus pada penjelasan fenomena dengan menentukan perilaku dan pengetahuan data. Data diambil melalui Teknik Pengumpulan Data menggunakan angket, wawancara, dan observasi langsung. Sedangkan Metode Penelitian dari penelitian ini adalah Analisis Data yang menggunakan reduksi data, uji validitas data, tampilan data, dan gambar data untuk melakukan penarikan kesimpulan berdasarkan analisis fenomena ke dalam bentuk deskriptif. Hasil penelitian menunjukkan bahwa penerapan kurikulum tersembunyi dalam program pendidikan dengan mengembangkan delapan belas karakter nilai dapat dikategorisasi seperti religius, perilaku yang baik dan ketekunan juga memiliki respon positif yang dominan yaitu 89,6%. Kemudian, hasil wawancara acak dengan 10 siswa juga menunjukkan bentuk respon terhadap perilaku positif yang mendukung subjektif. Sementara itu, pengamatan langsung dilakukan di SD Islam Darussalam Plaosan untuk mengidentifikasi bentuk-bentuk implementasi aktual dari nilai delapan belas karakter. Jadi, dapat didefinisikan bahwa kurikulum tersembunyi memiliki kelebihan untuk mendukung perkembangan nilai-nilai karakter siswa.

**Kata kunci:** Kurikulum tersembunyi, Pengembangan Karakter, SD Islam Darussalam Plaosan

## INTRODUCTION

The education is established to achieve goals, it is to educate the nation's generation and respond to changes and challenges. According to [Syahrul et al \(2022\)](#) education plays an important role in the development of human life in fulfilling their needs. Education aims to provide an environment that can develop the talents and potential of students ([Hastuti & Tiatri, 2012](#)). Therefore, education becomes a basic needs that can support the humans life. Education has crucial values that affect human life and society ([Junaedi, 2018](#)). To improve educations standard, the education institution formulates a school program that can provide systematic learning guides as *Curriculum*. Curriculum is a basic reference for a educators by creating learning plans ([Umar, 2010; Yolanda & Mudjito, 2019](#)). The curriculum includes all objectives, content, subject matter, and strategies that can encompass the teacher-student interactions. The curriculum is very important to support the teaching-learning process by giving syllabus and policy documents as directions and rules in practicing education According to [Aslan \(2019\)](#), the goal of the curriculum is to produce quality good students in intellectual, social, spiritual, and behavioral aspects. The curriculum must be designed and implemented as much as possible based on the educational goals ([Agustin & Sukirman, 2021; Sugiana, 2018](#)). So, the curriculum and education truly correlate and they both serve to enhance the students learning proces.

In the present study, most educator are fixated only on curriculum guidelines that have been set by the policy instituion ([Caswita, 2019](#)). However, the conventional curriculum is more likely focuses on their students cognitive skill as a objectives rather than the learning values. It is common that the conventional curriculum used by a teacher to drills the students in cognitive as the outcome such as task based assessments. So, it gives huge impacts in learning experiences that descend the quality of moral awareness. This fenomenom can interfere the characters developeptments that very crucial to students to discover. The students character-building is carried out to solve social problems ([Lubis, Hasibuan, & Gunawan, 2022; Naway, 2019](#)). The conventionl curriculum not able to deal with all problems because of its limitation. The problems of education in Indonesia is not only caused by academic factors, but also challenges in developing students through character education ([Melvi & Wirdati, 2012](#)). According to [Khairuddin et al \(2022\)](#), the deterioration of the student character improvement is not solely caused by the educational institution itself, but it also influenced by the student's environment. But, according to [Anik Faridah \(2015\)](#), the implementation of character education can be carried out by inculcating the understanding of moral education, behavior, manners, and ethics. Aslo, [Jamal Ma'mur \(2011\)](#), stated that teachers are responsible for the development of students' character. Then, the curriculum is also require the alternative educational program that can improve the its weakness by providing appropriate and supportive environtments.

