



The Invisible Curriculum That Shapes Character: A PRISMA-Based Systematic Review of Hidden Curriculum in Elementary Schools

Okta Vitriani^{1,✉}, Sukiman²

¹Universitas Islam Negeri Sunan Kalijaga,
Jl. Marsekal Adisucipto, Demangan, Maguwoharjo, Kec. Depok, Kab. Sleman, Daerah Istimewa Yogyakarta, Indonesia

²Universitas Islam Negeri Sunan Kalijaga,
Jl. Marsekal Adisucipto, Demangan, Maguwoharjo, Kec. Depok, Kab. Sleman, Daerah Istimewa Yogyakarta, Indonesia

✉Corresponding Author: 25204081007@student.uin-suka.ac.id

Abstract

This study aims to analyze the role of hidden curriculum in the character education of elementary school students through the Systematic Literature Review approach based on the PRISMA protocol. Data was collected from Scopus, ERIC, and Google Scholar as of June 7, 2026 using a title-abs-key search strategy, with a total of 136 initial articles filtered into 26, then 15 at the eligibility stage, and finally 11 articles that met the inclusion criteria. The results of the study show that the hidden curriculum is implemented through habituation of religious activities, teacher examples, discipline culture, as well as social interaction and extracurricular activities that are integrated into school culture. The practice contributes to the formation of characters such as discipline, religious, responsibility, social concern, honesty, and creativity which are reflected in the changes in students' daily behavior. However, its effectiveness varies depending on contextual factors such as teacher consistency, school culture, and family support. The relationship between hidden curriculum practices and behavioral changes is implicit causal through habituation, modeling, and social reinforcement mechanisms. These findings imply that educators and policymakers need to institutionalize the hidden curriculum through strengthening school culture, teacher exemplary training, and integration in systematic character education programs.

Keywords: Character Education; Elementary School; Hidden Curriculum; PRISMA; Systematic Literature Review

Kurikulum Tak Terlihat yang Membentuk Karakter: Tinjauan Sistematis Berbasis PRISMA tentang Kurikulum Tersembunyi di Sekolah Dasar

Abstrak

Penelitian ini bertujuan untuk menganalisis peran hidden curriculum dalam pendidikan karakter siswa sekolah dasar melalui pendekatan Systematic Literature Review berbasis protokol PRISMA. Data dikumpulkan dari Scopus, ERIC, dan Google Scholar pada 7 Juni 2026 menggunakan strategi pencarian title-abs-key, dengan total 136 artikel awal yang disaring menjadi 26, kemudian 15 pada tahap eligibility, dan akhirnya 11 artikel yang memenuhi kriteria inklusi. Hasil penelitian menunjukkan bahwa hidden curriculum diimplementasikan melalui pembiasaan kegiatan religius, keteladanan guru, budaya disiplin, serta interaksi sosial dan kegiatan ekstrakurikuler yang terintegrasi dalam budaya sekolah. Praktik tersebut berkontribusi terhadap pembentukan karakter seperti disiplin, religius, tanggung jawab, kepedulian sosial, kejujuran, dan kreativitas yang tercermin dalam perubahan perilaku siswa sehari-hari. Namun, efektivitasnya bervariasi tergantung pada faktor kontekstual seperti konsistensi guru, budaya sekolah, dan dukungan keluarga. Hubungan antara praktik hidden curriculum dan perubahan perilaku bersifat kausal implisit melalui mekanisme habituasi, modeling, dan penguatan sosial. Temuan ini mengimplikasikan bahwa pendidik dan pembuat kebijakan perlu menginstitusionalisasikan hidden curriculum melalui penguatan budaya sekolah, pelatihan keteladanan guru, serta integrasi dalam program pendidikan karakter yang sistematis.

Kata kunci: *Hidden Curriculum*; Pendidikan Karakter; PRISMA; Sekolah Dasar; Systematic Literature Review

✉Corresponding Author: Okta Vitriani

Affiliation Address: Jl. Marsekal Adisucipto, Demangan, Maguwoharjo, Kec. Depok, Kab. Sleman, Daerah Istimewa Yogyakarta, Indonesia
E-mail: 25204081007@student.uin-suka.ac.id

INTRODUCTION

The formation of students' character in elementary education is not solely determined by the formal curriculum, but is also significantly influenced by implicit practices known as the hidden curriculum (Ainiyah et al., 2025; Gunio, 2021). Daily interactions between teachers and students, school culture, and habitual activities function as informal learning spaces that shape values, attitudes, and behaviors. Several studies indicate that character values such as discipline, responsibility, and empathy are often internalized more effectively through these implicit experiences than through explicit instruction (Atmoko & Ekawati, 2026; Maudia et al., 2025). This suggests that the hidden curriculum plays a crucial role in character development at the elementary level (Fauzan et al., 2025).