The educational program influence how the students develop become a school environtments that represent the students characters forms. According to [John Otewa \(2016\)](#), the character education can increase students' sensitivity to moral and ethical values. Then to ensure that, the schools and educators must take a part as the key to make a set of proper environtment. The school plays an important role in developing abilities, cultivating culture, and improving students' learning process ([Amri & Mudatsir, 2022](#)). The school make a role model through the teacher in learning that stimulated from the teachers. It is beause the teachers are the forefront of overseeing changes in the nation's generation in the future ([Gunawan, 2012](#)). According to [Ani et al \(2022\)](#), the school have to be creative in learning strategies. Besides, the involvement of external aspects in developing students' character is needed because it can influence the students' personalities. According to [Esti \(2018\)](#), personality or character truly describes one self-image. The development of character education in schools is not only applied in one dimension of learning material but is also intended for students to have an understanding of values that will help them to behave ([Çubukçu, 2012](#)). Several studies, explain that one's personality affects the student achievements. Harvard University in the United States also reported one phenomenon that environtment grow the student character gain creativities, friendship and learning outcomes ([Rahman, 2013](#)). This indicates that the quality of education may only be developed through character education values ([Asmani, 2011](#)). Thus, the schools institution that represented by teachers reserequires alternative programs to build environtment proper to develop the students characters.

[Hayati et al \(2021\)](#), stated that the curriculum in formal education or written curriculum has not been able to fulfill students' needs. [Cassie J. Brownell \(2017\)](#) said that hidden curriculum includes in coordinated an individual need. As well-known that the current education system is unable to extremely contribute to students' development ([Matorevhu & Madzamba, 2022](#)). To support the educators to

achieve learning goals and plan experiences in school environments, there is an alternative concept of curriculum that was set out which includes implied programs called *Hidden Curriculum*. The *hidden* means veiled (Caswita, 2013; Idi, 2010; Sukiman, 2015). The hidden curriculum also becomes an important factor for the development of students' characters in the future. (Alsaeed, Mohammed, Elsayed, & Helali, 2022). The hidden curriculum is also defined as an implicit curriculum that develop moral education as learning objective to presents attitudes, knowledge, and behavior. As also stated (Lord, 2017), hidden curriculum is an education curriculum reform that oriented based on various things such as opinions, attitudes, norms, values, and experiences that students learn in school and that were done outside of class hours, unlike formal or official curricula which are built on written programs. Ipekel & Şahin (2019), also explained that the hidden curriculum in schools is an educational program that is not implemented explicitly but can change students' life on how they behave based on social norms and values. In the hidden curriculum, teachers as educators become significant figures to carry out policies in building students' character (Harahap, 2022). Thus, hidden curriculum is very crucial to be implemented concurrently and intergrated with the conventional curriculum to improve consequences of education practices in schools. The hidden curriculum is related to social, compliance, trust, and the goal of building the right attitude (Raharjo, 2012).

The hidden curriculum is always related with religious teaching that encompass to the moral education as rules and values. Furthermore, the religious education institution such as *Madrasah Ibtidaiyah* or elementary Islamic school has already present the teaching of moral education to improve the student's personalities. The islamic school as educational institutiona that has supporting components in education such as facilities and infrastructure, management, curriculum, educators, and students. But, according to Khoirul (2022), an Islamic school is established as a metamorphosis of teaching the Qur'an to become a formal institution. So, Islamic educational institution at the elementary school level combines the religious aspect into the social environment. Then, the islamic religious learning aims to provide understanding and appreciation to students so they can practice it as a habit (Nafiah & Miftahuddin, 2022). Haedar Nashir (2013) said that the islamic school is an educational institution whose role is to create an education system by maintaining Islamic values, sciences, technology, and economics. In short, character education is an effort to form a better personality through school culture (Sari & Ahmet, 2009). However, the Islamic school develops their student by delivering islamic teachings in the school programs to support the development of eighteen characters as a hidden curriculum. The eighteen characters values that are instructed by Ministry of Religion can be defined as the values of religious, honesty, tolerance, dicipline, hardwork, creative, independent, democratic, curiosity, nationalism, love of the motherland, respect for achievement, friendly and communicative, love of peace, love to read, keep the environment, social awareness and responsibility. Thus, Islamic elementary school of Darussalam Plaosan is a modern Islamic educational institution that carries out learning program and inculcates religious values toward students to improve their the application of eighteen characters values on the daily activity. So, the religious take an important part of development of moral education that can be the basic of valued characters that lead to proper environments.