However, empirical findings reveal inconsistencies in its implementation. The application of hidden curriculum across elementary schools remains varied, fragmented, and often lacks systematic integration into educational practice (Litaay et al., 2025). While some studies highlight the importance of school culture, teacher modeling, and routine activities in fostering character (Armadi et al., 2024; Cahyanto et al., 2024; Sari et al., 2023; Sabanil et al., 2022), others point out that these practices are frequently undocumented and depend heavily on individual teacher initiative (Litaay et al., 2025; Parra Larrotta et al., 2025). This indicates a lack of consistency and conceptual clarity regarding how hidden curriculum operates and contributes to character formation.

Although previous research has extensively discussed character education, most studies tend to focus on formal curricula or policy-driven programs, leaving the role of hidden curriculum underexplored and theoretically fragmented (Rohman & Mentari, 2024). In addition, existing studies are largely descriptive and have not sufficiently examined the mechanisms through which values are internalized through hidden practices (Maudia et al., 2025; Kärner & Schneider, 2024). This gap highlights the need for a systematic synthesis that not only compiles findings but also critically examines patterns, inconsistencies, and underlying mechanisms.

This study addresses this gap by employing a Systematic Literature Review (SLR) using the PRISMA protocol to synthesize recent research findings on the hidden curriculum in elementary education. Unlike previous studies that tend to be fragmented, this research provides a structured and comprehensive analysis of the forms of hidden curriculum, its impact on character dimensions such as integrity, discipline, and responsibility, as well as its relationship with changes in student behavior. The novelty of this study lies in its effort to produce an evidence-based synthesis that not only maps existing findings but also offers a conceptual understanding of the relationship between hidden curriculum practices and character formation in a systematic manner.

The urgency of this study is reinforced by increasing concerns regarding moral degradation and behavioral challenges among students in the digital era. Evidence indicates a decline in discipline and empathy, accompanied by rising negative behaviors and low prosocial tendencies among elementary students (Frazier et al., 2025; Islami & Yuniarti, 2025). As educational institutions, schools are expected to foster holistic character development not only through formal instruction but also through school culture and daily practices. Therefore, understanding and optimizing the role of hidden curriculum becomes a critical strategy in strengthening character education (Fitria & Khalimah, 2024; Salim et al., 2024; Taufikin, 2024).

Based on this background, this study aims to systematically synthesize existing research on the role of hidden curriculum in shaping students' character in elementary schools. Specifically, it seeks to (1) examine the impact of hidden curriculum on character development, (2) identify effective forms of hidden curriculum practices, and (3) analyze the relationship between these practices and changes in student behavior. The findings are expected to provide a more comprehensive and evidence-based foundation for developing effective and contextually relevant character education strategies.

Hidden curriculum refers to implicit values, norms, and behaviors that are transmitted through daily interactions, school culture, and institutional practices beyond the formal curriculum (Gunio, 2021; Kärner & Schneider, 2024). In the context of elementary education, hidden curriculum operates through mechanisms such as habituation, teacher modeling, and social interaction, which play a crucial role in shaping students' character development. Unlike formal instruction, which emphasizes cognitive outcomes, hidden curriculum contributes to the internalization of moral, social, and behavioral values through experiential learning processes (Maudia et al., 2025; Ito et al., 2022).

Previous studies indicate that the implementation of hidden curriculum significantly contributes to character education, particularly in fostering discipline, responsibility, and social awareness among students (Bani et al., 2023; Sari et al., 2023). Some research emphasizes the role of habituation practices,

such as daily routines and school discipline, as dominant mechanisms for character formation. Meanwhile, other studies highlight the importance of teacher modeling and interpersonal interaction in strengthening moral and religious values (Rajaman et al., 2025; Pramitasari & Saifuddin, 2024). However, these studies tend to examine these elements separately, resulting in fragmented understanding of how hidden curriculum operates holistically in educational settings.

Furthermore, inconsistencies remain regarding the effectiveness and sustainability of hidden curriculum practices. While several studies report positive impacts on student behavior and character development, others indicate that the outcomes are highly dependent on contextual factors such as school culture, teacher consistency, and family support (Apriliani, 2025; Khoiroh, 2024; Juwantara & Khotimah, 2021). In addition, most existing research is predominantly descriptive and lacks in-depth analysis of the mechanisms through which hidden curriculum influences behavioral change (Kärner & Schneider, 2024). This indicates a theoretical and empirical gap in understanding the integrative role of hidden curriculum across different dimensions of character education.