Eniwati (2020) said that the islamic religious education is aimed to gain personal knowledges and skills with positive habits in teachers and students. According to Susanti (2022), teachers in an educational institution who supervise and evaluate the implementation of the hidden curriculum, have to carry out some policies to achieve school goals. Hongmei Li (2019), stated that the quality of English education has increased since the implementation of the hidden curriculum in his schools. Basyiruddin et al (2020), showed that the formal learning process needs to set a hidden curriculum because it can provide students in understanding personality, ethics, norms, values, and beliefs in depth. Based on the results of one relevant research, it takes researchers to conduct a study that discusses "The Analysis of Hidden Curriculum Implementation as an Evaluation of Character Development" by Jamilah Ali (2009) and Erdianti (2016). The result showed that supervision is systematic management to maintain and improve the quality of teachers when implementing a hidden curriculum in the school environment. So that this phenomenon becomes interesting material for more comprehensive research on the analysis of the hidden curriculum implementation in the eighteen characters development of Class VA students at the Islamic elementary school of Darussalam Plaosan. Another study by Castiwa entitled "The Hidden Curriculum in Islamic Religious Education Learning" in 2019. Based the research findings, the result of the study indicate that SD al Muttaqin as a elementary Islamic school giving low attention of hidden curriculum to the PAI. However, the school implemented well in combines formal curriculum and hidden curriculum to PAI learning application to produce active and contextual learning.

## METHODS

Qualitative research was chosen to describe this study. Quantitative research is aimed to discover the phenomena by analyze the characteristics and preferential participants to determining the sample based on the generalized data's behavior and knowledge. The qualitative research refers to positivism research in philosophy that uses to examine certain populations or samples, and the sampling techniques are generally carried out randomly, it also used research instruments for data collection (Sugiyono, 2021). Then, the qualitative research focuses to explaining the meaning of the phenomena frequency into an exact data to be analyze. So, to determine the implementation of hidden curriculum on students behaviors is need to consider a field research. Field research is carried out systematically by using field data collection (Riyanto & Putera, 2022). So, this study aims to describe the implementation of hidden curriculum on character development in the Islamic Elementary School of Darussalam Plaosan which is located at Plaosan Temple Street, Prambanan Subdistrict, Klaten Regency, Central Java. The subjects in this study involved 25 students in class 5 A including 10 female students and 15 male students who had an age range of 12 years at the Islamic Elementary School of Darussalam Plaosan. The research was conducted on November 2022. The research methods used reduction, display, and drawing conclusions based on statistical analysis in descriptive statistics on percentages (%) (Mulyadi, 2019).

Thus, the required data were obtained through several techniques, such as using questionnaires, interviews, and field observations. First, the questionnaire was given to 25 students to explore individual experiences about the implementation of hidden curriculum on students' character development using the Guttman's Scale. The Guttman scale is used when you want to get a firm answer (consistent) to a problem (Sudaryono, 2021; Sukardi, 2019). So, the questionnaires contains a sheet that conduct two possibilities answer by "yes-no" option as a positive-negative responses. Then, the collected data is analyzed and processed into charts or tables with supportive form of descriptive explanation of the findings. The researcher also conducted structured interviews randomly to explore the student's responses. Finally, field observations were made to determine the condition of the school environment in general. The interviews and field observations is implemented with intention to support and integrated to the results of questionnaires.

## RESULTS AND DISCUSSION

Qualitative research was used to describe the implementation of hidden curriculum in developing the eighteen characters values. Hidden curriculum is a moral education or commonly referred as non-formal curriculum which attached on inside and outside classroom activities. The hidden curriculum is aimed to implied as unwritten educational program that focused to set up a proper and supportive environment prepare the student develop their personality.

### **Hidden curriculum implications in the development of eighteen characters using a questionnaire instrument**

The Islamic Elementary School of Darussalam Plaosan designs their programmed activities to create the students' characters with the activities is based of learning goals that integrated with Islamic religious education to develop eighteen characters values such as as praying, honest, tolerance, discipline, performing well, creative, etc that can practiced on whole schools activities. This is due the hidden activities is flexible that can be divided into planned activity may occurring in the classrooms like learning, practicing, team work, praying, etc, while the unplanned activities refers to spontaneous or regular activities such as stated-unstated rules, extra-curricular activities, giving punishments or rewards, achievement, teachers controlling, competition, positive posters, clean environments, social events, clean up activities and other activities. The hidden curriculum is important and have dominant role in forming the students' moral behaviors. This is based on research from Caswita (2019) which states that where extracurricular activities in the hidden curriculum are activities to develop students' talents and interests optimally which can become a provision for students in their future lives. Besides that, extracurriculars in the hidden curriculum can be a means to train students to have a good reflex response in solving every problem they face, which requires practice and habituation in escorting teachers and parents. Furthermore, extracurriculars are also an effective means of building student character, because in these activities



students can learn to be independent, responsible, have a leadership spirit, be brave, confident and honest. Furthermore, the planned and unplanned programs in hidden curriculum develops student personality that can be found in the questionnaire of eighteen characters values below :

Table 1. Student Character Questionnaire

No	Eighteen characters values Implication	Yes	No	Area of Moral (Character Values)
1.	I perform worship such as prayers, praying, and reciting the Qur'an	100%	0%	Religious
2.	I am honest, avoid cheating and Fraudulent	83%	17%	Honesty
3.	I appreciate diversity and never Obtruded	100%	0%	Tolerance
4.	I go to school and do all the assignments and homework on time	83%	17%	Dicipline
5.	I perform tasks well	74%	26%	Hardwork
6.	I like learning cultural art courses such as drawing, painting, singing, and making art	83%	17%	Creative
7.	I can perform tasks without assistance	52%	48%	Independent
8.	I carry out a forum of discussion when deciding on something or dividing group assignments	91%	9%	Democratic
9.	I like to learn new subject matter	96%	4%	Curiosity
10.	I take part in the flag ceremony every Monday	87%	13%	Nationalism
11.	I participate in Independence Day activities and feel proud of my homeland	100%	0%	Love the Motherland
12.	I congratulates friend's achievements	91%	9%	Respect for Achievement
13.	I make a lot of friends and like to hang out	100%	0%	Friendly and Communicative
14.	I dont like conflicts or enemies	100%	0%	Love of Peace
15.	I like to read books	56%	44%	Love to Read
16.	I keep the environment clean and healthy	91%	9%	Keep the Environtment
17.	I like to help people who need it	100%	0%	Social Awareness
18.	I take the responsibility of my action or work	83%	17%	Responsinility
<b>Mean</b>		<b>89%</b>	<b>11%</b>	

The results of this data are obtained through questionnaires to VA Grade students which are contains planned of unplanned activities at the Islamic Elementary School of Darussalam Plaosan as a hidden curriculum. from the research findings, the school activities and programs can make a major contribution to the success in development eighteen characters values. The results have been presented data frequency in percentage form (%). The questionare of eighteen characters values devided into three categories: 1) Religious that contains islamic practicing, 2) Good social represents student personality

and 3) interest category to measure student ability and desire.