Therefore, a systematic synthesis is required to integrate these fragmented findings into a more comprehensive conceptual framework. This study addresses this gap by employing a Systematic Literature Review (SLR) using the PRISMA protocol to analyze the mechanisms, impacts, and behavioral outcome of hidden curriculum in shaping elementary students' character. By doing so, this research not only consolidates existing evidence but also provides a more structured and theory-driven understanding of how hidden curriculum contributes to character development.

METHODS

This study employs a *Systematic Literature Review* (SLR) using the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework to systematically identify, screen, and analyze studies related to the impact of *hidden curriculum* on elementary students' character development. The SLR approach was selected due to its ability to synthesize findings from multiple studies in a structured, transparent, and reproducible manner (Page et al., 2021). The review process followed four main stages: identification, screening, eligibility, and inclusion, ensuring methodological rigor and consistency throughout the study.

The data were obtained from the Scopus, ERIC, Google Scholar database, which was selected due to its extensive coverage of interdisciplinary and international scholarly publications, including journals, conference proceedings, and regional studies that may not be indexed in more selective databases. This database was considered appropriate for the present study as it facilitates broader retrieval of literature on hidden curriculum, particularly within elementary education contexts that are often underrepresented in major indexing platforms. Nevertheless, the reliance on a single database may limit the comprehensiveness of the review, and therefore should be interpreted with caution. The search was conducted on June 07, 2026 using a title-abs-key strategy with a structured Boolean query: "hidden curriculum" AND "character" AND "elementary school" OR "primary school" AND "impact". This query was designed to optimize both precision and recall in identifying relevant studies.

The inclusion criteria were defined as follows: (1) peer-reviewed journal articles published between 2021–2025, (2) studies focusing on *hidden curriculum* and character education in elementary schools, (3) articles written in English or Indonesian, and (4) availability of full-text access. The exclusion criteria included: (1) non-peer-reviewed publications, (2) theses, dissertations, and unindexed academic works, (3) studies not relevant to the research focus, and (4) duplicate records. The selection process was conducted in multiple stages, beginning with initial retrieval, followed by title and abstract screening, and finalized through full-text assessment to ensure alignment with the study objectives (Haddaway et al., 2020).

Table 1. Inclusion and Exclusion Criteria

Criteria	Inclusions	Exclusion
Year Range	Articles published in 2021–2025	Articles outside the year range
Research Topics	Discussing the hidden curriculum in character education in elementary school	Publications in the form of unindexed thesis, thesis, or dissertation
Publication Type	Peer-reviewed scientific journal articles	Non-scientific proceedings, books, reports, or articles
Language	English or Indonesian	Languages other than English or Indonesian

Criteria	Inclusions	Exclusion
Article Access	Open access (full-text can be downloaded)	Paid or unavailable full-text articles

The article selection process in this study follows the PRISMA guidelines with an initial total of 136 articles from Scopus (1), ERIC (15), and Google Scholar (120). Before the screening of titles and abstracts, a total of 110 data were eliminated so that 26 articles remained for the screening stage, of which 11 articles were excluded because they were irrelevant based on the year of publication and the suitability of the topic. At the eligibility stage, 15 articles were reviewed in full-text, but 4 articles were eliminated because they were not available or could not be accessed in full. Thus, as many as 11 articles met the criteria and were included in the final analysis (Page et al., 2021).

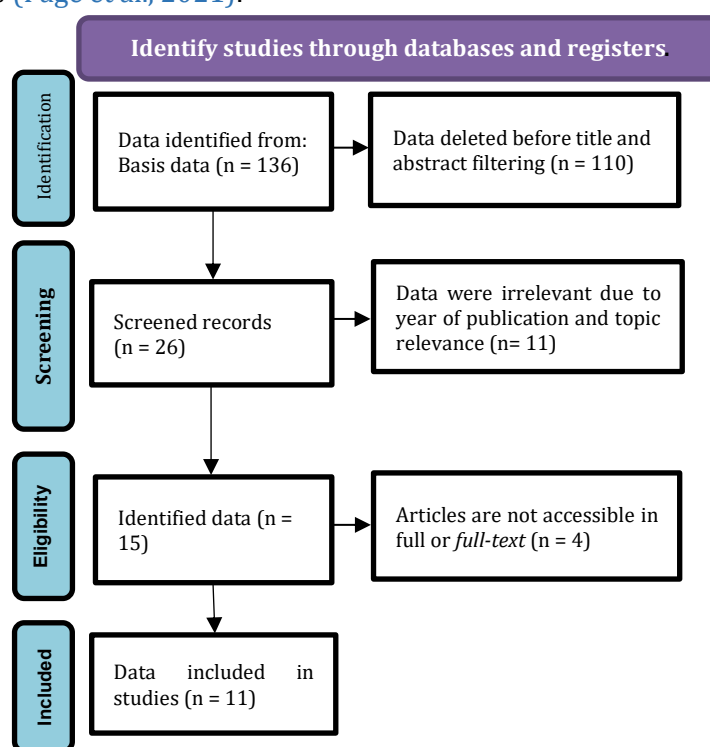


Diagram 1. Research Flow Chart Illustrating the Progress of Data Collection at Each Stage