So, the hidden curriculum is an effort to improve students' spiritual intelligence, as stated by Caswita in his research cited by Pratiwi (2018) that there are religious rituals outside of school hours will have an impact on students' religious understanding and noble character in everyday life. For example by carrying out congregational prayers. Then the teacher's disciplined behavior habits in teaching, the school's orderly, clean, and beautiful environment greatly influence the way of thinking and behavior of students, so that it can be said that a hidden curriculum can help achieve national education goals and make students who are not only intelligent, but also spiritually intelligent. From this theory it can be explained that good management and implementation of hidden curricula can create a conducive school climate, and will have a positive impact on student character to shape better behavior.

The questionnaire conclusion showed that 25 students of VA Grades at the Islamic Elementary School of Darussalam Plaosan mostly perform high positive responses with 89% average of the development eighteen characters values. First, the student practices religious aspect or worships such as reading prayers, praying, and reciting the Qur'an with a percentage of 100%. This practice makes students can learn and understand the Islamic teaching, including moral theology, Qur'an hadith, fiqh, and so on (Hasdiana, 2018). Second, the questionnaire also provide that students responses in good social personality aspect refers to being honest, respecting the diversity, following the rules and task, democratic participation, joining the flag ceremony, celebrating the Independence Day, congratulating friend's achievement, communicating with friends, loving peace, keeping the environment, helping other people, and being responsible that ready to be punished and asking for an apology for mistakes with a positive dominant responses. This category tend to have an average percentage of 82.6% to 95.7%. Third, it has shown the same number to the category of interest aspect contains perseverance such as being creative, doing task and homework, having high curiosity to new subject, performing tasks well without assistance and love reading books. However, there are 44% of negative responses of love to read books that indicates more than half of students VA Grades have good reading interest. The statistics data from findings explain that the practice of hidden curriculum as moral education to students of VA Grades at the Islamic Elementary School of Darussalam Plaosan is well implemented.

The moral education provide high expectation to the students as young generation to be able adapt to the environment and have ability practices eighteen characters values to be able identity issues, think positively and make good decisions. However, the results from data display through questionnaire has fluctuating responses each characters values. Based on the average, it is known that there are 89% responses of VA grade students at Madrasah Ibtidaiyah Darussalam Plaosan who are positive respondents to the implementation of the hidden curriculum in the eighteen characters development. But, the questionnaire instrument is not eligible to conclude the research. So, researchers conducted random interviews or random sampling to obtain more in-depth and subjective data.

### **Hidden curriculum implications in the development of eighteen characters using the interview instrument**

The interviews is needed to support the findings in questionnaire and get a genuine view of other perspectives in the implementation of the hidden curriculum in the eighteen characters development. Based on the results, the hidden curriculum at Madrasah Ibtidaiyah Darussalam Plaosan has been implemented well and the application of characters value is instilled in the habit, as stated by one of the informants "A" below:

"I often pray dhuha and dzuhur together"

"Sometimes I become an honest student, and sometimes do little cheating"

"Respecting others, I don't like to insult others"

"I is disciplined for leaving on time and dressed neatly"

"I Rarely to complete tasks, because it's difficult"

"I don't like drawing, because I can't draw"

"I do it alone (performs a task), because it is individual task"

"I ever had (a discussion), sometimes teacher gives us questions, while my friends and I have to answer it together"

"It (new material) is fun, sometimes the teacher provides us games"

"I participates in the ceremony because we must attend"

"Yes, competitions make me enjoy it, it is so much fun"

"I think giving appreciation is important because we get reward"

"I (likes to have friends) with everyone" "I like a peaceful friendship because it's calming" "I most like sports books, encyclopedias"

"If we throw trash carelessly, we will be fined" "We have to ask for an apology for mistakes"