To ensure the rigor of the synthesis, a quality assessment was conducted using predefined criteria adapted from previous SLR studies, including: (1) clarity of research objectives, (2) appropriateness of research design and methodology, (3) validity and reliability of data, and (4) relevance of findings to the research questions. Each article was scored using a three-level scale (high, medium, low), and only studies categorized as high and medium quality were included in the final synthesis (Pizard et al., 2021). This process ensures that the findings are based on credible and methodologically sound studies.

Data analysis was conducted using thematic analysis to systematically identify patterns, relationships, and emerging themes across the selected studies (Braun & Clarke, 2021). The coding process involved three stages: open coding to identify key concepts, axial coding to group related themes, and selective coding to develop overarching categories. The main themes identified include: (1) the impact of *hidden curriculum* on character development, (2) forms and practices of *hidden curriculum*, and (3) the relationship between *hidden curriculum* and changes in student behavior. A narrative synthesis was then employed to integrate these findings and generate comprehensive conclusions regarding the role of *hidden curriculum* in elementary education (Snyder, 2019). This approach enhances the analytical depth and provides a more robust interpretation of the reviewed literature.

RESULTS

The findings show that the hidden curriculum is implemented through various unwritten activities that are integrated into the school culture. The form of implementation includes habituation of religious activities, teacher examples, the implementation of school discipline, and extracurricular activities that support the formation of student character. In addition, daily interaction in the school environment is also an important part of the process of internalizing values through the hidden curriculum.

The findings of the study also show that the implementation of hidden curriculum contributes to the formation of various character values in elementary school students. The dominant characters formed include discipline, religious, caring for the environment, honest, and creative as a result of the process of habituation and social interaction that takes place at school. In addition, there are changes in student behavior that are shown through increased discipline, adherence to rules, and positive habits in daily life, such as reduced tardiness and increased participation in religious activities. These findings show that the values instilled through the hidden curriculum can be internalized in student behavior.

Furthermore, the results of the analysis also identified the existence of supporting and inhibiting factors in the implementation of the hidden curriculum. Supporting factors include cooperation between teachers, parents, and the school environment, as well as consistent habituation in daily activities. Meanwhile, the inhibiting factors found include limited implementation time, inadequate facilities, and there are still students who lack discipline in participating in school activities. Thus, the results of this study show that the implementation of hidden curriculum has variations in practice and is influenced by various factors that support or hinder the process of forming students' character.

To strengthen the theoretical contribution of this study, the synthesis of findings is further represented in a conceptual framework that illustrates the relationships among hidden curriculum mechanisms, mediating processes, and character outcomes. Based on the thematic analysis of the reviewed studies, this framework integrates the key dimensions identified, including forms of hidden curriculum practices, internalization mechanisms such as habituation and modeling, and the resulting character development and behavioral changes in students. Therefore, this conceptual framework is not merely illustrative, but represents a synthesized model derived from empirical findings that explains how hidden curriculum operates in shaping students' character.