From the interview above, the informant A shows that the implementation of the hidden curriculum on VA-grade students at the Islamic Elementary School of Darussalam Plaosan improve some character values, such as religiousness, honest, tolerance, discipline, creative in other fields, hard-working, independent, democracy, curiosity, mandatory to attend ceremonies, reading interest on sports books and encyclopedias, have a spirit of nationality, and national spirit, achievement respect, environmental care, peacefulness, social care, communicative, and responsibility. The implementation of character development can not improve all of personality perfectly, but it helps students to develop their potential characters and give possitive effects to it. The activities inside and outside the classroom has produced the behavior of VA Grade students at the Islamic Elementary School of Darussalam Plaosan, it is a provision for capital and ethical education. Even though we still found some deficiencies or negative responses, it has a small number and students mostly show positive responses to support the implementation of the hidden curriculum.

This is in line with the results of research conducted by [Lestari & Sukanti \(2016\)](#) that the characters that can be taught are religiosity, discipline, hard work, cooperation, responsibility, thoroughness, independence, and love of the motherland. Extracurricular activities contribute to character education methods, especially acting the good, exemplary, and habituation. To make character education successful in schools, schools must proactively seek information about various character values that occur in society by taking into account suggestions from stakeholders in order to update educational programs, especially for character education. In addition, teachers are required to have insight into knowledge and experience about developing character values and know how to teach them to students. Parents also play an important role in the success of school programs, meaning that school success is largely determined by how far the level of parental participation is in the implementation of programs held at school. Likewise with success for character education, active communication is needed between schools and parents.

### **Hidden curriculum implications in the development of eighteen characters using observation instruments**

The questionnaire was given to all students of VA Grade at the Islamic Elementary School of Darussalam Plaosan to measure the responses to the implementation of the hidden curriculum on eighteen characters development. Meanwhile, interviews were conducted randomly to find genuine, detail and deep responses to support the findigs. Furthermore, researcher make direct observervation intensely of all phenomenons that manifested in the location to find concrete information and produce meaning of implementation of the hidden curriculum on eighteen characters values development. Based on the observation, the researchers found that the the hidden curriculum on eighteen characters

values development is proper implemented. **First**, students have been accustomed to participating in religious activities inside the class such as praying and reading the Qur'an, and other activities outside the class such as Dhuha prayer, Dhuhur prayer, Friday prayers, and participating Islamic holidays. **Second**, the school environment is reflected in the social interactions of students who allow diversity such as economics, races, ethnicities and even ideas to gain tolerance. Teachers are also required not to discriminate among their students and treat equality by giving the discussion groups randomly and welcome to give them space during learning activities. **Third**, the school also improve the value of honesty toward maintain the rule such as punishment toward cheating students or stealing. Teachers also supervise the learning activities in an orderly manner. **Fourth**, the teacher gives individual assignments to train awareness and responsible of working independently. Fifth, the teacher also provides exemplary discipline in the teaching and learning process by arriving at class on time, assignment checking, and overseeing cleanliness, class pickets, student uniforms, and other rules. **Sixth**, schools play an important role in developing students' creativity through SBdP or Cultural Arts and Practical Skills subject such as drawing, singing, and making crafts. **Seventh**, the teacher also interestingly conveys the subject materials so it doesn't make the lesson boring due to mastering various teaching methods and being able to foster students' curiosity. **Eighth**, developing a democratic habit to create psychological, biological, and social maturity, to develop decision-making skills, for example picket schedules, the class leaders and division of group.