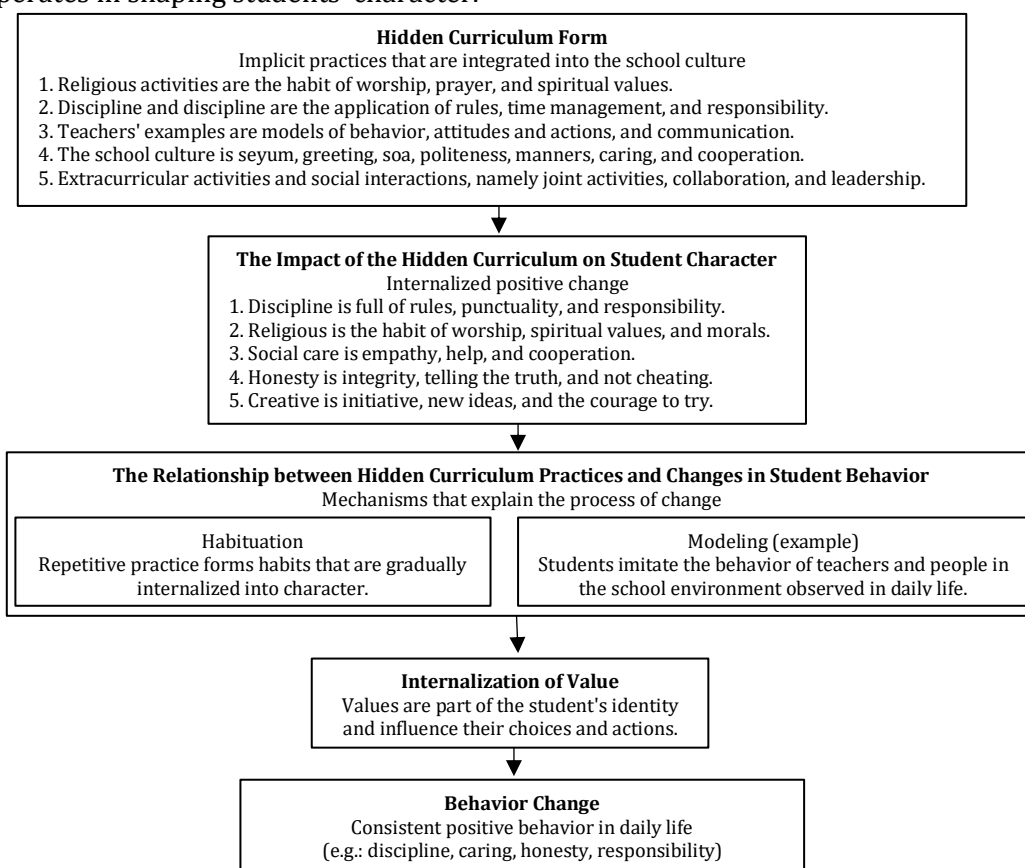


Figure 1. Conceptual Framework of Hidden Curriculum Mechanisms, Mediating Processes, and Character Outcomes in Elementary Education

As illustrated in Figure 1, the hidden curriculum operates through a set of interconnected mechanisms that influence student character development indirectly. The framework highlights that behavioral change is mediated by internalization processes, particularly habituation and modeling, rather than occurring as a direct outcome of instructional practices. This model thus provides a clearer theoretical explanation of how hidden curriculum contributes to character formation and offers a foundation for future empirical validation and practical implementation in elementary education contexts.

DISCUSSION

The Impact of Hidden Curriculum Development on Student Character Formation

The impact of the development of hidden curriculum on the character formation of elementary school students showed a positive dominant tendency, although with varying intensity between research contexts. A number of studies show that implementation through habituation and example is able to improve the disciplinary, religious, social care, and honesty character of students which is reflected in real daily behavior changes (Apriliani dkk., 2025; Khoiroh, 2024; Sari dkk., 2023). Other findings also confirm that the practice of hidden curriculum through school culture such as 5S (smile, greeting, greeting, politeness, manners) and religious activities contribute significantly to the formation of students' positive character (Pramitasari & Saifuddin, 2024; Bani dkk., 2023). This shows that the hidden curriculum functions as an effective implicit mechanism in internalizing values through the school's social and cultural experiences.

However, not all studies showed uniform impacts, suggesting divergent findings. Several studies have revealed that even though the hidden curriculum has been implemented, there are still students who have not shown optimal behavioral changes, especially in terms of discipline and participation (Rajaman dkk., 2025; Lubis dkk., 2022). This difference shows that the success of the hidden curriculum is greatly influenced by contextual factors such as family support, teacher consistency, and school environment conditions (Sabanil dkk., 2022; Juwantara & Khotimah, 2021). In addition, the limited facilities and lack of integration between the school and the outside environment are also factors that weaken the impact of implementation in several research contexts.

To explain these inconsistencies, the mechanism of the impact of the hidden curriculum can be understood through the process of habituation, modeling, and social reinforcement that takes place simultaneously. Repetitive practices such as religious activities, time discipline, and structured social interactions form habits that are then internalized into the character of students (Mustikaweni dkk., 2025; Umairah, 2025). Meanwhile, teacher examples serve as models of behavior that students observe and imitate in daily life (Bani dkk., 2023; Sabanil dkk., 2022). However, if the process does not take place consistently or is not supported by the external environment, then the internalization of values becomes less than optimal, which explains why in some studies the impact is relatively weaker than in other contexts.

Forms of Hidden Curriculum that are Effective in Instilling Character Values

The most dominant form of implementation of the hidden curriculum in the formation of the character of elementary school students includes the habituation of religious activities, the application of discipline, teacher example, and the strengthening of school culture such as the 5S (smile, greeting, greeting, politeness, manners) (Pramitasari & Saifuddin, 2024; Bani dkk., 2023). In addition, several studies have also highlighted the role of extracurricular activities and daily social interactions as a medium for internalizing character values (Mustikaweni dkk., 2025; Sari dkk., 2023). These findings indicate that the hidden curriculum does not stand as a formal program, but is integrated into daily practices that shape students' learning experiences indirectly.

However, there are differences in the emphasis on the form of implementation between studies that show divergent findings. Some studies place religious habituation as the main form of hidden curriculum because it is considered more effective in shaping students' spiritual character and faith values, while other studies emphasize more on teacher exemplary and disciplined culture as dominant factors in shaping students' social behavior and self-control (Khoiroh, 2024; Sabanil dkk., 2022). This difference shows that each form of hidden curriculum has a different domain of influence, where habituation tends to work on the internalization aspect of values, while exemplary plays a role through the process of social imitation. This variation is also influenced by the institutional context, such as the characteristics of the school (religion-based or general), the vision and mission of the institution, and the role of teachers in managing the learning environment (Juwantara & Khotimah, 2021).

To explain these differences, the form of hidden curriculum can be understood as a social construction that develops through the interaction between institutional values, pedagogical practices, and school culture. The mechanism of its formation occurs through the habituation process, where repetitive activities such as religious activities and time discipline form habits that are then internalized into the character of students (Mustikaweni dkk., 2025; Umairah, 2025). On the other hand, the modeling mechanism explains how teachers' examples produce behavioral changes through observation and imitation, making them more effective in shaping social behavior than internal value aspects (Bani dkk., 2023; Sabanil dkk., 2022). However, when one of these mechanisms does not work consistently or is not supported by the school and

family environment, its effectiveness decreases, which explains the variation in the form of implementation and results found in various studies.

The Relationship between Hidden Curriculum Practices and Changes in Student Behavior

The relationship between the practice of hidden curriculum and changes in student behavior is strongly related and implicit causal. Various studies reveal that practices such as habituation of religious activities, the application of discipline, and structured social interaction consistently contribute to changes in student behavior in a more positive direction, such as increased discipline, compliance, and social attitudes (Pramitasari & Saifuddin, 2024; Sari dkk., 2023). This change does not occur instantly, but rather through a process of internalization of values that takes place gradually in daily life at school (Mustikaweni dkk., 2025). Thus, the hidden curriculum acts as a behavioral transformation mechanism that works through direct experience and habituation, not through formal instruction alone.

However, these relationships do not always show the same strength in every research context, so there are divergent findings that need to be critically compared. Some studies report significant and even behavioral changes as a result of hidden curriculum practices, particularly when habituation is done consistently and supported by a strong school culture, while other studies show that the changes that occur are still partial and limited to certain aspects (Rajaman dkk., 2025; Lubis dkk., 2022). This difference indicates that the relationship between practice and behavior change is not linear, but is influenced by contextual factors such as consistency of implementation, quality of teacher examples, and support for the family and social environment (Sabanil dkk., 2022; Juwantara & Khotimah, 2021). Thus, the same practices can produce different levels of behavior change depending on the strength of the educational ecosystem that surrounds them.

To explain these variations, the relationship between hidden curriculum practices and behavioral changes can be understood through habituation, modeling, and social reinforcement mechanisms that work simultaneously. Repetitive practices such as religious activities and time discipline form habits that gradually develop into sedentary patterns of behavior, making them more effective in shaping aspects of student discipline and self-control (Mustikaweni dkk., 2025; Umairah, 2025). On the other hand, teacher exemplification functions as a modeling mechanism that triggers the process of social imitation, so that it is more influential in shaping social behaviors such as manners and interpersonal interactions (Bani dkk., 2023; Sabanil dkk., 2022). However, if these mechanisms are not strengthened by the consistency of practice and the support of the external environment, the process of internalizing values becomes fragmented, which explains why in some studies the relationship between hidden curriculum practices and changes in student behavior appears to be weaker or less optimal.

CONCLUSION

This study concludes that hidden curriculum is an implicit mechanism that plays a significant role in character formation and behavior change of elementary school students through habituation practices, examples, and social interactions that are integrated in school culture. The main contribution of this research lies in the systematic synthesis of PRISMA, which not only maps the form and impact of hidden curriculum, but also explains causal relationships and internalization mechanisms of value that were previously fragmented in previous studies. Practically, these findings confirm that the institutionalization of the hidden curriculum needs to be done deliberately through supportive education policies, strengthening school culture by leaders, and integration in the design of character education programs by curriculum developers, including through structured habituation, teacher exemplary training, and a continuous evaluation system. In the future, the research agenda needs to be focused on developing measurable implementation models, cross-contextual empirical testing, and longitudinal studies to understand the sustainability of the impact of hidden curriculum in shaping student character holistically.