**Ninth**, to develop an independent attitude, the teacher allows students to be individual work to perform tasks and assignments without any assistance. **Tenth**, the school provides a comfortable library for students so they can enjoy reading books in the library. The library provide colorful and interesting books to attract students to come and read. **Eleventh**, the spirit of nationality is developed by creating "love for the motherland" habits starting from small things such as wearing batik, support local products, getting to know national figures, participating in the August 17th competitions, and participating the Monday ceremonies. **Twelfth**, to achieve educational goals, schools seek several activities to develop students both academically and non-academically, also give achievement or awards for upper ranked, join competitions, and educational scholarships. **Thirteenth**, the teacher oversees all the rules and regulations in the school in order to develop an attitude of responsibility for students so that they can carry out tasks or rules with commitment, such as the obligation of assignment or homework and be ready to get punishment on noise in the class. **Fourteenth**, a peace-loving attitude is taught to avoid the student from fighting and managing their emotions. **Fifteenth**, the school cares about the cleanliness of the school environment both inside the classroom and outside the classroom because cleanliness is rules to all schools member, the teachers participate in supervising students to maintain the school environment with a class picket system, rules prohibiting littering, cleaning together, and conducting a cleanliness competition. **Sixteenth**, teachers improve social and communicative skills to students by communal activities such as discussion forums, small games, and competitions so that gives chance to students get used to be confident in interacting with others. **Seventeenth**, the teacher teaches good manners to others, especially their schoolmates. It leads students to have the spirit of helping others, such as visiting sick friends together. **The last**, teachers provide a culture of shame, to improve students awareness and accept the guilty and ask for an apology for mistakes, such as ignoring homework, disturbing friends, and being noisy in the class.

In terms of social and cultural activities carried out in elementary schools, it can be concluded that the hidden curriculum supports the program implementation process directly and indirectly. This activity allows students to improve communication between students and has an important role in realizing educational goals (Çubukçu, 2012). To instill character in students through Islamic Elementary School institutions is indeed very difficult, where Islamic Elementary School is currently underestimated by society. To change the paradigm of the community, it is not impossible that Islamic Elementary School institutions can instill character in students. The formation of character in the present is very important to be able to create a quality generation of the nation. In order to become a superior madrasah, we must have breakthroughs through additional curricula delivered in addition to the recommended curriculum. The



explanation of the additional curriculum implemented in madrasahs agrees with Kohlberg's statement which identified the hidden curriculum, saying that the hidden curriculum is related to moral education and the teacher's role in transforming moral standards. It is understood that the existence of an additional curriculum aimed at moral education and certain social norms is interpreted as a hidden curriculum, because in its implementation it requires the involvement of all parties and is primarily oriented towards behavior change (Unzylayka, 2017).

## CONCLUSION

The curriculum provide and facilitate education as systemized instrument as standart policy that designed to using by the educator. However, the students personal needs is must be accomodated by the curriculum. Therefore, the school implement the hidden curriculum as an alternative can bring huge impact which implicit messages of moral education inside and outside the classroom. So, the hidden curriculum is a systematic procedur to develop eighteen characteristics values to their students. Islamic Elementary School of Darussalam Plaosan is a modern Islamic educational institution that integrated the formal learning with Islamic religious teaching to create personality through school culture. The interaction of teachers and students creating an environment that supports characters such as values, morals, ethics and experiences.

This research was conducted to analyze the implementation of the hidden curriculum on the eighteen characters value development of VA Grade students at the Islamic Elementary School of Darussalam Plaosan using three instruments, such as a questionnaires, interviews, and direct observations. Based on the result, It was found that most of the students give a positive respons in questionnaire that averages around as 89%. The statical data can be catorized into three aspects such as religious, good personality and interest aspect. So it can be concluded that the implementation of the hidden curriculum was well implemented. Meanwhile, the interviews result also showed a deep and guine response to show the phenomenom and support the findings which contain the implementation of eighteen characters development value in daily. Finally, direct observation was conducted to observe activities in location to find the meaning of the hidden curriculum.

Based on the research result, it can be conclude that the implementation of the hidden curriculum on development of eighteen characters values give possitive impact to VA-Grade students at the Islamic Elementary School of Darussalam Plaosan. This research still has several shortcomings, and it is hoped to provide relevant references for a researcher. Thus, the next researcher can develop and conduct better scientific research.

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