REFERENCES

- Ainiyah, N., Cipta, E. S., Hendra, A., & Roziqin, A. (2025). Implementing the Hidden Curriculum: Character Building in Elementary School Students Through Habituation. *Proceeding: Islamic University of Kalimantan*.
- Apriliani, R., Pratama, F. F., & Mahendra, H. H. (2025). Analisis Implementasi Hidden Curriculum dalam Pembentukan Karakter Peserta Didik (Studi Kasus SDN 3 Sukasari). *Creative of Learning Students Elementary Education*, 8(1), 161-168.

- Armadi, A., Jamilah, J., Wahdian, A., & Astutik, C. (2024). Fostering Character Education in Elementary Schools: The Impact of Extracurricular Activities. *Al-Ishlah: Jurnal Pendidikan*, 16(3), 3401–3411.
- Atmoko, A., & Ekawati, R. (2026). The Role of the Hidden Curriculum in Developing Discipline Attitudes of Fifth-Grade Elementary School Students: A Case Study. *Jurnal Cakrawala Pendas*, 12(1), 177–189.
- Bani, M. S. O., Janah, E. U., Darmawan, D., Alfilutfiani, D. N., Trihantoyo, S., & Cindy, A. H. (2023). Peran Guru dalam Mewujudkan Budaya 5S Melalui Penerapan Hidden Curriculum di SDN Lidah Wetan II. *Jurnal Jendela Pendidikan*, 3(4).
- Braun, V., & Clarke, V. (2021). *Thematic Analysis: A Practical Guide*. California: SAGE Publications.
- Cahyanto, B., Indana, F. M., Fiveronica, I., Salamah, E. R., & Garbacz, N. A. (2024). Integration of Religious Character in School Culture: An Investigation of Character Development Practices in Islamic Elementary School. *ELEMENTARY: Islamic Teacher Journal*, 12(1), 49.
- Fauzan, F., Mardhatillah, M., Biamrillah, F., Arifin, F., & Yaya, S. (2025). Exploring the Hidden Curriculum in Religious-Based Elementary Schools in Indonesia. Dalam *Towards Resilient Societies: The Synergy of Religion, Education, Health, Science, and Technology* (hlm. 215–221). CRC Press.
- Fitria, U., & Khalimah, N. (2024). Implementation of the Hidden Curriculum in the Formation of the Religious Character of Students. *Curricula: Journal of Curriculum Development*, 3(2), 363–374.
- Frazier, T., Roeser, R. W., Schonert-Reichl, K. A., & Negi, L. T. (2025). Evaluating the Feasibility and Preliminary Impact of the Social, Emotional, and Ethical (SEE) Learning Program: A Compassion-Based Social and Emotional Learning Program for Elementary School Children. *PloS one*, 20(8), e0328519.
- Gunio, M. J. (2021). Determining the Influences of a Hidden Curriculum on Students' Character Development Using the Illuminative Evaluation Model. *Journal of Curriculum Studies Research*, 3(2), 194–206. Scopus. <https://doi.org/10.46303/jcsr.2021.11>
- Haddaway, N. R., Page, M. J., Pritchard, C. C., & McGuinness, L. A. (2020). PRISMA2020: An R Package and Shiny App. *Environmental Evidence*, 9(1), 1–8. <https://doi.org/https://doi.org/10.1186/s13750-020-00194-4>
- Islami, R. A. N., & Yuniarti, Y. (2025). The Dark Side of School Life: An Analysis of Elementary School Student Behavior That Threatens the Learning Environment. *SOSIOEDUKASI: JURNAL ILMIAH ILMU PENDIDIKAN DAN SOSIAL*, 14(4), 3711–3720.
- Ito, T., Kubota, K., & Ohtake, F. (2022). Long-Term Consequences of the Hidden Curriculum on Social Preferences. *The Japanese Economic Review*, 73(2), 269–297.
- Juwantara, R. A., & Khotimah, K. (2021). Optimization of Three Education Centers Through Hidden Curriculum in Development of Religious Character of Students in Al-Azhar Dormitory Yogyakarta. *Abdau: Jurnal Pendidikan Madrasah Ibtidaiyah*, 4(1), 56–70.
- Kärner, T., & Schneider, G. (2024). A Scoping Review on the Hidden Curriculum in Education. *Research in Education Curriculum and Pedagogy: Global Perspectives*.
- Khoiroh, M. (2024). Implikasi Hidden Curriculum dalam Pembentukan Karakter Religius di Sekolah Dasar Kota Semarang. *Istifkar: Jurnal Pendidikan Islam*, 4(2).
- Litaay, S. C. H., Manuputty, F. M., Afdhal, A., & Makaruku, N. D. (2025). Local Culture-Based Education in the Hidden Curriculum: A Strategy for Fostering Tolerance and Peace in Maluku Secondary Schools. *Society*, 13(1), 192–207.
- Lubis, K., Hasibuan, D., & Gunawan, M. T. (2022). Pelaksanaan Hidden Curriculum dalam Membentuk Karakter Siswa di MIS Darul Mukhlisin Desa Sei Sijenggi. *Jurnal Somasi: Sosial Humanior Komunikasi*, 03(01), 25–37.
- Maudia, M., Gunawan, A. S., & Safithri, N. K. (2025). Internalization Of Students' Moral Values Through the Hidden Curriculum: Lickona's Perspective. *Global Expert: Jurnal Bahasa dan Sastra*, 13(2), 37–41.

- Mustikaweni, M. C. T., Attalina, S. N. C., & Hamiddaturohmah. (2025). Analisis Penerapan Hidden Curriculum dalam Mewujudkan Kebhinekaan Global di Sekolah Dasar. *Jurnal Jendela Pendidikan*, 5(1), 192-203.
- Page, M. J., McKenzie, J. E., Bossuyt, P. M., & Boutron, I. (2021). The PRISMA 2020 Statement: An Updated Guideline for Reporting Systematic Reviews. *BMJ*, Vol. 372. <https://doi.org/DOI:10.1136/bmj.n71>
- Parra Larrotta, S., Hernández Rincón, E. H., Niño Correa, D., Jaimes Peñuela, C. L., & Romero Tapia, A. E. (2025). Effects of the Hidden Curriculum in Medical Education: Scoping Review. *JMIR Medical Education*, 11, e68481.
- Pizard, S., Acerenza, F., Otegui, X., Moreno, S., Vallespir, D., & Kitchenham, B. (2021). Training Students in Evidence-Based Software Engineering and Systematic Reviews: A Systematic Review and Empirical Study. *Empirical Software Engineering*, 26(3), 50.
- Pramitasari, Y. A. & Saifuddin. (2024). Implementasi Hidden Curriculum dalam Pembinaan Adab dan Akhlakul Karimah Siswa. *EBTIDA': Jurnal Pendidikan Dasar Islam*, 5(1), 388-399.
- Rajaman, Idrus, Moh., & Solihah, A. I. (2025). Strategi Pembelajaran Guru Pendidikan Agama Islam dalam Membina Akhlak Karimah Peserta Didik. *Jurnal Syntax Imperatif: Jurnal Ilmu Sosial dan Pendidikan*, 5(6).
- Rohman, R., & Mentari, A. (2024). Implementation of the Strengthening Character Education Policy in Elementary Schools and Madrasah Ibtidiyah. *Jurnal Pendidikan PKN (Pancasila Dan Kewarganegaraan)*, 5(1), 42-63.
- Sabanil, S., Sarifah, I., & Imaningtyas. (2022). Peran Guru dalam Pelaksanaan Hidden Curriculum untuk Menumbuhkan Karakter Kebhinekaan Global Siswa Sekolah Dasar. *Jurnal Basicedu*, 6(4), 6567-6579.
- Salim, N. A., Zaini, M., Wahib, A., Fauzi, I., & Asnawan, A. (2024). Fostering Moderate Character of Santri: Effective Hidden Curriculum Strategy in Islamic Boarding Schools. *Nazhruna: Jurnal Pendidikan Islam*, 7(2), 357-372.
- Sari, D. M. P., Utami, W. T., Nurfalaq, A. J., & Harguntoro, K. (2023). Hidden Curriculum dalam Dimensi Pembangunan Karakter untuk Mengatasi Degradasi Moral Sekolah Dasar. *SAP (Susunan Artikel Pendidikan)*, 8(2), 312-321.
- Snyder, H. (2019). Literature Riview as a Research Methodology: An Overview and guidelines. *Journal of Business Research*, Vol. 104. <https://doi.org/https://doi.org/10.1016/j.jbusres.2019.07.039>
- Taufikin, T. (2024). Cleanliness Culture as Hidden Curriculum: An Empirical Study of Character Internalisation in Primary Education. *Indonesian Journal of Learning and Educational Studies*, 2(2), 129-142.
- Umairah, T. (2025). Teachers' Strategies for Shaping Islamic Character in Elementary School Students with Special Needs. *Indonesian Journal of Character Education Studies*, 2(2), 93-102.